



# Relationships, Sex and Health Education (RSHE) Policy

Approved by Governors January 2023

Curriculum and Standards Committee

To be reviewed at least every two years

Review date: January 2025

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Date \_\_\_\_\_

## **Context**

Relationship and Sex education (RSE) and Health education supports children's lifelong learning about wellbeing and, more particularly, physical, moral, emotional and cultural development. RSE is about understanding of the importance of loving and caring relationships and focuses on the teaching of sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity.

## **Statutory Requirements**

From September 2020, all primary schools must deliver Relationships Education. Under the Education Act 2002/Academies Act 2010, all schools must provide a balanced and broadly-based curriculum which:

- promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life. Documents that inform the school's Relationships Education Policy include:
  - Education Act (1996)
  - Learning and Skills Act (2000)
  - Education and Inspections Act (2006)
  - Equality Act (2010),
  - Supplementary Guidance SRE for the 21st century (2014)
  - Keeping children safe in education – Statutory safeguarding guidance (2016)
  - Children and Social Work Act (2017)

## **Aims and objectives for Sex and Relationship Education**

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour.

This should take place with consideration of the qualities of relationships within families.

The objectives of Relationship and Sex Education and Health Education are:

- To provide the knowledge and information to which all pupils are entitled;
- To clarify/reinforce existing knowledge;
- To raise pupils' empathy, self-esteem and confidence, especially in their relationships with others in all contexts, including online;
- To help pupils understand their feelings and behaviour (including sexual feelings), so they can lead fulfilling and enjoyable lives and also know how to take care of themselves and receive support if problems arise;
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities;
- To develop pupils personal attributes including kindness, integrity, generosity, honesty, perseverance and resilience;
- To develop pupils' confidence to be participating members of society and to value themselves and others;
- To develop pupils' skills for a healthier, safer lifestyle;
- To support pupils' development and use of skills including communication skills and assertiveness skills to cope with the influences of their peers and the media;
- To teach pupils respect and care for their bodies;
- To prepare pupils for puberty and adulthood and give them an understanding of sexual development and the importance of health and hygiene
- To allow pupils to develop a positive, inclusive attitudes towards all types of family relationships, including same-sex or relationships with include transgender people.

## **Policy Development**

This policy has been developed in consultation with staff, pupils and parents.

The school informs parents when the human reproduction aspects of the Year 6 sex education programme are taught, and provides opportunities for all parents to view the videos and resources being used.

Parents have the right to withdraw their children from those aspects of sex education, and alternative work would be set. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education.

### **Curriculum (including Moral and Values Framework)**

RSE is taught in the context of relationships and reflects the values of the Personal, Social and Health education (PSHE) framework.

In addition, RSE promotes self-esteem and emotional health and well-being and helps pupils form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

For more information about our curriculum, see our curriculum map in Appendix 1,2 and 3.

### **Delivery of RSE**

RSE is taught within the personal, social, health education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE) and British Values.

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

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our RSE curriculum, see Appendix 1, 2 and 3.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

The curriculum, teaching and resources will be appropriately differentiated and personalised for pupils based on their needs in order for them to have full access to the content of the relationships and sex education and health education. Factors considered include:

- Age
- Physical and emotional maturity
- Religious backgrounds
- Special educational needs and disabilities (SEND)

### Coverage

At Joseph Turner Primary School we use two programmes of study with which to deliver the RSE objectives.

1. Healthy Mind, Happy Me – this focuses on relationships (including online relationships), mental health and wellbeing.
2. Growing Up With Yasmine and Tom – this focuses on relationships (including online relationships), health education and sex education.

The content covered as part of each year group can be seen in RSE part our PSHE curriculum. See the RSE curriculum plan below.

