



CLIFTON PRIMARY SCHOOL RELATIONSHIPS AND SEX EDUCATION POLICY

'Enjoy and Achieve Together'

Head teacher	Sign and date	L.Jones March 2021
Author	Sign and date	R.Plets March 2023

Next review date	Sept 2023
Committee responsible	Governing board
Document locations	Staff shared drive – policies

Change history:

Version	Date	Change description	Stored
1	17.03.21	Amendment to definition in line with DfE guidance.	T:Drive/ Staff shared and Web
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Statutory Relationships and Health Education

“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education(PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.”

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“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.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

DfE Guidance p.8

“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

CLIFTON PRIMARY SCHOOL

CURRICULUM POLICY FOR RELATIONSHIPS, HEALTH AND SEX EDUCATION (RSE)

Mission statement: 'Enjoy and Achieve Together'

Definition of RSE

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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:

- As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- In teaching RSE, we must have regard to guidance issues by the secretary of state as outline in section 403 of the Education Act 1996
- At Clifton Primary School we teach RSE as set out in this policy.

Primary sex education will focus on:

- How a baby is conceived and born

Policy Development

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

1. Review – a staff member/working group pulled together relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/carer/guardian consultation – parents and any interested parties were invited via virtual platforms and letter sent to parents about the policy
4. Pupil consultation – we investigated what exactly pupils want from the RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

Aims of RSE:

At Clifton we strive for children to 'Enjoy and Achieve Together' through a well-balanced curriculum, where progress is evident and children have an enthusiasm for learning. RSE is a vital part of a child's development. The understanding of their own bodies through the use of correct vocabulary is one of the main aims of teaching RSE but it is also to provide a safe place for the children to ask questions and discuss things they are unsure of or need further information about.

The aims of Relationships, Health and Sex education at Clifton are:

- To provide a framework in which sensitive discussions can take place
- To prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- To help pupils develop feelings of self-respect, confidence and empathy

- To create a positive culture around issues of sexuality and relationships
- To teach pupils the correct vocabulary to describe themselves and their bodies

At Clifton Primary School we believe it is important:

- To provide the knowledge and information to which all pupils are entitled
- To clarify and reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others
- To help pupils understand their feelings and behaviours
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others
- To help pupils gain access to information and support
- To develop pupils' understanding about healthy, safe lifestyles
- To enable pupils to develop and use communication skills to cope with the influences of their peers and the media
- To encourage pupils to respect and care for their bodies
- To prepare pupils for puberty and adulthood

Intent – what we will do

Knowledge:

RSE is taught within the personal, social, health and economic (PSHRE) education curriculum. Biological aspects of RSE are taught within the science curriculum and other aspects are included in religious education (RE). Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

Relationships and Sex education is taught in the summer term through the jigsaw programme. We recognise that Relationships and Sex education is a highly sensitive subject but we firmly believe that effective RSE can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables children and young people to make responsible and informed decisions about their health and well-being.

We want our children to:

- Understand about building positive relationships with families and people who care for them
- Develop caring friendships
- Build respectful relationships
- Develop safe online relationships
- Understand how to be safe
- Feel prepared for puberty and adolescent changes with an understanding of sexual development and terminology
- Understand the importance of health and hygiene

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.

Jigsaw RSE content

The grid below shows specific RSE learning intentions for each year group through the 'Changing Me' unit.

Year Group		Piece number and name	Learning objectives
1		4 Boys' and Girls' bodies	To identify the parts of the body that make girls different to boys and to use the correct terminology for this: Penis, anus, vulva, testicles and vagina.
2		Piece 4 Boys' and Girls' Bodies	To recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. I can tell you what I like/don't like about being a boy/girl.
3		Piece 1 How Babies Grow	To understand that in animals and human's lots of changes happen between conception and growing up, and that usually it is the female who has the baby. To express how I feel when I see babies or baby animals.
		Piece 2 – Babies	To understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow. To express how I might feel if I had a new baby in my family
		Piece 3 – Outside body changes	To understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. To identify how boys' and girls' bodies change on the outside during this growing up process. To recognise how I feel about these changes happening to me and know how to cope with those feelings
		Piece 4 Inside body changes	To identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up. To recognise how I feel about these changes happening to me and how to cope with these feelings

