



## **Relationships & Sex Education Policy (September 2020) DRAFT FOR CONSULTATION**

This policy has been drawn up in consultation with teaching staff, parents, and governors of West Park Primary School.

This policy is available to the entire school community. A copy of the policy can be found on the staff shared area and is also available on the school website.

### **Statutory RSE and Health Education - position statement (November 2019):**

In June 2019, the Government released final guidance for Relationships Education & Health Education to become statutory curriculum requirement for primary schools from September 2020. As a school, we welcome this and recognise that this will further strengthen our ability to help our children be safe, happy and prepare for life beyond school.

At West Park, we already address much of the new proposed statutory guidance within our current curriculum offer, but in the interim we will take the opportunity to review our practise and prepare accordingly, with the support of external specialist advice where needed. Parental engagement and consultation will also be an important part of our policy review in this area to help determine our approach.

### **Background of our school**

West Park Primary is a multicultural school that caters for children between the ages of 3 and 11 years of age and is located near to Wolverhampton city centre. We currently have approximately 320 children on roll.

The school is situated in a disadvantaged area and we have a highly significantly transient school population. Some 48% of our pupils have registered an entitlement to free school meals. The majority of our pupils are from ethnic minority families. We have a high percentage of children for whom English is not a first language and approximately 5% of our children are new arrivals to the country with very limited English, if any at all. The last time we audited we had 31 languages spoken by the children in school.

West Park prides itself on its nurturing, caring ethos and we feel this as one of the strengths of the school. We aim to ensure that school is a happy place and somewhere children can feel valued and safe. We feel that effective teaching in Relationships Education and age-appropriate Sex Education can only strengthen and develop this ethos and fully prepare children for later life.

### **School of sanctuary**

West Park Primary School was the first school in Wolverhampton to be recognised as a 'School of Sanctuary'. This involves having a thorough understanding of the concept of 'sanctuary' and then embracing it within the school's ethos and practices. A School of Sanctuary is a school that is committed to being a safe and welcoming place for all, especially those seeking sanctuary. This could be people whose lives were in danger in their own country, who have troubles at home or are just looking for a space of safety.

A School of Sanctuary is a school that helps its students, staff and wider community understand what it means to be seeking sanctuary and to extend a welcome to everyone as equal, valued members of the school community. It is a school that is proud to be a place of safety and inclusion for all.

### **What is relationships & sex education?**

At West Park we believe that Relationships (& Sex) Education (RSE) is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It also involves acquiring information, developing and forming positive beliefs, values and attitudes. At an appropriate age for our children it is also about the teaching of sex education, whether this be part of National Curriculum Science or additional non-statutory provision to complement this. It is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community and beyond. We ensure Relationships Education and Sex Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

We believe relationships and sex education is important for our pupils and our school because it helps to keep children safe, happy and healthy. The aims of our school - Respect - Aspiration - Resilience – Integrity – are all reinforced and valued as part of our approach to Relationships Education at West Park Primary School.

***“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”***

Secretary of State for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

This policy is a working document which aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers and governors. Please note, for the purposes of this policy we define Relationships Education (RE) as any that is required by the DfE within its statutory document. We define Sex Education (SE) as:

- Statutory content within National Curriculum for Science
- Any non-statutory sex education content delivered as part of our PSHE education programme. Any session delivery which this applies to is clearly identified within the school curriculum overview and the curriculum organisation/delivery section within this policy.

Please also note that DfE guidance from 2020 also requires schools to deliver a ‘Changing Adolescent Body’ unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will also be covered in an age-appropriate way within our PSHEe programme alongside other related themes.

### **Statutory regulations and guidance**

Documents that inform our school’s RSE 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 (2019)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice. The statutory guidance document from the DfE document can be viewed here:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)

### **Other related policies and documents:**

- PSHE Policy
- Safeguarding /Child Protection Policy
- E-safety policy
- Anti-bullying policy
- Confidentiality policy
- Science Policy

### **Aims of Relationships and Sex Education**

At West Park we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships. We teach RSE within the wider context of building self-esteem, emotional well-being, and healthy lives beginning in the year 1 through to year 6.

Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon year-by-year in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges they face as they grow up. A small number of non-statutory sex education is also delivered at age- appropriate points across the curriculum as we believe that this is required to meet the needs of our children and to keep them informed and safe, both now and in the future. We believe that this view supports current DfE guidance which states that:

***“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education***

***programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”***

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance

High quality Relationships and Sex Education has the following principles:

- is a partnership between home and school
- includes the acquisition of knowledge, the development of life skills and respectful attitudes and values
- is inclusive of difference and diversity
- promotes equality in relationships
- helps pupils keep themselves safe from harm, both on and offline
- contributes to a positive ethos and environment for learning in school
- uses active learning methods, and is rigorously planned, assessed and evaluated
- helping pupils keep themselves safe from harm, both on and offline

The intended outcomes of our programme are that pupils will develop their understanding in three core areas;

### **Attitudes and Values**

- To learn the value of respect, love and care
- To learn to value and respect ourselves and others
- To develop an understanding and valuing of diversity
- To promote a positive attitude to healthy lifestyle and keeping safe (including online)
- To develop an understanding of the value of family life and an appreciation of the many different types of families and relationships

### **Personal and Social Skills**

- To learn how to identify and manage emotions confidently and sensitively
- To develop self-respect and empathy for others
- To develop communication skills with peers, school and family
- To learn how to assess risk and to develop strategies for keeping safe

- To develop the ability to give and secure help
- To develop an understanding of difference and an absence of prejudice.

### **Knowledge and Understanding**

- To recognise and name the main external parts of the body including agreed names for female and male body parts, complementing the NC Science curriculum
- To know the basic rules for keeping themselves safe and healthy, including having confidence to ask for help
- To know about human life processes such as conception \* , birth and puberty
- To develop an understanding of the physical and emotional aspects of puberty, body changes and the menstrual cycle.
- To know who can provide help and support.

\*Parental right of withdrawal applies. Please see working with parents section

### **Delivery of RSE within school**

- **Curriculum**

Our RSE curriculum is delivered predominantly by class teachers or other teaching staff within our school from years 1 to year 6 and is part of our Personal, Social, Health & Economic (PSHE) education programme of study. Our school uses a PSHEe programme called '1decision', which covers all of the themes required by statutory guidance on Relationships Education and Health. We also use some sessions from the scheme of work called Growing Up and Relationships which has been produced by the Local Authority (see Appendix for lesson content overview). Children will be taught in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. During years 4, 5 and 6 appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of RSE in school, such as School Nurses.

Please see Appendix 1 for an overview of our PSHE Education programme.

- **Teaching and learning approaches**

A wide variety of teaching and learning approaches will be used to teach PSHE education, including RSE. These will include:

- use of circle time
- film-clips

- scenarios
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- problem solving
- working alone, in pairs or larger groups of children and with children they would not normally work with
- involvement of visitors to work with the children i.e. school nurse

- **The delivery of Relationship & Sex Education**

Throughout RSE, children and young people benefit from opportunities to identify and reflect on their own values and those of others including their peers. RSE in school provides a safe environment for this exploration and development of positive attitudes.

RSE is delivered within time tabled curriculum lessons as part of our PSHE education curriculum. Statutory elements are also delivered within Science as per the National Curriculum. Our school intends to help young people develop confidence in talking, listening and thinking about relationships in a safe and secure way and a number of teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques
- knowing how to deal with unexpected questions or comments from pupils
- use of appropriate materials
- encouraging reflection and discussion

All staff who teach aspects of RSE within school, including visitors, are expected to be guided by the following values framework which represents the values held in common by the whole school community. The teaching of RSE will encourage learners to:

- Value and respect themselves
- Value and respect others for who they are, not for what they have or what they can do
- Value healthy relationships which are based on mutual respect, care and goodwill
- Value and respect difference in people's religion, culture, gender, sexual orientation, physical and mental ability and social background
- Value and respect their own and others' rights to make choices and the responsibilities of these choices
- Value stable and loving relationships for the nurturing of children and as the basis of a society in which people care for one another

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of sex and relationships education in this school.

### **Creating a safe learning environment**

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

- **Ground Rules**

The use of ground rules is a fundamental tool in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below as an example but it is important that these are set in partnership with pupils so that they are fully embedded in the classroom.

- Listen carefully
- Take turns to speak
- Respect each other's contributions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson.