Joseph Turner Primary School Sex, relationship and health education provision and aims		
Year group	Personal, Social, Health and Economic Education (PSHE) skills	Relationships and Sex Education (RSE)
1	<ul style="list-style-type: none"> <li>I can talk about feelings and how others show them.</li> <li>I can think and talk about how I should behave when other people show how they feel.</li> <li>I can correctly name the main parts of my body, using proper scientific words.</li> <li>I can explain what it means to respect each other and why it is important.</li> <li>I can talk about how some diseases are spread, my rights to be protected from disease and my responsibility to protect people around me.</li> </ul>	<ul style="list-style-type: none"> <li>To introduce the concept of gender stereotypes.</li> <li>To introduce the concept of privacy.</li> <li>To begin to name body parts including private body parts.</li> <li>To begin to discuss the differences between girls and boys.</li> <li>To understand personal hygiene.</li> <li>To explore relationships with friends and the feelings involved.</li> <li>To introduce the concept of bullying.</li> <li>To begin to explore different family types.</li> </ul>
2	<ul style="list-style-type: none"> <li>I can recognise and celebrate the things I'm good at and the things I've done.</li> <li>I can think about things I might want to do and set some goals for myself.</li> <li>I can pick out and talk about the ways in which people and families are all different.</li> <li>I can talk about what makes me special.</li> <li>I can talk about some of my feelings and the feelings other people might have.</li> <li>I can understand why it is important to find ways to understand and show my feelings.</li> <li>I can talk about similarities and differences.</li> <li>I can decide when and how it's ok for people to touch me and how I should behave to it.</li> </ul>	<ul style="list-style-type: none"> <li>To promote the importance of the child having a positive body image.</li> <li>To extend understanding of personal hygiene.</li> <li>To learn more detailed scientific words for private body parts.</li> <li>To begin to understand acceptable and unacceptable touching.</li> <li>To promote awareness of personal safety, including online.</li> </ul>
3	<ul style="list-style-type: none"> <li>I can understand that there is not one way to be a boy, or one way to be a girl and challenge the idea that there is.</li> <li>I can identify my personal strengths and set goals to help me achieve things I like to do.</li> <li>I can understand how this helps me to feel good about myself.</li> <li>I can recognise that there are many similarities and differences between people. I can recognise that there are lots of different types of relationships.</li> </ul>	<ul style="list-style-type: none"> <li>To further explore the concept of gender stereotypes.</li> <li>To promote the importance of self-worth and positive image.</li> <li>To introduce the concept and vocabulary of health relationships.</li> <li>To introduce the concept that, we have to work to maintain healthy relationships.</li> <li>To introduce the concept of permission seeking and giving in relationships- linked to bullying.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can understand that I have the right to protect my body from being touched in ways I don't like or ways which I know are unacceptable.</li> <li>• I can talk about what makes positive, health relationships.</li> <li>• I can recognise different types of teasing and bullying and understand that these are wrong and unacceptable.</li> </ul>	
4	<ul style="list-style-type: none"> <li>• I can recognise and talk about the differences and similarities which exist between people and name some of the differences including family types and people's personal identity.</li> <li>• I can judge what kind of physical behaviour and contact is acceptable and which is unacceptable.</li> <li>• I can talk about ways to respond to different types of physical contact and behaviour.</li> <li>• I can recognise when I may need help to deal with a situation and I have developed the skills to ask for help.</li> </ul>	<ul style="list-style-type: none"> <li>• To further explore diversity in families.</li> <li>• To investigate strategies for dealing with bullying about families.</li> <li>• To further explore awareness of where to seek help if there are problems within the family.</li> <li>• To develop the use of correct scientific names for private body parts.</li> <li>• To develop the concept of an individual's ownership of their body.</li> <li>• To further develop understanding of the concept of acceptable/safe and unacceptable/unsafe touch.</li> <li>• To explore strategies for refusing unacceptable/unsafe touching.</li> <li>• To develop the concept of permission seeking and giving in relationships.</li> <li>• To develop an understanding of the various ways germs can spread.</li> <li>• To explore the ways in which personal hygiene routines can prevent the spread of germs.</li> <li>• To raise awareness of safety uses around blood/syringes.</li> <li>• To further develop an understanding of risk.</li> <li>• To develop the concept of acceptable risk.</li> </ul>
5	<ul style="list-style-type: none"> <li>• I can anticipate how my emotions may change when I experience puberty</li> <li>• I can identify healthy relationships and recognise the skills I need to manage and maintain healthy relationships.</li> <li>• I can identify what it means to feel 'safe' and why it is important for everyone.</li> <li>• I can identify and discuss strategies for keeping safe online.</li> <li>• I can explain the problem around personal information including images of myself and others being shared online easily and without my permission.</li> <li>• I can consider and discuss how to cope if I accidentally see</li> </ul>	<ul style="list-style-type: none"> <li>• To explore the rules for on and offline friendships</li> <li>• To raise awareness of safe and unsafe secrets</li> <li>• To explore where to seek help if secrets feel unsafe</li> <li>• To identify and explore the concept of peer pressure</li> <li>• To explore strategies to deal with peer pressure.</li> <li>• To continue to develop understanding of the concept of acceptable/safe and unacceptable/unsafe touch.</li> <li>• To further develop the concept of an individual's ownership of their body.</li> <li>• To further develop strategies for refusing unacceptable/unsafe touching.</li> <li>• To raise awareness and promote the importance of the law relating to online images of children.</li> </ul>