4		Piece 2 – Having a baby	To correctly label the internal and external parts of male and female bodies that are necessary for making a baby. To understand that having a baby is a personal choice and express how I feel about having children when I am an adult.
		Piece 3 – Girls and puberty	To describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this. To know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty
5		Piece 2 – Puberty for girls	To explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally. To understand that puberty is a natural process that happens to everybody and that it will be OK for me.
		Piece 3 – Puberty for boys and girls	To describe how boys' and girls' bodies change during puberty. To express how I feel about the changes that will happen to me during puberty.
		Piece 4 – Conception	To understand that sexual intercourse can lead to conception and that is how babies are usually made. To understand that sometimes people need IVF to help them have a baby. To appreciate how amazing it is that human bodies can reproduce in these ways.
6		Piece 2 – Puberty	To explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally. To express how I feel about the changes that will happen to me during puberty.
		Piece 3 – Girl talk/boy talk	To ask the questions I need answered about changes during puberty. To reflect on how I feel about asking the questions and about the answers I receive.
		Piece 4 – Babies – conception to birth	To describe how a baby develops from conception through the nine months of pregnancy, and how it is born. To recognise how I feel when I reflect on the development and birth of a baby.
		Piece 5 – attraction	To understand how being physically attracted to someone changes the nature of the relationship.

			To express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this.
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Assessment and recording:

We collect evidence for impact in the form of:

- Scrutiny of children's work
- Scrutiny and moderation of books
- Photographic evidence
- Pupil voice
- Lesson observation
- Learning walks – learning which is displayed on a working wall
- Reports to parents are written once a year, describing each child's attitude and attainment in all subjects

Each topic commonly begins or contains a WOW lesson to find out what children already know about the topic. The learning objective for each lesson is always shared within the lesson, whether that be at the beginning to introduce what the lesson is about or during the lesson so as not to give away information about tasks, enquiries or discoveries the children will be making within the lesson.

Children are involved in the process of self-improvement, recognising their achievements and acknowledging where they could improve on for next time. Challenges, models and fix-its are given appropriately to improve SRE knowledge. Feedback can also be given verbally.

Opportunities for self-generated questions are sought and children encourage to seek answers. This is shown through the use of an introductory page before the start of each science/RE topic. Children are asked to write what they know and list any questions they wish to answer by the end of the topic. On completion of the topic children are encouraged to answer their initial questions and state what they have learnt, using technical vocabulary and the correct terminology.

Parents' right to withdraw:

At Clifton Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHRE Programme in the 'Changing Me' Puzzle (unit). 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 i.e. the Jigsaw Changing Me Puzzle (unit) e.g.

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 4 (Conception, birth)
- Parents do not have the right to withdraw their children from relationships education.
- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- Requests for withdrawal should be put in writing using the form found at the bottom of this policy (Appendix 1). They should be addressed to the headteacher.
- Alternative work will be given to pupils who are withdrawn from sex education.

Legal requirements:

All schools must teach the following as part of the Science National Curriculum, parents do not have the legal rights to withdraw their child/children.

The teaching of RSE within Key Stage 1:

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce but not how they reproduce. They learn about the importance of personal hygiene to maintain good health. In RE, P4C and PSHRE children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with ceremonies such as birth, marriage and death and discuss the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

By the end of Key Stage 1, pupils will have been taught:

- That animals including humans: move, feed, grow, use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others and to treat others with sensitivity.

The teaching of RSE within Key Stage 2:

In science children build on their knowledge of life cycles and learn about the basics of human reproduction. In UKS2, children learn about the birth of a baby and the physical, emotional and social changes at puberty, this includes work based around personal hygiene. In RE, P4C and PSHRE they continue to develop an understanding of relationships within family, between friends and the different types of friendships. They develop the skills needed to form relationships and to respect other peoples' emotions and feelings.

By the end of Key Stage 2, pupils will have been taught:

- The changes as humans develop to old age
- The stages in growth and development of humans
- The changes experienced in puberty
- That the life processes common to humans and other animals include nutrition, growth and reproduction
- The main stages of the human life cycle.

Relationship, health and sex education should focus on the development of skills, attitudes and communication, not just the acquisition of knowledge.

Relationship, Health and Sex Education

Statutory Relationship and Health Education will be covered by the Jigsaw scheme of work through the puzzle 'Changing Me' which will be taught across the Summer Term 2.

In EYFS children will cover and be taught:

Knowledge	Social and emotional skills
<p>Know the names and functions of some parts of the body (See vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Can identify how they have changed from a baby</p> <p>Can say what might change for them as they get older</p> <p>Recognise that changing class can illicit happy and/or sad emotions</p> <p>Can say how they feel about changing class/growing up</p> <p>Can identify positive memories from the past year in school/home</p>
Vocabulary	Eye, foot, eyebrow, forehead, ear, mouth, arm, leg, chest, knee, nose, tongue, finger, toe, stomach, hand, baby, grown-up, adult, change, worry, excited, memories.

