

# Dishforth Church of England Primary School

## Relationships and Sex Education Policy

### Our Vision and Values

Our vision is to help children develop a sense of respect, tolerance and self-confidence. We encourage and support children to achieve their full potential and to develop a life-long passion for learning.

As a church school at the heart of our local community, Christian values underpin our work with the values of respect, trust, compassion and perseverance fundamental to our relationships and our commitment to ensure equality for all pupils.

*We seek to enable all children and adults at this school to be 'Rooted and Grounded in Love' (Ephesians 3:17) so that they might grow to the fullness of their potential having the 'The Roots to Grow and the Wings to Fly' and living lives of trust, compassion, respect and perseverance.*

### Our Curriculum Intent

#### Principles

*We undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE). [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(RSHE\) in Church of England Schools](#)*

We are committed to our statutory responsibilities with regard to the Equalities Act 2010  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

All our work in RSHE is undertaken with the same duty of safeguarding children which applies to all school practice. Our safeguarding policies can be found on the school website

[https://dishforthprimaryschool.org.uk/docs/policies/Child\\_Protection\\_Policy\\_2019.pdf](https://dishforthprimaryschool.org.uk/docs/policies/Child_Protection_Policy_2019.pdf)

#### What is Relationships & Sex Education (RSE)?

At Dishforth Church of England Primary school, we want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. In a Church of England school, it is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As such in Church of England Schools, Relationships, sex and health education lessons will help pupils in explore the foundational ethic of "Love your neighbour as yourself" (Mark 12.31). Pupils will have considered how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Further information can be found in the DfE publication:

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams](#)

**Our aims in RSE are:**

### **Attitudes and Values**

**By the end of Year 6 children will:**

- learn the importance of values, individual conscience and moral considerations
- learn the value of marriage, family life and stable relationships
- learn the value of respect, love, care and relationships that are healthy, equal and safe
- explore, considering and understanding moral dilemmas
- challenge stereotypes and gendered expectations for both boys and girls developing critical thinking as part of decision making

### **Personal and Social Skills**

- learn to manage emotions and relationships confidentially and sensitively
- develop self-respect and empathy for others
- be equipped with the information, skills and values to have safe, fulfilling and enjoyable relationships
- learn to make choices based on an understanding of difference and with an absence of prejudice
- explore and develop the social and personal skills needed to make informed choices with an appreciation of the consequences of choices made
- develop assertiveness skills to managing negotiation and conflict
- learn how to recognise and avoid abuse, control and exploitation, and how to seek help if they are being abused / exploited
- learn how to recognise pressure and ways of dealing with it
- understand a range of 'different families' and sexualities: Lesbian, Gay, Bisexual and Transgender (LGBT) and able to challenge transphobic and homophobic language
- be able to take responsibility and have respect for their bodies, wellbeing and sexual health
- develop the knowledge and skills to be able to seek appropriate help

### **Knowledge and Understanding**

- learn and understanding physical and emotional development at appropriate stages, including the appropriate terminology to describe the names for their genitalia and reproductive organs
- learn that their body belongs to them and they can say who has access to it
- learn and implement strategies to keep safe both on and offline
- consider the impact of the media on body image and portrayal of all genders
- understanding human sexuality, reproduction, emotions and healthy relationships

## **IMPLEMENTATION**

**In our school RSE is delivered by school staff as part of the PSHE curriculum within timetabled PSHE lessons. Some factual aspects of RSE are a well-established part of the National Curriculum for Science (2014) and will continue to be taught as part of timetabled science lessons.**

### **Definitions**

**Relationships Education (statutory)** is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person. This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

**The Science Curriculum (statutory)** includes learning about the human body parts (including correct terminology), and the biological facts of human growth, puberty and reproduction.

**Sex Education (not mandatory in primary schools)** Governors at Dishforth Church of England Primary School have agreed this should be offered to prepare and protect the children in our community as research shows that the age of onset of puberty has come down in recent decades (typical age range 8-14). We also want to equip our children to cope with the themes they may encounter through all forms of popular media. At our school this will include discussion of the emotional and practical aspects of puberty, the chance to ask questions anonymously and discussion of the concept of consent, including the use of social media.

