

LAVANT C.E. PRIMARY SCHOOL



Relationship and Sex Education (RSE) POLICY

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| Policy Written: | January 2021 |
| Reviewed: | September 2022 |
| Reviewed: | September 2023 |
| Review due: | September 2024 |

Introduction

This policy is based on the DfE document: 'Relationships Education, Relationships and Sex Education and Health Education'. In this document, guidance for primary schools states that they should teach about relationships and health, including puberty. As a Church of England School we have also ensured our approach to teaching RSE is in-line with the Church of England RSHE Principles and Charter (Nov 2019)(See appendix 1)

We endeavour to teach this curriculum content in the context of feelings, friendships and relationships, as well as understanding biological processes appropriate to age.

Definition

RSE is the study of physical, emotional, social and cultural development of pupils. At Lavant Primary School, it involves learning about relationships, body changes, the human lifecycle, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values

Aims

At Lavant, we are committed to offering all pupils a first class, knowledge based curriculum. Christian values underpin all our teaching and influence the curriculum and relationships within the school. The aims of RSE at our school are to provide pupils with age appropriate information, explore attitudes and values and develop skills to empower our pupils to make positive decisions about themselves and their health behaviour. This takes place within the context of the consideration of the qualities of family relationships.

The following aims endorse our school values:

- for pupils to feel **valued** & believe in themselves.
- to create a sense of **belonging** to the school family, our local community & a wider world.
- to nurture mutual **respect**, build strong friendships and **work together** whilst celebrating diversity.
- to promote **emotional wellbeing**, encouraging everyone to be positive about themselves and others.

Objectives

- to provide a framework in which sensitive discussions can take place, providing the knowledge and information to which pupils are entitled.
- to create a positive, respectful culture around issues of body changes, personal identity and relationships.
- to consider moral issues, relationship issues and dilemmas within a safe environment.
- to prepare pupils for puberty and give them an understanding of the physical development of their own bodies as they grow into adults.
- for pupils to know the importance of health and hygiene.
- to teach pupils the correct scientific vocabulary to describe themselves and their bodies. For pupils to develop a respect for their own and others bodies.
- to help pupils gain a sense of self-esteem, self-confidence and empathy in their relationships with others.
- to develop pupils' critical thinking abilities to interpret the world around them and to develop skills to handle situations where they may feel subject to inappropriate pressure.
- to understand, tolerate and develop respect for other people and their way of life.
- to promote an understanding of the importance of family life.

Statutory requirements

The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made Relationship Education compulsory in all primary schools. Sex education is currently not compulsory. However, the Department for Education continues

to recommend that *'all primary schools should have a sex education programme tailored to the age and maturity of the pupils. Primary schools are required to teach the elements of sex education contained in the science curriculum. If primary schools do teach RSE, they must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.'* At Lavant CE Primary School we teach RSE as set out in this policy.

Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. **Review** – the PSHE lead consolidated all relevant information including relevant national and local guidance.
2. **Staff / governor consultation** – all school staff and governors had the opportunity to discuss the policy and make recommendations.
3. **Parent consultation** – parents were invited to feedback comments on the policy.
4. **Pupil consultation** – The School Council represented the views of our pupils. The representatives gained view regarding our RSE curriculum from the pupils in their classes and provided feedback to the PSHE lead and SLT.
5. **Ratification** – once amendments were made, the policy was re-shared with governors and ratified

Context & Delivery of RSE

RHE forms part of our 'My Happy Minds' PSHE curriculum. While we use RSE to inform pupils about body changes and human life cycles, we do this in constant reference to relationships and individual responsibility, and in a way that allows pupils to ask and explore moral questions. RSE promotes self-esteem, emotional health and well-being. It also helps pupils to form and maintain worthwhile relationships, based on respect for themselves and for others, at home, school and in the community. We do not use RSE as a means of promoting any form of sexual orientation. Biological aspects of RSE are taught within the science curriculum.

In addition to our My Happy Mind curriculum, aspects of RSE in upper KS2 are delivered by a specialist teacher. Delivery by visitors will complement school provision and content of the lesson agreed prior to the visit: 'Use of visitors should be to enhance teaching by appropriate member of teaching staff, rather than as a replacement for teaching by those staff.' Relationships Education, Relationships and Sex Education and Health Education (DFE statutory guidance page 18 p53)

The three elements of RSE to be taught are:

Knowledge

The acquisition and understanding of information which will give pupils a scientific vocabulary and a foundation of knowledge to understand things that happen to them and others, thus equipping pupils to make positive choices in the future. This knowledge includes the following topics:

- external parts of the body
- body organs
- body defence systems
- basic understanding of puberty and reproduction
- stages of human development, growing, changes and ageing & the human lifecycle

- personal hygiene
- maximising a healthy lifestyle
- keeping safe
- people who can help me
- families – different types and cultures
- what is a friend?