KS1:

In Year 1 children will cover and be taught:

<p>Statutory relationships and sex education in year 1:</p> <p>Children are introduced to life cycles and identify the different stages. They compare animals' life cycles with that of a human and look at the simple changes from baby to adult.</p> <p>As part of the school's safeguarding duty, pupils are taught the correct terminology for private parts of the body: those kept private by underwear (see key vocabulary).</p>	
Knowledge	Social and emotional skills
<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know that learning brings about change</p>	<p>Understand and accepts that change is a natural part of getting older</p> <p>Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</p> <p>Can express why they enjoy learning</p> <p>Can suggest ways to manage change e.g. moving to a new class</p>
Vocabulary	Changes, life cycles, baby, adult, adulthood, grown-up, mature, male, female, vagina, penis, testicles, vulva, anus, learn, new, grow, feelings, anxious, worried, excited, coping.

In Year 2 children will cover and be taught:

<p>As part of the school's safeguarding duty, pupils are taught the correct terminology for private parts of the body: those kept private by underwear (see key vocabulary).</p> <p>Children are reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch or assertiveness.</p>	
Knowledge	Social and emotional skills

<p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old-age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p> <p>Know the physical differences between male and female bodies</p> <p>Know the correct names for private body parts</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p>	<p>Can appreciate that changes will happen and that some can be controlled and others not</p> <p>Be able to express how they feel about changes</p> <p>Show appreciation for people who are older</p> <p>Can recognise the independence and responsibilities they have now compared to being a baby or toddler</p> <p>Can say what greater responsibilities and freedom they may have in the future</p> <p>Can say who they would go to for help if worried or scared</p> <p>Can say what types of touch they find comfortable/uncomfortable</p> <p>Be able to confidently ask someone to stop if they are being hurt or frightened</p> <p>Can say what they are looking forward to in the next year</p>
Vocabulary	<p>Change, grow, control, life cycle, baby, adult, fully grown, growing up, old, young, change, respect, appearance, physical, baby, toddler, child, teenager, independent, timeline, freedom, responsibilities, male, female, vagina, penis, testicles, vulva, anus, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, looking forward, excited, nervous, anxious, happy.</p>

In Year 3 children will cover and be taught:

<p>In year three there are lessons where puberty is introduced. Children look at the changes outside the body. They learn that puberty is a natural part of growing up and that it is a process for getting bodies ready to make a baby when grown-up. Children learn that females have eggs (ova) in their ovaries and these are released monthly, if unfertilised by a male's sperm it will pass out of the body as a period. <i>Sexual intercourse and birth is not taught in this year group.</i></p>	
Knowledge	Social and emotional skills
<p>Know that in animals and humans' lots of changes happen between conception and growing up</p> <p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus and this is where it develops</p> <p>Know that babies need love and care</p> <p>Know some of the changes that happen between being a baby and a child</p> <p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside and inside body changes that happen during puberty</p>	<p>Can express how they feel about babies</p> <p>Can describe the emotions that a new baby can bring to a family</p> <p>Can express how they feel about puberty</p> <p>Can say who they can talk to about puberty if they have worries</p> <p>Can identify stereotypical family roles and challenge these ideas</p> <p>Can identify changes they are looking forward to in the next year</p> <p>Can suggest ways to help them manage feelings during changes they are more anxious about</p>
Vocabulary	<p>Changes, birth, animals, babies, mother, growing up, baby, grow, uterus, womb, nutrients, survive love, affection, care, puberty, control, male, female, testicles, sperm, penis, ovaries, egg, ovum/ova, uterus, vagina, stereotypes, task, roles, challenge, excited, nervous, anxious, happy.</p>

In Year 4 children will cover and be taught:

<p>Puberty is revisited with additional vocabulary particularly around menstruation. Sanitary health is taught. Conception and sexual intercourse are introduced in simple terms so they understand that a baby is formed by the joining of an ovum and sperm. Children introduced to Jigsaw's circle of change model as a strategy for managing future changes.</p>	
Knowledge	Social and emotional skills
<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p> <p>Know that change can bring about a range of different emotions</p>	<p>Can appreciate their own uniqueness and that of others</p> <p>Can express how they feel about having children when they are grown up</p> <p>Can express any concerns they have about puberty</p> <p>Can say who they can talk to about puberty if they are worried</p> <p>Can apply the circle of change model to themselves to have strategies for managing change</p> <p>Have strategies for managing the emotions relating to change</p>
Vocabulary	<p>Personal, unique, characteristics, parents, sperm, egg/ovum, penis, testicles, vagina/vulva, womb/uterus, ovaries, making love, having sex, sexual intercourse, fertilise, conception, puberty, menstruation, periods, circle, seasons, change, control, emotions, acceptance, looking forward, excited, nervous, anxious, happy.</p>