### **Overview of Content of RSE**

#### **Science Curriculum – KS1 & 2**

Children learn about life cycles and life processes in animals and humans as part of the National Curriculum science programme of study. They also learn about the function of different body parts, correct terminology and how to keep their bodies healthy through diet and exercise.

In upper Key Stage 2 children learn that babies develop within a mother's uterus and that babies are conceived when an egg is fertilised by a male.

#### **Relationships and Health Education (within PSHE) Curriculum – EYFS, KS1 & 2**

Children learn initially about themselves and their feelings and this is then extended to think about how we relate to one another. Children develop the language of empathy, reconciliation and respectful debate. They learn how to recognise emotions and reactions in others.

Children learn about different families and cultures.

Children learn how to keep themselves healthy and safe. This includes learning about potential hazards such as misuse of drugs and alcohol, e-safety and physical safety.

#### **Relationships & Sex Education – Years 4-6**

Children learn about puberty and how their bodies will develop through short films and adult-led discussion of the emotional and practical impact of these changes. We emphasise that this happens over a wide age-range (the current typical age-range is 8-14) so some friends will develop before

others. There is a chance for children to ask questions anonymously. All children are taught about menstruation and its purpose. In Year 5 and 6, children learn how babies are conceived and born within the context of loving, respectful, committed relationships.

Children will also be taught about the value of their own bodies, mutual respect and the right to privacy and consent, including on social media.

Parents are invited to view the materials to be used in advance in order to prepare for questions at home.

**This table shows when new content will be taught – learning from earlier stages is revisited and consolidated too:**

### Overview of the Curriculum Content for each Year Group

	National Curriculum Science	Personal, Social & Health Education (PSHE)		
		Relationships Education	Health education	Sex Education
EYFS	<ul style="list-style-type: none"> <li>☐ My body</li> </ul>	<ul style="list-style-type: none"> <li>• Me &amp; My family</li> <li>• Taking turns</li> </ul>	<ul style="list-style-type: none"> <li>• Toilet hygiene</li> <li>• Eating hygiene</li> </ul>	
KS1 (over 2 years)	<ul style="list-style-type: none"> <li>• Correct names for external body parts</li> <li>• Life cycles of animals (insects, frogs)</li> <li>• Observations of eggs hatching</li> </ul>	<ul style="list-style-type: none"> <li>• Me &amp; my family</li> <li>• Different families</li> <li>• Being a good friend</li> <li>• People who help us</li> </ul>	<ul style="list-style-type: none"> <li>• Hand washing</li> <li>• Care of teeth</li> <li>• Prevention of spread of germs</li> <li>• Healthy foods</li> <li>• My private body</li> </ul>	
Lower KS2 (over 2 years)	<ul style="list-style-type: none"> <li>• Digestion</li> <li>• Life cycles of animals (birds, mammals)</li> <li>• Teeth, Muscles and skeletons</li> </ul>	<ul style="list-style-type: none"> <li>• Strategies for coping with disagreements</li> <li>• Friends I can't see</li> </ul>	<ul style="list-style-type: none"> <li>• Different food groups</li> <li>• balanced diet</li> <li>• Importance of exercise</li> </ul>	
Upper KS2	<ul style="list-style-type: none"> <li>• Function of internal organs: heart,</li> </ul>	<ul style="list-style-type: none"> <li>• Making new relationships</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping healthy</li> <li>• Personal</li> </ul>	<b>From Year 4:</b> How will my

<b>over 2 years)</b>	Human life cycle including puberty Life processes including reproduction in plants & animals Inheritance – how characteristics are passed on	Trust in relationships Changing emotions Social media Respectful language How to get help	hygiene Harmful substances Keeping safe (including Crucial Crew event)	body change? • Why will my body change? • Respecting my own and others' bodies. <b>In Year 6:</b> • What is sex? • Stable & committed relationships
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See Appendix 1 for more detailed content of the curriculum

## Delivery of RSE

RSE will be taught as part of timetabled PSHE lessons through:

- Stories
- Discussion
- Anonymous question baskets
- Picture News discussions (when relevant)
- Short video clips
  
- Circle times will be used to discuss any issues that arise which would not be covered in the teaching content for that term. This enables teachers to respond quickly to the needs of specific groups.

RSE will also be taught through Science and where appropriate cross-curricular links are made.