Skills

To enable pupils to develop confidently as individuals and create positive relationships.

These skills include:

- handling emotions and feelings
- developing positive relationships with their peers and adults within the school
- coping with conflict
- making decisions and choices
- personal safety – recognising & assessing potential risks
- communication - including how to manage changing emotions & relationships
- coping with loss
- problem solving – seeking help & support when required
- assertiveness

Attitudes and Values including

To promote an environment of mutual respect and tolerance of others:

- respecting oneself and valuing others
- valuing differences and similarities
- understanding attitudes towards gender, sexuality, race, culture and disability
- understanding awareness of stereotyping and prejudice
- understanding appropriate and inappropriate behaviour
- feeling good about oneself

Lavant CE Primary School's RSE Curriculum

Relationship & Health Education is generally taught through our My Happy Mind curriculum but aspects are also taught through Science, computing and PE.

| Children will learn: | |
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| EYFS | <ul style="list-style-type: none"> • Develop a sense of personal identity, showing care and concern for others. • Form good relationships with adults and other children. |
| Years 1 & 2 | <p>Families and people who care for me - My Family and Me</p> <ul style="list-style-type: none"> • Recognise who is in their family • Recognise that there are different types of families • Understand how their family help & care for them <p>Caring Friendships - Exploring feelings</p> <ul style="list-style-type: none"> • Identify different types of feelings and how they might look in themselves and others. • How to tell someone when they are feeling different emotions <p>Caring Friendships - Fabulous Friendships</p> <ul style="list-style-type: none"> • Identify what makes a good friendship • Identify when friendships feel good • Identify when friendships go through a wobble and know what to do when this happens <p>Being Safe and Online Relationships - Keeping safe</p> <ul style="list-style-type: none"> • Identify situations which are safe and which are not safe in real life • Identify situations which are safe and which are not safe in real life • Know where to go for help if they are unsure of what is and isn't safe |
| Year 3 & 4 | <p>Families and people who care for me - Families in the Wider world</p> <ul style="list-style-type: none"> • Recognise that everyone's family looks a little different • Understand how families come together to celebrate • How families care for each other <p>Respectful Relationships - All About me</p> |

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| | <ul style="list-style-type: none"> Identify those things about themselves that make them special and unique Talk about the things that they want to develop Consider the strengths of others and know how to share those <p>Respectful Relationships - Learning to love difference</p> <ul style="list-style-type: none"> Recognise what a gender stereotype is and isn't Discuss their views of gender and diversity Identify when a gender stereotype is being used <p>Families and people who care for me - Getting along with our families</p> <ul style="list-style-type: none"> Identify things that are the same about families and things that may be different Explain how they would respond to others that may be different Explain how they would respond to others being unkind about their own family, or someone else's Identify where to go for help if needed <p>Caring Friendships – Friendship Ups and Downs</p> <ul style="list-style-type: none"> Identify those things that make them a good friend Identify things that would make them think someone is not being a good friend Know what to do if they are struggling with a friendship <p>Being Safe and Online Relationships – Keeping Safe</p> <ul style="list-style-type: none"> Know what risky means Be able to discuss risk and share their opinion on whether something is safe or not Know where to go for help if they need it. |
| Year 5 & 6 | <p>Online Relationships – Friendships On and Off line</p> <ul style="list-style-type: none"> Explain how healthy friendships make them feel Explain what online bullying is Know where to go for help if they see something that has upset them online <p>Caring Friendships – Friendships and Secrets</p> <ul style="list-style-type: none"> Explain what a safe secret is and what an unsafe secret is Describe when keeping secrets is not a sign of good friendship Know where to go for help regarding secrets <p>Caring Friendships – Peer Pressure</p> <ul style="list-style-type: none"> Explain what peer pressure is Evaluate whether certain situations are peer pressure or not Respond appropriately when they feel like they are being peer pressured by a friend <p>Respectful Relationships – Identity and Respect</p> <ul style="list-style-type: none"> Define what makes them an individual Understand what makes others unique Express why it is important to respect others' individuality and difference <p>Respectful Relationships – Discrimination and the law</p> <ul style="list-style-type: none"> Define what discrimination is Understand that the law protects individuals who are commonly discriminated against Know what to do if they witness discrimination <p>Being Safe – Online Safety Images</p> <ul style="list-style-type: none"> Recognise that they may sometimes feel pressurised into sharing their picture online Recognise the importance of protecting their own and others' privacy online Know to speak to a trusted adult if they feel uncomfortable with images being shared online |