Good ground rules will help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

- **Dealing with questions**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. It is often the case that pupils also ask related questions during other non-RSE based sessions within PSHE. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher

If a teacher doesn't know the answer this should be acknowledged and, if deemed to be appropriate, this may be followed up outside of the classroom environment with individual pupils.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom (or the school's RSE policy), provision would be made to meet the individual child/young person's needs. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with school if they have any questions or queries, they would like advice on to better support their child and continue learning outside of the classroom.

### **Visitors and Outside Organisations**

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise; such as a health professional, or a particular style of learning; such as creative arts and theatre in education. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. The PSHE co-ordinator will ensure that the visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme.

A teacher/member of staff will always be present during any lesson/workshop delivered. Teacher's are also responsible for ensuring if the visitor presents a partial view of an issue, the opposing view is presented at some point, to provide a balanced perspective.

## **Inclusion**

It is our intention all children 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. We operate a fully inclusive ethos in school. No child will be omitted from an activity or lesson on the grounds of gender, race, disability or special educational needs.

We are mindful of statutory guidance from the DfE, Ofsted and also of the legal responsibilities placed upon institutions by the Equality Act 2010. The full act can be viewed here:

<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which meet their particular needs.

## **Working with parents/Parental right to withdraw**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships. At West Park, we are committed to working closely with parents to ensure that we create the best possible curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics.

Whilst we believe that all of the content within our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory sex education, parents have the legal right to request that their child be withdrawn from some or all sex education lessons other than that which is delivered via the National Curriculum for Science.

Please see **Appendix 2** which gives further information on any specific lessons where non-statutory sex education is delivered and this parental right of withdrawal applies. As per the DfE guidance document, there is no parental right of withdrawal from Relationships or Health Education content within the school curriculum.

We view the partnership of home and school as vital in providing the context around the themes covered to all our children. We will keep parents/carers informed of the RSE programme through publishing an overview of the content of the programme and policy on the school website and by providing further information / resources on request. Parents will be offered the opportunity to discuss the content and delivery of the programme with the subject co-

ordinator. Letters will go also out to parents prior to any non-statutory sex education sessions where this right of withdrawal applies to remind parents of this right.

If parents wish to request that their child be withdrawn from any non-statutory sex education provision, they should contact the Headteacher and they will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. We acknowledge that parents and carers have an especially important role to play in RSE and they need to feel confident that the schools programme complements and supports their role. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and alternative provision will be made for any children during such sessions so that they are not within class for the duration of the session.

It is noted that parents who do wish to withdraw their child from such sessions understand that discussing these issues with their child becomes their responsibility.

### **Safeguarding and confidentiality**

Confidentiality in RSE lessons will be in accordance with the school's Confidentiality Policy.

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue by children. If this should occur, the staff member will inform the head teacher/designated child protection lead in line with the child protection policy should any concerns be raised. A member of staff cannot promise unconditional confidentiality to children if concerns exist. Ground rules will be used in class to effectively manage disclosures.

### **Staff training**

All staff will ensure that they are up to date with school policy and curriculum requirements regarding RSE. Any areas that they feel are not covered or inadequately provided for within the subject should be reported back to the curriculum lead. We recognise that some elements of the curriculum may mean some staff require further professional development training around certain themes to ensure that delivery is effective. We would expect that staff provide regular feedback to managers on their experience of teaching RSE and pupil responses, including any requests for additional support or training that they may feel useful.

## **The role of staff members in supporting RSE in school**

### **Governing Body will:**

- approve the teaching of RSE in school and monitor its delivery through annual reports from the Head teacher.
- be responsible for the regular review and approval of the schools RSE policy

### **The Head Teacher will:**

- keep the governing body fully informed by reporting annually on the provision of RSE at governors meeting
- work closely with the PSHE co-ordinator to ensure the successful operation of the school's RSE policy
- ensure staff requests for RSE training are considered

### **PSHE Co-ordinator will:**

- oversee the day-to-day operation of the school's RSE policy/provision
- contribute to delivering or organisation of training where necessary
- liaise with outside agencies e.g. school nurse service, visitors etc.
- ensure that the appropriate resources are available for the teaching of RSE
- review and monitor the teaching of RSE and the school policy as requested by the Head teacher