All class teachers are responsible for delivering the SRE curriculum in line with the school's long-term planning which can be viewed on the school website [www.dishforth.n-yorks.sch.uk](http://www.dishforth.n-yorks.sch.uk)

All children have the right to RSE and pupils with additional vulnerabilities (including SEND and looked-after children) will be supported in their learning, matched to their needs and stage of development. Provision of SRE will be inclusive for all learners, regardless of SEND, and will be sensitive to ethnicity, faith, sexual orientation.

### Resources used in school

- *I Am I Know I Can* will be used from Reception to Y6
- *The Busy Bodies Adolescent Development Programme* will be used in Year 5/6 to cover the puberty and reproduction aspects of the SRE curriculum. Parents will be informed when the programme will be used in school and will be able to view it at: [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)

Other resources which may be used are listed in appendix 2

## **Parental Right of Withdrawal**

Relationships education will be statutory for all pupils from September 2020, but sex education is not statutory until KS3.

**Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Leader who will explore their concerns**

If a child is withdrawn they will be provided with alternative work for the duration of the lessons they should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

The sex education elements of the National Curriculum Science order are mandatory for all pupils of primary and secondary school age. In primary school this includes pupils learning about parts of the body, growth, reproduction, life cycles and ageing; they should also learn about the changes experienced in puberty.

## **Lesbian, Gay, Bisexual and Trans (LGBT) and work on 'Different Families'**

The 2010 Equalities Act sets out that schools are required to eliminate discrimination, advance equality and foster good relations, so the curriculum should be inclusive for LGB, Trans and heterosexual pupils. This also means schools have to be proactive in preventing and tackling homophobic, biphobic and transphobic bullying and make all children and young people feel included. Stonewall is a leading LGBT charity and they provide a range of supporting materials for primary and secondary schools on their website. It is also important when teaching RSE at all age groups to explore gender and be inclusive of all gender identifies as well as challenging gender stereotypes. Further information on trans identities can be found at <http://www.gires.org.uk/>.

In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. From September 2020 at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

The NYCC LGBT guidance for professionals who work with children and young people provides an overview of supporting services in North Yorkshire and links to a range of organisations and resources to support the teaching and learning of Different Families / LGBT.

<https://cyps.northyorks.gov.uk/health-wellbeing-pshe>

<https://cyps.northyorks.gov.uk/equalities-and-diversity>

Church of England have published Valuing All God's Children - Guidance for Church of England schools to prevent homophobic, biphobic and transphobic bullying in 2017

## **Special Education Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. School will be mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

In special schools and for some SEND pupils in mainstream schools there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

There are an increasing number of resources to support delivery of SEND RSE. A number of resources like the NSPCC PANTS campaign have resources aimed at pupils with SEND and <https://www.choicesupport.org.uk/find-support/find-support-near-you/support-thats-right-for-you> provides links to a range of supporting resources.

The resources and activities need to be accessible for all pupils and through monitoring the taught programme and ensuring all pupils are making the progress in achieving the expected educational outcomes pupils who perhaps require further support can be identified and target provision can be implemented.

### **Gypsy, Roma and Traveller Community (GRT)**

School will work sensitively with GRT families to ensure that any teaching of RSE includes an understanding of the religious and cultural context of the children in the school.

*Schools have a duty to proactively plan for how they will have conversations with Gypsy, Roma and Traveller parents about what relationship and sex education involves and what parents' options are for their children, short of removing them from school.*

## **Impact**

### **Assessing, monitoring, evaluating and reviewing SRE**

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of the curriculum will:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their progress and achievements, helping them to identify what they should do next
- Bi-annually pupils in Y2/3 and Y5/6 will complete the Growing up In North Yorkshire Survey to support the monitoring and evaluation of the SRE provision and to identify any emerging issues for pupils
- Involve pupils in discussion about learning objectives and desired outcomes

- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement

The PSHE Leader and head teacher is responsible for monitoring the provision of SRE and for reporting the results to the Governor Body. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

### **Monitoring and Evaluation**

The RSE programme is regularly monitored and evaluated within the school's framework for teaching and learning and delivery of the curriculum. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every three years for the following purposes:

- To review and plan the content and delivery of the programme of study for SRE
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