In Year 5 children will cover and be taught:

<p>Revisit self-esteem and self/body image. Puberty is revisited with further detail explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than the previous year. Further details about pregnancy are introduced. <i>Details of contraceptive options and methods are not taught as this is not age-appropriate.</i></p>	
Knowledge	Social and emotional skills
<p>Know what perception means and that perceptions can be right or wrong</p> <p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p>	<p>Can celebrate what they like about their own and others' self-image and body-image</p> <p>Can suggest ways to boost self-esteem of self and others</p> <p>Recognise that puberty is a natural process that happens to everybody and that it will be ok for them</p> <p>Can ask questions about puberty to seek clarification</p> <p>Can express how they feel about having a romantic relationship when they are an adult</p> <p>Can express how they feel about becoming a teenager</p> <p>Can say who they can talk to if concerned about puberty or becoming a teenager/adult</p>
Vocabulary	<p>Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops,</p>

	puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, testosterone, circumcised/uncircumcised, foreskin, epididymis, sperm, semen, erection, ejaculation, urethra, wet dream, larynx, facial hair, pubic hair, ovaries, eggs, period, fertilised, unfertilised, sexual intercourse, embryo, foetus, contraception, pregnancy, menstruation, sanitary products, age appropriateness, laws, responsible.
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In Year 6 children will cover and be taught:

Learn about puberty in boys and girls and changes that will happen, reflect on these. Learn about childbirth, the developmental stages of a baby, starting at conception.	
Knowledge	Social and emotional skills
<ul style="list-style-type: none"> • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Know how being physically attracted to someone changes the nature of the relationship • Know the importance of self-esteem and what they can do to develop it • Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class 	<ul style="list-style-type: none"> • Recognise ways they can develop their own self-esteem • Can express how they feel about the changes that will happen to them during puberty • Recognise how they feel when they reflect on the development and birth of a baby • Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to • Can celebrate what they like about their own and others' self-image and body-image • Use strategies to prepare themselves emotionally for the transition to secondary school
Vocabulary	Body-image, self-image, characteristics, looks, personality, perception, self-esteem, affirmation, comparison, uterus, womb, oestrogen, fallopian tube, cervix, develops, puberty, breasts, vagina, vulva, hips, penis, testicles, Adam's apple, scrotum, testosterone, circumcised/uncircumcised, foreskin, epididymis, sperm, semen, erection, ejaculation, urethra, wet dream, larynx, facial hair, pubic hair, ovaries, eggs, period, fertilised, unfertilised, sexual intercourse, embryo, foetus, contraception, pregnancy, menstruation, sanitary products, age appropriateness, laws, responsible.

Relationships Education:

Why we teach relationship education:

- We want to foster pupils' wellbeing and develop resilience in character that we know are fundamental to pupils being happy, successful and productive members of society.
- We want our children to believe that they can achieve goals both academic and personal to stick to tasks that will help them achieve those goals and to recover from knocks and challenging periods in their lives.
- At Clifton, we also develop the personal attributes including: kindness, integrity, generosity and honesty.
- The knowledge and attributes gained will support their own and others' wellbeing and attainment, and help our children to become successful and happy adults who will provide a meaningful contribution to society.

How we will do this:

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships unit in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference unit helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Relationships Education

Relationships education will be covered by the Jigsaw scheme of work through the puzzle 'Relationships' which will be taught across the Summer Term 1.

EYFS

In EYFS children will cover and be taught:

Knowledge	Social and emotional skills
Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset

KS1

In Year 1 children will cover and be taught:

Knowledge	Social and emotional skills
Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know that different people in the school community and how they help Know who to ask for help in the school community	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship

In Year 2 children will cover and be taught:

Knowledge	Social and emotional skills
Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to say stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use 'Mending Friendships or Solve-it-together' problem solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is.	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable and unacceptable Can use positive problem-solving techniques to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared.

LKS2:

In Year 3 children will cover and be taught:

Knowledge	Social and emotional skills
Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair Know some skills of friendship Know some strategies of keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights Know the lives of children around the world can be different from their own.	Can identify the responsibilities they have within their family Can use 'Solve-it-together' on a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/less fortunate Understand that they are connected to the global community in many different ways Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community.