## **How will RSE be monitored and evaluated?**

- The input of visitors is monitored and evaluated by staff and pupils and this evaluation will inform future planning.
- The policy will be monitored by the PSHE Coordinator, the head teacher and the governors.
- The content of lessons will be monitored against the curriculum plans to ensure appropriate content is delivered by staff.
- The coordinator will monitor assessment opportunities within lessons e.g. pre/post baseline activities such as draw and write etc.
- A cycle of monitoring and evaluation by the subject lead will be used to ensure that content within PSHE/RSE programme is effective and impactful. This will include lesson observations, pupil interview, work scrutiny, learning walks etc.
- Teachers will critically reflect on their work in delivering RSE so that they may feedback appropriate information to the subject lead in order to support development of the subject within school

### **Policy review and development**

The policy will be reviewed bi-annually unless there is new legislation or guidance from the government. Our aim is to provide RSE that is relevant and tailored to the needs of our pupils, depending on their age and stage of personal development. For this reason we regularly review our PHSE/RSE curriculum and will inform parents of any revisions to this policy or curriculum as is necessary.

This policy will be next reviewed on: July 2021

Signed by Headteacher:



25.09.2020

Signed by Governor: L Stallard 25.09.2020 (signed copy in school)

Colours relate to 1Desicion topics	Themed weeks	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Autumn 1</b>	Week 1 & 2 Backed to school School and class Rules	<u>Keeping/Staying Safe</u>  Road Safety	<u>Keeping/Staying Safe</u>  Tying Shoe laces	<u>Keeping/Staying Safe</u>  Staying Safe Leaning out of windows	<u>Keeping/Staying Safe</u>  Cycle Safety	<u>Keeping/Staying Safe</u>  Peer Pressure Adult and Children's view	<u>Keeping/Staying Safe</u>  Water Safety
<b>Autumn 2</b>	Anti-bullying Week	<u>Bullying- Anti-bullying Week</u> 2 lessons  <u>Being Responsible</u> Water Spillage	<u>Bullying- Anti-bullying Week</u> 2 lessons  <u>Being Responsible</u> Practise Makes Perfect Helping Someone in Need	<u>Bullying- Anti-bullying Week</u> 2 lessons  <u>Being Responsible</u> Stealing	<u>Bullying- Anti-bullying Week</u> 2 lessons  <u>Being Responsible</u> Coming home on Time	<u>Bullying- Anti-bullying Week</u> 2 lessons  <u>Being Responsible</u> Looking Out for Others Adults & Children's views	<u>Bullying- Anti-bullying Week</u> 2 lessons  <u>Being Responsible</u> Stealing
<b>Spring 1</b>	Safety Online Week	<u>Feelings and Emotions</u>  Jealousy	<u>Feelings and Emotions</u>  Worry & Anger	<u>Feelings and Emotions</u>  Grief	<u>Feelings and Emotions</u>  Jealousy	<u>Feelings and Emotions</u>  Anger Adults & Children's views	<u>Feelings and Emotions</u>  Worry
<b>Spring 2</b>		<u>Our World</u>  Growing in our World	<u>Our World</u>  Working in Our World	<u>Our World</u>  Looking after Our World	<u>The Working World</u>  Chores at Home	<u>The Working World</u>  Enterprise Adults view Children's view	<u>The Working World</u>  In App Purchases
<b>Summer 1</b>		<u>Growing up and Relationships</u>  Important People Friendship	<u>Growing up and Relationships</u>  Bullying Differences	<u>Growing up and Relationships</u>  Touch & Body Language Self Esteem	<u>Growing up and Relationships</u>  Appropriate Touch/Relationships Changes	<u>Growing up and Relationships</u>  Puberty Relationships	<u>Growing up and Relationships</u>  Puberty & Conception Safe Relationships
<b>Summer 2</b>	Healthy Eating Week  My Money week	<u>Keeping/Staying Healthy</u>  Washing Hands  <u>Hazard Watch</u>	<u>Keeping/Staying Healthy</u> Brushing Teeth/Healthy Eating  <u>Hazard Watch</u>	<u>Keeping/Staying Healthy</u>  Medicine	<u>Keeping/Staying Healthy</u>  Healthy Living	<u>Keeping/Staying Healthy</u>  Smoking  <u>Transition</u>	<u>Keeping/Staying Healthy</u>  Alcohol  <u>Transition</u>