	<p>inappropriate images, and upsetting online material, including who to talk to about what I have seen.</p>	<ul style="list-style-type: none"> <li>• To explore the dangers around posting online images.</li> <li>• To develop the concept of permission seeking and giving in relationships, including online.</li> <li>• To define and explore the term puberty.</li> <li>• To identify changes which take place during puberty, in both boys and girls.</li> <li>• To define and explore the terms 'menstruation' and 'periods'.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>• I can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.</li> <li>• I can explain what sexual intercourse is and how this leads to reproduction, using the correct, scientific terms to describe the male and female organs.</li> <li>• I can understand and discuss what discrimination might look like.</li> <li>• I can discuss the consequences of discrimination, including the use of prejudicial language.</li> <li>• I can identify some cultural practices are against British Law and universal human rights for example FGM.</li> <li>• I can explain and discuss the impacts of stereotyping, prejudice and discrimination and how to challenge these.</li> </ul>	<ul style="list-style-type: none"> <li>• To introduce and explore the terms 'wet dreams' and masturbation.</li> <li>• To explore the term 'sexual intercourse'</li> <li>• To define and explore the term pregnancy and birth</li> <li>• To introduce and explore the terms assisted fertility and multiple births</li> <li>• To explore the terms sexual orientation and gender identity</li> <li>• To raise awareness of the prejudice which may be associated with some forms of sexual orientation and gender identity.</li> <li>• To explore the terms discrimination, discriminatory behaviour and protected characteristics.</li> <li>• To identify ways to challenge discriminatory behaviour whilst remaining safe.</li> <li>• To identify sources of help when feeling worried/unsafe</li> <li>• To explore strategies and vocabulary for accessing help from appropriate sources.</li> </ul>

## **Child Protection / Confidentiality**

Teachers need to be aware that effective relationships and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

The staff member will log any cause for concerns on CPOMS which will notify the Designated Safeguarding lead. A member of staff cannot promise confidentiality if concerns exist.

## **Dealing with difficult questions**

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. This framework facilitates the use of an anonymous question box as a distancing technique for the following year groups (4, 5 & 6).

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the individual child's needs.

## **Use of visitors**

When appropriate, visitors such as the school nurse may be involved in the delivery of sex and relationship education, particularly in Key Stage 2. Visitors will complement and not substitute or replace planned provision as it is the PSHE Leader's and teacher's responsibility to plan the curriculum and lessons.

## **Roles and responsibilities**

The head teacher remains responsible for the oversight of the curriculum and policies; dealing with issues concerning parental right to withdrawal their child from the curriculum.