Links with our Science Curriculum

| Children will learn: | | |
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| | Theme | Learning Objective |
| EYFS Wren Class | Taking care of myself – physical wellbeing | 1. To show awareness of their own needs of eating healthily, sleeping and personal hygiene |
| KS1 Robin Class | All About Me Differences are good – respectful relationships | 1. To know humans have a body with many different parts. To know girls and boys have different body parts. 2. To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. 3. To know that children may have differences such as colour of hair or eyes, size of their arms |

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| | | and legs and to treat these differences with sensitivity and understanding. 4. To notice that animals, including humans, have offspring which grow into adults |
| Yrs 3 / 4 Woodpecker | All about me - needs changing with age (babies to child) – physical & mental wellbeing. | 1. To understand how they have grown and changed since they were a baby and that they will go on growing and changing as they become adults. 2. To know and understand about the physical changes that take place as we grow older. (baby – toddler – child) |
| Yrs 5/6 Pheasant | Changing adolescent body – puberty & human life cycle. Gender stereotypes – respectful relationships. Being safe | 1. To understand that all babies, human and animal, have biological mothers and fathers. 2. To know the differences between boys and girls. 3. To know and understand about the physical changes that take place at puberty. (Including external and internal reproductive body parts) 4. To understand what menstruation is and why it occurs. 5. Reproduction (this does not include sexual intercourse but will include facts about the sperm meeting the egg as well as details of pregnancy and birth) |

Every pupil is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all pupils have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development with differentiated provision if required. Equality Act 2010

RSE should focus on the development of skills and attitudes not just the acquisition of knowledge. This content was agreed in consultation with governors, parents and teaching staff.

RSE is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Ground Rules

A set of ground rules agreed between pupils and teacher helps create a safe environment of mutual trust and respect, in which no pupil or teacher should feel vulnerable, embarrassed or anxious about unintended or unexpected questions that may arise. This ensures professional boundaries are maintained and respected. Ground rules should be developed with each class or year group prior to the unit of work:

- no one (teacher or pupil) will have to answer a personal question.
- no one will be forced to take part in a discussion.
- only scientific names for body parts will be used.
- meanings of words will be explained in a sensitive and factual manner.

Dealing with Questions

Teachers should establish clear parameters of what is appropriate and inappropriate in a class setting. If a question is too personal, the teacher should remind the pupil of the ground rules. The teacher can state that they will talk to the pupil about the question after the lesson and request that the pupil sees them individually. If the pupil needs further support, the teacher can refer her or him to the appropriate person, such as the PSHCE lead, head teacher, school nurse, helpline, or an outside agency or service. If it is a genuine question, then the pupil will meet with the teacher. However, if the question was intended to

embarrass, then no further action is required, and the situation has been handled without conflict or embarrassment.

Question boxes, where pupils can ask questions or raise issues anonymously will be provided in each classroom. Pupils can put their name on their question to indicate that they would like an individual response to a question. If a teacher doesn't know the answer to a question, it is important to acknowledge this, but also to provide a clear pathway of how an answer will be obtained.

If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher should acknowledge the question and promise to attend to it later, on an individual basis. In this way, the pupil will feel they have been treated with respect, but the rest of the class will not be involved. To maintain trust and respect, however, the teacher must always remember to talk with the pupil later. If a teacher is concerned by anything, such as over sexualised language / a pupil being at risk of sexual abuse, they must follow the school's child protection procedures. (*See Child Protection & safeguarding Policy.*)

Confidentiality

Teachers will conduct RSE lessons in a sensitive manner and in confidence. However, if a pupil makes a reference to being involved in sexual activity, then the teacher will take the matter seriously and respond in line with our school child protection policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher or designated child protection officer. The Head teacher will then deal with the matter in consultation with health care professionals.

Ref: Department Of Education: Sex and Relationship Guidance (section 7: Confidentiality)

Inclusion Statement

At Lavant CE Primary School we have a commitment to ensure that our programme is relevant to all pupils and is taught in a way that is age and stage appropriate. Activities will be planned according to the different levels of pupil's skills and previous knowledge and will be adapted to meet the needs of pupils with SEND. This will include ensuring that these pupils develop skills to keep themselves safe. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEND. A range of teaching strategies and learning styles will be used to deliver this programme. These may include:

- circle time and class discussion
- professional visitors i.e. school nurse, RSE specialist
- reflection and sharing
- role play and drama
- the use of video and computer technology

Ref: Department of Education: Sex and Relationship Guidance (section 1: special educational needs & learning difficulties)

Roles and responsibilities

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

The Headteacher - It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity. The Headteacher, with the support of class teachers, is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. (see section 10)

Staff are responsible for:

- delivering RSE in a sensitive way modelling positive attitudes to RSE

- monitoring understanding and progress
- 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
- staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher.