### **Safeguarding and Confidentiality**

RSE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. This will include information on confidentiality and information will be given on where pupils can get help on personal concerns both inside and outside school. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality. Distancing techniques will be used throughout lessons and all teachers will use question boxes (or similar techniques) to allow pupils the opportunity to ask further questions anonymously.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside of the lesson. Teachers will explain 'that is a really interesting question and I need time to think because I want to give you a really good answer' this then allows the teacher to follow a number of options. These include: further questioning of the pupil with another member of staff present asking them for interpretation of the question they asked. Time to consult with colleagues to construct an appropriate answer, or liaise with the pupil's family, and obtain information about where to get further help or, if the matter is considered a potential Safeguarding issue, the staff member responsible for this will be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty all staff will have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, and take action as appropriate. Pupils will be made aware of the



law relating to sexual offences and of those circumstances where confidentiality cannot be maintained.

## **Roles and Responsibilities**

### **The Governing Body**

The governing body has the responsibility to ensure a school has an up-to-date RSE policy that describes the content and organisation of RSE through the national curriculum science and other curriculum areas like PSHE. The governing body, in co-operation with the Headteacher, is expected to involve families, pupils, and the wider school community to ensure that RSE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. They will ensure that the policy is available to parents and that parents know of their right to withdraw their children. Governors will ensure that the programme and the resources are monitored and evaluated. This monitoring applies to both the taught curriculum and the wider areas of school life eg Healthy Child Team. This policy will be reviewed annually.

The governing body has the responsibility to ensure the school is meeting requirements under the equalities legislation (Equalities Act 2010) and ensure the curriculum reflects the diversity of modern Britain including representing a range of families and sexualities in both primary and secondary schools.

The governing body has the responsibility through the statutory guidance 'Keeping children safe in education' (April 2014) to consider how pupils may be taught about safeguarding, including online, through teaching and learning opportunities, as part of providing a broad and balanced curriculum. This may include covering relevant issues through PSHE, and /or RSE. Specific issues referred to in the document include sexual exploitation, domestic violence, bullying including cyber bullying, sexting and teenage relationship abuse.

### **The Headteacher**

The Headteacher's responsibilities in respect of RSE are to:

- Work with governors to ensure compliance with the statutory guidance
- Liaise with the PSHE Leader to ensure the effective delivery of the RSE within the curriculum is being monitored
- Keep the governing body fully informed of provision, issues and progress around RSE issues
- Act upon any concerns which may arise from pupil's disclosure during RSE sessions
- Monitor staff training requirements in relation to effective teaching and learning of RSE
- Ensure parents/ carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any RSE that is not part of the National Curriculum Science programme

### **The PSHE Leader**

The PSHE Leader is responsible for all aspects of the subject including RSE. In respect of RSE, responsibilities are to:

- Ensure the implementation and quality of long-term and medium-term RSE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss RSE issues as trained,

- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issue.
- Consult with pupils to inform provision around RSE and use the schools' Growing up in North Yorkshire bi-annual survey results to inform planning
- Access appropriate training
- Monitor and advise on RSE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included
- Liaise with the named governor for RSE
- Liaise with any service provision to support aspects of sexual health
- Co-ordinate with external providers to ensure their provision meets the outcomes of the planned provision using age appropriate materials
- Liaise with the Headteacher to ensure parents/carers are informed when their children will be taught RSE to support a partnership approach but also that they do have the right to withdraw their child from any SRE that is not part of the National Curriculum Science programme

### **Parents / Carers**

The school will work in active partnership with families, value their views and keep them informed of the RSE provision. If a parent/carer has any concerns about the RSE provision, then time should be taken to address their concerns. Families will be invited to review the resources and can contact the Headteacher with any queries or concerns. Families may be signposted to the family planning association website which has a specific section for parents/carers on how to discuss these issues with their children <http://www.fpa.org.uk/help-and-advice/advice-for-parents-carers>

Parents will be notified in writing of the programme and the content for RSE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns

If a child is withdrawn he/she will be provided with alternative work for the duration of the lessons. He/she should not be removed from school for the duration of the lesson and consideration will be given on how to protect a pupil from the possible reaction of their peers to this withdrawal.

The DfE has produced some information for parents:

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

### **Complaints**

Parental or public complaints about a school's relationships and sex education provision should be addressed through the school's complaints procedure which is available on the school website.