The governing body is responsible for fulfilling the legal obligations on the part of the school, ensure all pupils, including SEND, are making progress and the overall quality of the provision offered in the school allows the children to achieve the expected educational outcomes.

The DSL is responsible for checking policy for safeguarding compliance and dealing with safeguarding matters as and when they arise.

The PSHE coordinator is responsible for the development of the curriculum, delivering training and resources to key members of staff, ensuring where teachers are of informed of where children have withdrawn from some/all of the curriculum, monitor the teaching of the subject and work with partners including safeguarding lead, external partner groups and individuals.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] 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.

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

## **Parents'/carers' right to withdraw**



Parents/carers do not have the right to withdraw their children from relationships education or health education. Parents/carers have the right to withdraw their children from some or all of the [non-statutory/non-science] components of sex education within RSE.

At Joseph Turner Primary school, puberty is taught as a statutory requirement of Health Education and covered by our Growing Up With Yasmine and Tom RSE programme.

We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this. They are as follows:

KS2 Lesson 9 Wet Dreams and Masturbation

KS2 Lesson 10 Making Babies - Sexual Intercourse

KS2 Lesson 11 Making Babies - Assisted Fertility and Multiple Births

KS2 Lesson 12 Making Babies – Pregnancy and Birth

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. Alternative work will be given to pupils who are withdrawn from sex education.

### **Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

### **Monitoring and Evaluation arrangements**

In the first instance, the lead teacher for PSHE and RSE will be responsible for monitoring and evaluating the subject who will monitor the impact of the policy on children's learning, subject development, report to SLT and the Deputy Head teacher to report to the Governing Body. All monitoring in the subject will be in accordance with school policy.

## Appendix 1: Relationships education expectations

### Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

The guidance states that, by the end of primary school:

	Pupils should know...
<b>Families and people who care for me</b>	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• 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.</li><li>• 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.</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring Friendships</b>	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• 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</li></ul>
<b>Respectful Relationships</b>	<ul style="list-style-type: none"><li>• 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</li><li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li><li>• The conventions of courtesy and manners</li><li>• The importance of self-respect and how this links to their own happiness</li></ul>

	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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.</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• Where to get advice e.g. family, school and/or other sources.</li> </ul>

## Appendix 2: Health education expectations

### Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know
<b>Mental wellbeing</b>	<ul style="list-style-type: none"><li>• That mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</li><li>• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</li><li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental well-being or ability to control their emotions (including issues arising online).</li><li>• It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"><li>• That for most people the internet is an integral part of life and has many benefits.</li><li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li><li>• How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</li><li>• Why social media, some computer games and online gaming, for example, are age restricted.</li><li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li><li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li><li>• Where and how to report concerns and get support with issues online.</li></ul>

<b>1 Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle.</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• The risks associated with an inactive lifestyle (including obesity).</li> <li>• How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
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<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning and preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and Prevention</b>	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 3: Sex education expectations

The DfE recommends that by the end of primary teaching:

- Draws on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born

The list of lesson plans and the chart below explains how the DfE expectations on RSE are covered by the Yasmine and Tom programme of study. (Other aspects are covered by the Healthy Mind, Happy Me programme and the broader PSHE curriculum.)

**KS1 = Key Stage 1 – Years 1 and 2**

**LKS2 = Lower Key Stage 2 – Year 3 and 4**

**UPKS = Upper Key Stage 2 – Years 5 and 6**

### Growing up with Yasmine and Tom

#### Complete list of lesson plans in the updated resource

##### Module one (Key stage 1)

Introducing Yasmine and Tom  
Friendships and feelings  
Different families  
My brilliant body  
Keeping clean and taking care of myself  
Naming body parts  
Keeping safe

##### Module two (Lower key stage 2)

Introducing Yasmine and Tom  
Gender stereotypes and aspirations  
Me, myself and I  
What makes a good friend?  
Families and getting on with our families  
My personal and private body parts and keeping safe  
Body care  
Is it risky?  
People who can help us on and offline