Appendix 1-PSHE Long Term Plan/Overview

## APPENDIX 2- Growing Up & Relationships Units

### Key Stage 1 Content Overview

	Year 1	Year 2
<b>Lesson 1</b>	<b>Thinking about those who are important to you</b> <ul style="list-style-type: none"> <li>I know the people who are important to me</li> </ul>	<b>1decision - Bullying</b> <ul style="list-style-type: none"> <li>I can name a range of feelings</li> <li>I understand why we should care about other people's feelings</li> <li>I am able to see and understand bullying behaviours</li> <li>I know how to cope with these bullying behaviours</li> </ul>
<b>Lesson 2</b>	<b>Families &amp; Care</b> <ul style="list-style-type: none"> <li>I know there are different types of families</li> <li>I know people I can ask for help.</li> </ul>	<b>1decision – Bullying</b> <ul style="list-style-type: none"> <li>I can name a range of feelings</li> <li>I understand why we should care about other people's feelings</li> <li>I am able to see and understand bullying behaviours</li> <li>I know how to cope with these bullying behaviours</li> </ul>
<b>Lesson 3</b>	<b>Special people</b> <ul style="list-style-type: none"> <li>I can tell you about different people who can help me</li> <li>I know where and how to ask for help</li> </ul>	<b>Recognising and dealing with our feelings</b> <ul style="list-style-type: none"> <li>I can recognise a range of feelings in other people</li> <li>I can use words to describe a bigger range of feelings</li> <li>I know who I can ask for help with big feelings</li> </ul>
<b>Lesson 4</b>	<b>1decision – Baseline activity</b> <b>Friendships</b> <ul style="list-style-type: none"> <li>I understand how to be a good friend</li> <li>I can recognise kind and thoughtful behaviours</li> <li>I understand the importance of caring about other people's feelings</li> <li>I can see a situation from another person's point of view</li> </ul>	<b>Understanding being loved and cared for</b> <ul style="list-style-type: none"> <li>I can tell you when I feel loved or cared for</li> <li>I can tell when I love or care for someone</li> <li>I understand that if someone leaves me they still love me</li> </ul>
<b>Lesson 5</b>	<b>1decision –Friendships</b> <ul style="list-style-type: none"> <li>I understand how to be a good friend</li> <li>I can recognise kind and thoughtful behaviours</li> <li>I understand the importance of caring about other people's feelings</li> <li>I can see a situation from another person's point of view</li> </ul>	<b>Differences – boys and girls</b> <ul style="list-style-type: none"> <li>I know that boys and girls are different, but that there things that are the same</li> <li>I know some people have fixed idea about these differences</li> </ul>
<b>Lesson 6</b>	<b>1decision –Friendships</b> <ul style="list-style-type: none"> <li>I understand how to be a good friend</li> <li>I can recognise kind and thoughtful behaviours</li> <li>I understand the importance of caring about other people's feelings</li> </ul>	<b>Male and female &amp; naming body parts</b> <ul style="list-style-type: none"> <li>I can tell you some differences between males and females</li> <li>I know the correct name for parts of the body</li> </ul>

	<ul style="list-style-type: none"> <li>I can see a situation from another person's point of view</li> </ul>	<p><b>Correct names for our private parts (vagina, vulva, penis, testicles)</b></p> <ul style="list-style-type: none"> <li>I can label and tell you the correct names of male and female body parts I know why it's important to know the proper names</li> </ul>
<b>Additional</b>	<p><b>Similarities and Differences</b></p> <ul style="list-style-type: none"> <li>I know that we are all special in different ways</li> <li>I can name some differences between boys and girls</li> </ul>	<p><b>Secrets &amp; surprises</b></p> <ul style="list-style-type: none"> <li>I know the difference between a good secret and a bad secret</li> <li>I can tell you different people who I can talk to and ask for help</li> </ul>
<b>Additional</b>	<p><b>How we change</b></p> <ul style="list-style-type: none"> <li>I know that some changes are natural and happen by themselves</li> <li>I can tell you how I have changed since I was younger and how I might change in the future.</li> </ul>	
<b>Additional</b>	<p><b>Keeping Clean</b></p> <ul style="list-style-type: none"> <li>I know how to keep clean and look after myself</li> </ul>	

\*Additional lesson should be taught where possible and depending upon the needs of each class. These additional lessons all meet themes within the statutory requirements from the DfE.