### **External agencies**

Whilst the responsibility for organising and delivering most, if not all, of the RSE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, the teacher remains responsible for organising the teaching and learning or managing behaviour. The Partners in School form (see appendix 5) will be used when planning, and for evaluating the

input of an external contributor. By using this it is more likely that clear learning outcomes will be established, effective teaching and learning will be used, and that the work will be tailored to the target audience. A member of staff will be present at all times when an external contributor is working with pupils. The teacher will liaise with any visitors to provide the context of the session and will follow up to the session. All external visitors should have Disclosure and Barring Service check (DBS).

**This policy was completed : May 2020**

**Policy review date: May 2021**

**Person with overall responsibility for RSE: Mrs J Lyon, Head Teacher**

**PSHE Leader: Mrs J Lyon**

Appendix 1

### **Delivery of RSE and the Curriculum**

- The RSE curriculum is delivered e.g. through Science, PSHE lessons, e-safety, and where appropriate cross-curricular links are made.
- All class teachers are responsible for delivering the SRE curriculum in line with the school's long-term planning which can be viewed on the school website [www.dishforth.n-yorks.sch.uk](http://www.dishforth.n-yorks.sch.uk)
- As classes are taught in mixed-age groups, the RSE curriculum will be taught in two year cycles: Y1/2, Y3/4 Y5/6. This means that some children will be learn about some topics a year early
- The content of the RSE curriculum is:

Year 1	<p>I know that there are different types of relationships – family, friends and others</p> <p>I know that family and friends should care for each other</p> <p>I know about change and loss and the associated feelings</p>
Year 2	<p>I know about the changes that have happened to my body since birth</p> <p>I can question whether boys and girls should behave differently</p> <p>I know the names for the main body parts (including external genitalia) and the similarities/differences between boys and girls</p> <p>I understanding the importance of valuing of one's own body and recognising its uniqueness</p> <p>I know that individuals have rights over their own bodies, and that there are differences between good and bad touching</p> <p>I know who I can go to if I am worried about something</p>


	<p>I know about the process of growing from young to old and how people's needs change</p>
Year 3	<p>I can identify different types of relationships and show ways to maintain positive and healthy relationships</p> <p>I understand that relationships may change over time</p> <p>I can judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them</p> <p>I understand the difference between secrets and surprises and understand not to keep adult secrets and when to support a friend to tell a trusted adult</p> <p>I know how other families are similar or different to mine</p> <p>I understand that it is OK to be different to others</p> <p>I understand about growing and changing and new opportunities and responsibilities that increasing independence may bring</p>
Year 4	<p>I feel good about myself and my body</p> <p>I understand the language used to describe changes and feelings</p> <p>I understand that my body and emotions will change as I grow older</p> <p>I can recognise what love is</p> <p>I know that there are different kinds of families and partnerships</p> <p>I can respond appropriately to other people's feelings</p> <p>I can acknowledge that others have different points of view</p> <p>I can recognise the worth of other people</p> <p>I can recognise my worth as an individual</p> <p>I can identify positive things about myself and recognise my mistakes</p> <p>I can set personal goals</p> <p>I can demonstrate the features of good friendship</p>
Year 5	<p>I understand simple, safe routines to prevent the spread of bacteria and viruses</p> <p>I can name and explain male and female body parts, relating to Sex and Relationship Education</p> <p>I know the ways in which boys and girls grow and develop in puberty – physically and emotionally</p> <p>I recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way</p>

	<p>I am aware of different types of relationships and what makes them a positive,</p> <p>healthy relationships and I have the skills to form and maintain a healthy relationship</p> <p>I know where individuals, families and groups can get help and support</p> <p>I understand the importance of being respectful to everyone and to recognise</p> <p>and care about others people's feelings but if appropriate I feel able to confidentially challenge their view point</p>
Year 6	<p>I realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia and racism on individuals and communities</p> <p>I can recognise and challenge discrimination and stereotyping (including cultural, ethnic, religious diversity, sexuality, gender and disability)</p> <p>I know about human reproduction including conception</p> <p>I understand the physical and emotional changes I will go through at puberty</p> <p>I recognise different risks in different situations and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable</p> <p>I understand that civil partnerships and marriages are examples of stable, loving</p> <p>relationships freely entered into by both people</p> <p>I know that relationships change over time and that new relationships and friendships develop and the features of a positive healthy relationship</p> <p>I know how to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret</p>

### Resources used in school

- I Am I Know I Can will be used from Reception to Y6
- The Busy Bodies Adolescent Development Programme will be used in Year 5/6 to cover the puberty and reproduction aspects of the SRE curriculum. Parents will be informed when the programme will be used in school and will be able to view it at: [https://www.healthpromotion.ie/health/inner/busy\\_bodies](https://www.healthpromotion.ie/health/inner/busy_bodies)
- Other resources which may be used are listed in appendix 2
- Provision of SRE will be inclusive for all learners, regardless of SEND, and will be sensitive to ethnicity, faith, sexual orientation.