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

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

- inform parents about the school's RSE policy and practice.
- answer any questions that parents may have about RSE and allow them to preview materials and information taught.
- take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- inform parents about best practice with regard to RSE, so that through mutual exchange of knowledge and information, pupils will benefit from being given consistent messages.

Parents' right to withdraw

Parents have the right to request that their child be withdrawn from some or all RSE lessons except for those components that form part of the statutory relationship guidance and science curriculum.

Requests for withdrawal should be put in writing and addressed to the Headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher, supported by the PSHCE lead, will discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on their child. This could include any social and emotional effects of being excluded, as well as the likelihood of their child hearing their peers' version of what was said rather than what was directly said by the teacher. Parents who withdraw their child from RSE in school are expected to ensure that their child still receives RSE in line with our school policy. Guidance and teaching materials will be provided by the school. Therefore, by giving parents the right to withdraw their child, we ask that parents take responsibility of being their child's RSE teacher and complete the work provided.

The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the pupils regarding health education. This includes members of the Local Health Authority, such as the school nurse and other health professionals. The Head teacher (PSHE lead) will liaise with external agencies regarding the school RSE programme and ensures that all adults who work with pupils on these issues are aware of the school policy, and that they work within this framework.

Monitoring and review

The RSE policy is the responsibility of the school Governing Body and will be reviewed in one years time.

Leadership:

There is a designated PHSE lead to oversee the curriculum planning throughout the school. The PSHE lead is responsible for informing the rest of the staff about new developments and the Headteacher for the need of training. The PSHE lead will advise colleagues on resources to aid planning and to use in the classrooms as necessary.

The delivery of RSE is monitored by the Headteacher (PSHE lead). The school will assess the effectiveness of the aims, content and methods in promoting pupils' learning by lesson observation, sampling teachers planning, questionnaires to teachers and pupils and feedback from parents. The effectiveness of the RSE programme will be evaluated by assessing pupil's learning and implementing change if required.

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

This policy is linked with the following policies:

- Science
- Child Protection and Safeguarding
- Behaviour
- Anti-bullying
- SEND
- Equal Opportunities
- P.E

Assessment and Reporting to Parents and Carers

The annual report to parents will include a section on personal development. Other formal and informal assessment will take place regularly throughout the year at the discretion of the class teachers.

Appendix 1 - Church of England RSHE Principles and Charter (Nov 2019)

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)

In Lavant CE Primary School we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. To work in partnership with parents and carers. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. That RSHE will be delivered professionally and as an identifiable part of PSHE. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the school's published policy for RSHE.

3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act* and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities. It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.

8. To seek pupils' views about RSHE so that the teaching can be made relevant to their lives. It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

* The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

Appendix 2: Relationships Education, Relationships and Sex Education and Health Education (DofE statutory guidance 2019)

By the end of primary school:

Families and people who care for me: pupils should know

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships: pupils should know

- how important friendships are in making us feel happy and secure, and how people choose and make friends.

- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to 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.

Respectful relationships: pupils should know

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.

- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.

- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.

- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

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- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships: pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.

- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

- how information and data is shared and used online.

Being safe: pupils should know

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.

- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all

contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Appendix 3: Science National Curriculum 2014 EYFS Statutory Guidance (PSED & PD)

Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. Physical development. Health and self-care: children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.

KS1

Yr 1 Animals, including humans - statutory requirements: pupils should be taught to: describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Notes for guidance: Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Pupils might work scientifically by: using their observations to compare and contrast animals at first hand or through videos and photographs, describing how they identify and group them; grouping animals according to what they eat; and using their senses to compare different textures, sounds and smells.

Yr 2 Animals, including humans - statutory requirements: pupils should be taught to: notice that animals, including humans, have offspring which grow into adults.

Notes for guidance: The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

UKS2

Animals, including humans -statutory requirements: pupils should be taught to: describe the changes as humans develop to old age.

Notes for guidance: Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Appendix 4: Documents used to inform RSE policy:

- Education Act 1996
- Equality Act 2010
- Supplementary Guidance SRE for 21st Century (2014)
- Keeping Children Safe in Education (2023)