## Key Stage 2 Content Overview

**School Nurse  
Supported Delivery**

	Year 3	Year 4	Year 5	Year 6
<b>Lesson 1</b>	<b>Self-Esteem</b> <ul style="list-style-type: none"> <li>To see oneself as special and unique.</li> <li>To recognise strengths, abilities and personal characteristics.</li> <li>To have begun to build self-esteem and confidence by looking at their skills and achievements.</li> </ul>	<b>Changes</b> <ul style="list-style-type: none"> <li>To consider the changes that can take place in our lives and those of others.</li> <li>To discuss the feelings associated with change and how these are different for different people.</li> <li>To appreciate that as we change we are able to do different things and develop different interests.</li> </ul>	<b>Puberty</b> <b>1Descision</b> <ul style="list-style-type: none"> <li>To explain what puberty means</li> <li>To describe the changes that boys and girls may go through during puberty</li> <li>To identify why our bodies go through puberty</li> <li>To develop coping strategies to help with the different stages of puberty.</li> <li>To identify who and what can help us during puberty</li> </ul>	<b>Puberty Changes</b> <b>LA lesson 1</b> <ul style="list-style-type: none"> <li>To be able to use the correct names for body parts, specifically the reproductive system.</li> <li>To understand that bodies grow and change as they get older and puberty is a natural part of growing up.</li> <li>To understand the changes that happen during puberty.</li> <li>To have the confidence to ask questions about puberty.</li> </ul>
<b>Lesson 2</b>	<b>Body Language</b> <b>1Descision Baseline</b> <ul style="list-style-type: none"> <li>To recognise and name a range of feelings</li> <li>To understand that feelings can be shown without words</li> <li>To see a situation from another person's point of view</li> <li>To understand why it is important to care about other people's feelings</li> <li></li> </ul>	<b>Lifecycle and Body Changes</b> <ul style="list-style-type: none"> <li>To describe the main stages of the human lifecycle.</li> <li>To describe the physical and social changes that happen when as we grow and move through this cycle.</li> <li>To understand how we become more independent as we get older.</li> </ul>	<b>Puberty</b> <b>1Descision</b> <ul style="list-style-type: none"> <li>To explain what puberty means</li> <li>To describe the changes that boys and girls may go through during puberty</li> <li>To identify why our bodies go through puberty</li> <li>To develop coping strategies to help with the different stages of puberty.</li> <li>To identify who and what can help us during puberty</li> </ul> <p><b>Children should be given the opportunity to write questions for the nurse to be discussed in the next lesson</b></p>	<b>Relationships</b> <b>LA- lesson 3</b> <ul style="list-style-type: none"> <li>To look at how relationships will change as they grow up.</li> <li>To recognise that they all have different types of relationships.</li> <li>To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul>