	<p>The NSPCC has produced resources to support pupils to get help about sexting  <a href="http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx">http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx</a></p> <p>The BigTalk Cards “Growing Up Safe” .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost)  <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></p>
<p>Different Families and Lesbian, Gay and Bisexua</p> <p>I</p> 	<p>Stonewall provide a range of supporting resources and information for primary and secondary schools  <a href="http://www.stonewall.org.uk">www.stonewall.org.uk</a></p> <p>The primary school ‘different families/ challenging homophobic language resource can be downloaded for free from <a href="http://www.ellybarnes.com/">http://www.ellybarnes.com/</a> go to resources and then CHIPS challenging homophobia in primary schools and scroll down the page to find the download button. The resource uses a range of story books and lesson plans to introduce different families from reception to year 6</p>
<p>E safety</p>	<p>Adventures of Smartie the penguin for EYFS and KS1 and Smart rules with Kara, Winston and the Smart Crew for KS2  <a href="http://kidsmart.org.uk">http://kidsmart.org.uk</a></p> <p>Think u know has a range of supporting resources for KS1-5  <a href="http://www.thinkuknow.co.uk/">http://www.thinkuknow.co.uk/</a> (It also has a section for parents/carers)</p> <p>E-safety resources for pupils (KS 1-5), teachers and professionals , parents and carers <a href="http://www.childnet-int.org">www.childnet-int.org</a> including Jenny’s Story for secondary age pupils</p> <p>The BigTalk Cards “Growing Up Safe” .A set of 23 cards include topics such as: inappropriate touching, inappropriate language, unlawful behaviour (such as exposing the genitals) exposure to inappropriate images/TV/films, being photographed inappropriately aimed at primary school children (there is a cost)  <a href="http://www.bigtalkeducation.co.uk/resources-for-primaries.html">http://www.bigtalkeducation.co.uk/resources-for-primaries.html</a></p>

	Digital Citizenship Scheme <a href="http://www.digital-literacy.org.uk/Home.aspx">http://www.digital-literacy.org.uk/Home.aspx</a>
Consent	The PSHE association has produced some guidance on consent <a href="http://www.pshe-association.org.uk/consent">www.pshe-association.org.uk/consent</a>
Domestic abuse	Expect Respect Educational Toolkit designed to help schools to address the issue of domestic abuse from KS1-5 <a href="http://www.womensaid.org.uk">www.womensaid.org.uk</a>  A website to help children and young people understand domestic abuse (KS2-5) <a href="http://www.thehideout.org.uk">www.thehideout.org.uk</a>  Independent domestic abuse service provides a range of information for staff and young people <a href="http://www.idas.org.uk">www.idas.org.uk</a>
Female Genital Mutilation	PSHE association has a page on its website focused on this issue. This contains a link to a lesson plan (KS3-5)  <a href="https://www.pshe-association.org.uk/content.aspx?CategoryID=1193">https://www.pshe-association.org.uk/content.aspx?CategoryID=1193</a>
Forced Marriage	Plan Uk has a range of information and supporting lesson plans (KS3-5)  <a href="http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/">http://www.plan-uk.org/resources/documents/teaching-resource-forced-marriage.pdf/</a>
Supporting parents/carers	The family planning association has a parents/carers section to support them in talking to their children about a range of growing up, sex and relationship and keeping safe issues  <a href="http://www.fpa.org.uk">www.fpa.org.uk</a>  The PSHE association has a number of parent factsheets including one to support SRE <a href="http://www.pshe-association.org.uk">www.pshe-association.org.uk</a>  A website to support parents in preventing sexual abuse <a href="http://www.parentsprotect.co.uk">www.parentsprotect.co.uk</a>