##### Module 3 (Upper key stage 2)

Introducing Yasmine and Tom  
On and offline friendships  
Friendships and secrets  
Friendships and pressure  
Keeping safe – safe and unsafe touch  
Keeping safe – online images  
Changes at puberty  
Periods (menstruation)  
Wet dreams and masturbation  
Making babies – sexual intercourse  
Making babies – assisted fertility and multiple births  
Making babies – pregnancy and birth  
Identity and prejudice  
Equality and the law  
Getting help

DFE Statutory Guidance -

Areas covered by the Yasmine and Tom scheme

**Ln** = Yasmine and Tom  
lesson number

Highlighted text = **covered**

**By the end of primary school:**

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none"><li>that families are important for children growing up because they can give love, security and stability. <b>LKS2 L5</b></li><li>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. <b>General theme</b></li><li>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. <b>KS1 L3, LKS2 L5, UKS2 L1</b></li></ul>
	<ul style="list-style-type: none"><li>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. <b>LKS2 L5</b></li><li>that marriage<sup>13</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <b>LKS2 L5</b></li></ul>
Caring friendships	<p>Pupils should know</p> <ul style="list-style-type: none"><li>how important friendships are in making us feel happy and secure, and how people choose and make friends. <b>KS1 L2</b></li><li>the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <b>LKS1 L4</b></li><li>that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <b>LKS2 L4, UKS2 L2</b></li><li>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. <b>KS1 L2</b></li><li>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. <b>LKS2 L8, UKS2 L4</b></li></ul>

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>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. LKS2 L3</b></li> <li>• <b>practical steps they can take in a range of different contexts to improve or support respectful relationships. LKS2 L4</b></li> <li>• <b>the conventions of courtesy and manners.</b></li> <li>• <b>the importance of self-respect and how this links to their own happiness. KS1 L4, KS1 L5, KS1 L6, LKS2 L7</b></li> <li>• <b>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.</b></li> </ul> <p><b>General theme</b></p>
	<ul style="list-style-type: none"> <li>• <b>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. LKS2 L8, UKS2 L2</b></li> <li>• <b>what a stereotype is, and how stereotypes can be unfair, negative or destructive. KS1 L1, LKS2 L1, LKS2 L2</b></li> <li>• <b>the importance of permission-seeking and giving in relationships with friends, peers and adults. LKS2 L6, LKS2 L9, UKS2 L5, UKS2 L9</b></li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <b>that people sometimes behave differently online, including by pretending to be someone they are not. KS1 L7</b></li> <li>• <b>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. KS1 L7, UKS2 L2</b></li> <li>• <b>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. KS1 L7, UKS2 L6</b></li> <li>• <b>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. UKS2 L2</b></li> <li>• <b>how information and data is shared and used online.</b></li> </ul>



Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• <u>what</u> sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). <b>KS1 L6, LKS2 L6</b></li> <li>• <u>about</u> 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. <b>KS1 L1, UKS2 L3</b></li> <li>• <u>that</u> each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <b>KS1 L6, LKS1 L6, UKS2 L5</b></li> <li>• <u>how</u> to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <b>KS1 L6, LKS2 L6, UKS2 L5</b></li> <li>• <u>how</u> to recognise and report feelings of being unsafe or feeling bad about any adult. <b>KS1 L7, LKS2 L6, UKS2 L5</b></li> <li>• <u>how</u> to ask for advice or help for themselves or others, and to keep trying until they are heard. <b>KS1 L7, LKS2 L6, UKS2 L15</b></li> <li>• <u>how</u> to report concerns or abuse, and the vocabulary and confidence needed to do so. <b>KS1 L7, LKS2 L6, LKS2 L9, UKS2 L15</b></li> <li>• <u>where</u> to get advice e.g. family, school and/or other sources. <b>KS1 L7, LKS2 L6, LKS2 L8, LKS2 L9, UKS2 L15</b></li> </ul>
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#### Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