<b>Lesson 3</b>	<b>Body Language</b> <b>1 Decision</b> <ul style="list-style-type: none"> <li>To recognise and name a range of feelings</li> <li>To understand that feelings can be shown without words</li> <li>To see a situation from another person's point of view</li> <li>To understand why it is important to care about other people's feelings</li> </ul>	<b>What is Puberty?</b> <ul style="list-style-type: none"> <li>To begin to understand the changes that happen to girls and boys during puberty.</li> <li>To recognise how we and others may feel about these changes.</li> <li>To identify ways of managing these feelings associated with puberty.</li> </ul>	<b>Puberty for Boys &amp; Girls</b> <b>(separate lessons)</b> <ul style="list-style-type: none"> <li>To understand the changes that happen to boys during puberty</li> <li>Understand how puberty affects the reproductive organs</li> <li>Describe how to manage physical and emotional changes</li> <li>Know how to manage hygiene during a period</li> </ul>	<b>Reproduction and Conception</b> <ul style="list-style-type: none"> <li>To understand the process of puberty means we are able to reproduce</li> <li>To know and understand the process of conception.</li> </ul> <b>Optional parental right of withdrawal applies to this session</b>
<b>Lesson 4</b>	<b>Touch</b> <b>1 Decision</b> <ul style="list-style-type: none"> <li>To understand the difference between appropriate and inappropriate touch</li> <li>To know why it is important to care about other people's feelings</li> <li>To understand personal boundaries</li> <li>To know who and how to ask for help</li> </ul>	<b>Appropriate Touch</b> <b>1 Decision</b> <b>Baseline</b> <ul style="list-style-type: none"> <li>To identify the different types of relationships we can have and describe how these change as we grow</li> <li>To explain how our families support us and how we can support our families</li> <li>To identify how relationships can be healthy or unhealthy</li> <li>To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>	<b>Social Changes During Puberty LA- lesson 4</b> <ul style="list-style-type: none"> <li>To understand that puberty can bring about social changes as well as physical and emotional changes.</li> <li>To recognise that with new changes come new responsibilities and interests.</li> <li>To explore ways to manage changes of puberty.</li> <li>To celebrate the person each pupil will become as they experience the changes of puberty.</li> </ul>	<b>How Babies are Born</b> <ul style="list-style-type: none"> <li>To understand the physical and emotional needs of a baby</li> <li>To understand how babies are conceived and born</li> <li>To understand how having a baby changes your life</li> </ul> <b>Optional parental right of withdrawal applies to this session</b>
<b>Lesson 5</b>	<b>Touch</b> <b>1 Decision</b> <ul style="list-style-type: none"> <li>To understand the difference between appropriate and inappropriate touch</li> <li>To know why it is important to care about other people's feelings</li> <li>To understand personal boundaries</li> <li>To know who and how to ask for help</li> </ul>	<b>Appropriate Touch</b> <b>1 Decision</b> <ul style="list-style-type: none"> <li>To identify the different types of relationships we can have and describe how these change as we grow</li> <li>To explain how our families support us and how we can support our families</li> <li>To identify how relationships can be healthy or unhealthy</li> <li>To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>	<b>Relationships</b> <b>LA- lesson 5</b> <ul style="list-style-type: none"> <li>To look at how relationships will change as they grow up.</li> <li>To recognise that they all have different types of relationships.</li> <li>To be aware of the qualities that make a good friend.</li> <li>To begin to explore love and relationship qualities with a boyfriend/girlfriend.</li> </ul>	<b>Safe relationships</b> <b>LA-lesson 6</b> <ul style="list-style-type: none"> <li>To understand that secrets can be good and bad and to recognise the different feelings associated with these.</li> <li>To identify appropriate touches within a variety of relationships.</li> <li>To recognise what to do and who they can talk to if in a situation where they feel uncomfortable.</li> <li>To become familiar with the NSPCC underwear rule.</li> <li></li> </ul>

<b>Lesson 6</b>	<b>Safety – Influences</b> <ul style="list-style-type: none"> <li>To be able to identify potential dangers in different environments.</li> <li>To recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> <li>To demonstrate basic techniques to resist pressure.</li> <li>To know who they can go to for support and help.</li> </ul>	<b>Appropriate Touch</b> <b>1 Decision</b> <ul style="list-style-type: none"> <li>To identify the different types of relationships we can have and describe how these change as we grow</li> <li>To explain how our families support us and how we can support our families</li> <li>To identify how relationships can be healthy or unhealthy</li> <li>To explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable</li> </ul>	<b>1 Decision</b> <b>Adult and children's views</b> <ul style="list-style-type: none"> <li>Watch each of the videos</li> <li>Children are given opportunity to reflect on the unit from different perspectives</li> <li>Compare</li> <li>Assessment opportunities</li> </ul>	<b>Support Networks</b> <b>LA Year5 Lesson 7</b> <ul style="list-style-type: none"> <li>To understand how to manage the changes that will happen during puberty.</li> <li>To recap on the physical, emotional and social changes that happen during puberty.</li> </ul> <p>To identify who they can ask for support with regards to puberty and relationships</p>
<b>Additional</b>	<b>Family Differences</b> <ul style="list-style-type: none"> <li>To understand that all families are different and have different family members.</li> <li>To understand that people sometimes have stereotypes (fixed ideas) about families</li> <li>To identify people who are special to them.</li> </ul>	<b>Periods (Girls only)</b> <ul style="list-style-type: none"> <li>To be aware that periods happen to girls as part of the changes during puberty.</li> <li>To understand that periods start at different times for different girls.</li> </ul> <p>To begin to understand how to manage periods.</p> <p><b>Delivered by the nurse during the academic year.</b></p>	<b>Support Networks</b> <ul style="list-style-type: none"> <li>To understand how to manage the changes that will happen during puberty.</li> <li>To recap on the physical, emotional and social changes that happen during puberty.</li> <li>To identify who they can ask for support with regards to puberty and relationships</li> </ul>	

Additional lesson should be taught where possible and depending upon the needs of each class. These additional lessons all meet themes within the statutory requirements from the DfE.