In Year 4 children will cover and be taught:

Knowledge	Social and emotional skills
Know some reasons why people feel jealousy	Can identify feelings and emotions that accompany jealousy

<p>Know that jealousy can be damaging to relationships</p> <p>Know that loss is a normal part of relationships</p> <p>Know that negative feelings are a normal part of loss</p> <p>Know that memories can support us when we lose a special person or animal</p> <p>Know that change is a natural part of relationships/friendship</p> <p>Know that sometime it is better for a friendship / relationship to end if it is causing negative feelings or is unsafe</p>	<p>Can suggest positive strategies for managing jealousy</p> <p>Can identify people who are special to them and express why</p> <p>Can identify the feelings and emotions that accompany loss</p> <p>Can suggest strategies for managing loss</p> <p>Can tell you about someone they no longer see</p> <p>Can suggest ways to manage relationship changes including how to negotiate</p>
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UKS2

In Year 5 children will cover and be taught:

Knowledge	Social and emotional skills
<p>Know that a personality is made up of many different characteristics, qualities and attributes.</p> <p>Know that belonging to an online community can have positive and negative consequences.</p> <p>Know that there are rights and responsibilities in an online community or social network</p> <p>Know that there are rights and responsibilities when playing an online game</p> <p>Know that too much screen time isn't healthy</p> <p>Know how to stay safe when using technology to communicate with friends</p>	<p>Can suggest strategies for building self-esteem of themselves and others</p> <p>Can identify when an online community / social media group feels risky, uncomfortable, or unsafe</p> <p>Can suggest strategies for staying safe online / social media</p> <p>Can say how to report unsafe online / social network activity</p> <p>Can identify when an online game is safe or unsafe</p> <p>Can suggest ways to monitor and reduce screen time</p> <p>Can suggest strategies for managing unhelpful pressures online or in social networks</p>

In Year 6 children will cover and be taught:

Knowledge	Social and emotional skills
<p>Know that it is important to take care of their own mental health</p> <p>Know ways that they can take care of their own mental health</p> <p>Know the stages of grief and that there are different types of loss that cause people to grieve</p> <p>Know that sometimes people can try to gain power or control them</p> <p>Know some of the dangers of being 'online'</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>Recognise when they are feeling grief and have strategies to manage them</p> <p>Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</p>

Know how to use technology safely and positively to communicate with their friends and family	Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being
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Key vocabulary across this unit:

EYFS	KS1	LKS2	UKS2
Family, jobs, relationship, friend, lonely, argue, fall-out, words, feelings, angry, upset, calm me, breathing.	Family, different, similarities, special, relationship, important, physical contact, communication, acceptable, not acceptable, secret, worry secret, telling, adult, trust, compliments.	Relationships, close, jealousy, problem-solve, emotions, shock, despair, denial, anger, sadness, pain, hope, memories, acceptance, remember, negotiate, trust, loyal, love.	Mental health, stigma, ashamed, stress, anxiety, support, worried, signs, warning, self-harm, emotions, feelings, sadness, loss, grief, acceptance, bereavement, assertive, pressure, cyber-bullying, abuse, safety, influences.

Inclusion and Equal Opportunities

At Clifton we have high aspirations and expectations for all children. Children learn when they are healthy, safe and engaged. We believe that all children should have access to a broad and balanced curriculum, including RSE, which enables them to make the greatest progress possible according to their individual abilities. We provide learning opportunities that are matched to the needs of the children making reasonable adjustments where needed. Lessons are planned in advance addressing any potential areas of difficulty and barriers to the children achieving are removed. We will ensure that expectations do not limit pupils' achievements, supporting where there is a need and extending children's learning who need further challenging.

As per the Equality Act 2010, it is the responsibility of all teachers to ensure that all children irrespective of SEN, gender, ethnicity, social circumstance and ability (including gifted and able children), have access to the curriculum and make the greatest progress possible.

Protected Characteristics

In adherence to the Equality Act 2010 the staff at Clifton Primary are not only aware of the protected characteristics but accept fully that it is unlawful to discriminate against anyone on the grounds of disability, age, race, gender reassignment, pregnancy and maternity, religion or belief, sexual orientation, marriage or civil partnership or sex. Furthermore, at Clifton it is the responsibility of all teachers to ensure that all children's protected characteristics are fully recognised and that irrespective of SEN, gender, ethnicity, sexual orientation, LGBTQ+, social circumstance and ability (including gifted and able children), ALL have access to the curriculum and make the greatest progress possible. We also ensure that where possible, materials utilised in lessons are broad and reflective of the diverse society we are a part of.

Review:

This policy will be reviewed annually by the RSE curriculum leader and the board of governors.

Appendix 1 – 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	

Appendix 2 – Pupils should know by the end of primary

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none">• How important friendships are in making us feel happy and secure, and how people choose and make friends• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment