



**THE PIGGOTT SCHOOL:
Charvil Primary**

'Go and do Likewise' Luke 10:25-37, The Parable of the Good Samaritan
We live with love and compassion, seeking help in times of need

POLICY WITH REGARD TO RELATIONSHIPS AND SEX EDUCATION (RSE)

Date last reviewed: February 2024

Responsibility: Headteacher and SMSC Committee

Review Period: Biennially or earlier if there are any statutory changes

Introduction

This document defines relationships and sex education, including health education, as learning about physical, moral and emotional development. It is about understanding the importance of stable and loving relationships, family life, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. Relationships and sex education, including health education, forms part of the Personal, Social, Health and Economic Education (PSHE) curriculum in our school. 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. Sex education is not compulsory in primary schools, but at The Piggott School: Charvil Primary, we see it as an essential component of our PSHE curriculum. It should not be seen as stand-alone content. It is taught within a broader curriculum which develops an understanding of our bodies, minds, emotions and relationships.

This policy was developed in consultation with staff and parents. It was reviewed by the Senior Leadership Team and Governors and ratified by the Full Governing Body.

Aims

Through relationships and sex education, including health education, we aim to:

- Prepare children for opportunities, responsibilities and experiences of adult life.
- Help children to develop personal values through an awareness of their own sexuality and respect for others individuality.

Approved by the SMSC Committee 4th March 2024

Noted by the FGB:

- Develop and maintain a partnership with parents and carers, to ensure sensitive support for children as they grow and mature.
- Encourage children to enjoy relationships based upon mutual trust and respect, free from abuse.
- Teach children to manage emotions and relationships confidently and sensitively.
- Generate an atmosphere where questions and discussion can take place without embarrassment.
- Recognise the diversity of different forms of relationships, sexuality and families, and value understanding and respect for all.

Content and Organisation

The content of the relationships and sex education programme is taken from our Jigsaw scheme of work for PSHE and will include the following themes:

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Being Me in My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice
Autumn 2:	Celebrating Difference	Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.
Spring 1:	Dreams and Goals	Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.
Spring 2:	Healthy Me	Healthy Me covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).
Summer 1:	Relationships	Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.
Summer 2:	Changing Me	Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups.

Approved by the SMSC Committee 4th March 2024

Noted by the FGB:

Relationships Education

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

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

We believe children should understand the facts about human reproduction before they leave primary school so our teaching will 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'.

Our proposed curriculum is set out as per Appendix 1

Confidentiality and safeguarding

Teachers conduct relationships and sex education lessons in a sensitive manner in the classroom. At The Piggott School: Charvil Primary, we are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In these circumstances, the class teacher will consult with the designated safeguarding lead and in their absence, the deputy designated safeguarding lead and would follow the school's procedures for reporting a disclosure.

Dealing with difficult questions

Children have the opportunity to raise questions in relation to their lessons. Teachers will establish ground rules for RSE in order to create a safe learning environment. This is supported by Jigsaw PSHE Education which continually refers to a Learning Charter that students build upon with each unit and across the years. Teachers will respond with sensitivity and if they are unsure of the response will seek further guidance. If the class teacher feels that the question is not relevant to the whole class, they will suggest that the child talks to their parent/carer.

Approved by the SMSC Committee 4th March 2024

Noted by the FGB:

Professional Development for Staff

Staff are kept informed of developments in key aspects of RSE, including links with safeguarding, inclusion, equality, child protection and antibullying, through regular training provided at staff meetings and INSET days.

Resources

The PSHE curriculum uses a range of resources to support the teaching of RSE. These will include DVD material, worksheets, and books. However, we emphasise the importance of discussion and questioning within the safe, secure and non-judgmental atmosphere of the classroom with the class teacher. The PSHE curriculum, of which RSE forms a part, aims to build an atmosphere of trust and mutual respect where children can feel confident to discuss sensitive issues.

Equal Opportunities

This policy is to be read in accordance with the school's current Equality Policy. We believe that no-one should receive less favourable treatment on the grounds of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.

SEND

We ensure the teaching of RSE is inclusive and meets the needs of all pupils, including those with special educational needs and disabilities (SEND). Learning activities will be tailored to ensure that pupils with SEND can access the content.

The role of parents/carers and the right to withdraw

Parents do not have the right to opt out of their children from relationships education.
Parents have the right to opt their children out from the non-science components of sex education within RSE.

Science curriculum in relation to SRE Statutory – no right to withdraw pupils	Sex education in relation to SRE Non-statutory at primary school age – parents have the right to withdraw their child (after consultation with the school)
<u>Content</u> Main external parts of the body Changes in the human body from birth to old age Puberty* Reproduction in plants Reproduction in animals <i>*Including physical and emotional changes and menstrual wellbeing (statutory SRE guidance physical health mental wellbeing: Primary)</i>	<u>Content</u> Conception Birth of the baby

The following lessons are non-statutory at primary school; therefore, parents have the right to withdraw their child from them.

Approved by the SMSC Committee 4th March 2024

Noted by the FGB:

Jigsaw Changing Me Unit

- Year 5, Lesson 2 Making a baby Learning objective: Having a baby - To correctly label the internal and external parts of male and female bodies that are necessary for making a baby
- Year 5, Lesson 5 Conception – I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.

Year 6, Lesson 4 (Conception, birth)

- Learning objective: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

Each year before the children are taught the 'Changing Me' unit, a letter will be sent home and resources shared so parents know what content will be taught and when.

Requests for Opting out should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Pupils who are withdrawn from sex education will join another class for the duration of the lessons.

The headteacher will discuss the request with parents and take appropriate action.

Roles and Responsibilities

The Governing Body

The Governing Body will approve the RSE Policy, and hold the Headteacher to account for its implementation. The Governing Body has delegated the approval of this policy to the SMSC Committee.

The Headteacher

The Headteacher is responsible for ensuring that RSE, including health education, is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE

Staff

Staff are responsible for:

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

Students

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

Monitoring and review

Approved by the SMSC Committee 4th March 2024

Noted by the FGB:

We ensure that all pupils have equal access to the RSE programme through a thorough process of monitoring, evaluation and assessment, which takes into consideration pupils' needs, maturity, age, ability and personal circumstances.

Class teachers assess pupils' understanding and progress through formative and summative processes. These include pre- and post-topic mind maps, drawings, task outcomes, questioning and observation. The SMSC committee of the governing body monitor our Relationships and Sex Education Policy biennially or when changes are required.

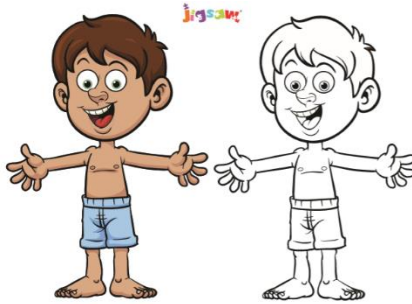
Core Documents underpinning this policy

- Department for Education's Statutory Guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Keeping children safe in education – Statutory safeguarding guidance (2022)
- Children and Social Work Act (2017)

Appendix 1 Curriculum map

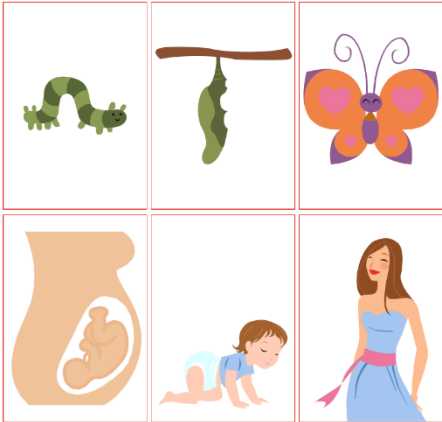
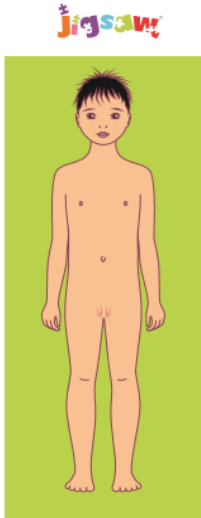
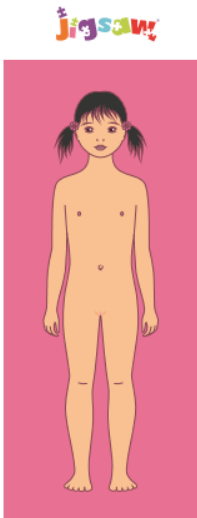
Sex education curriculum map


Highlighted objectives show which lessons parents can withdraw their child from.

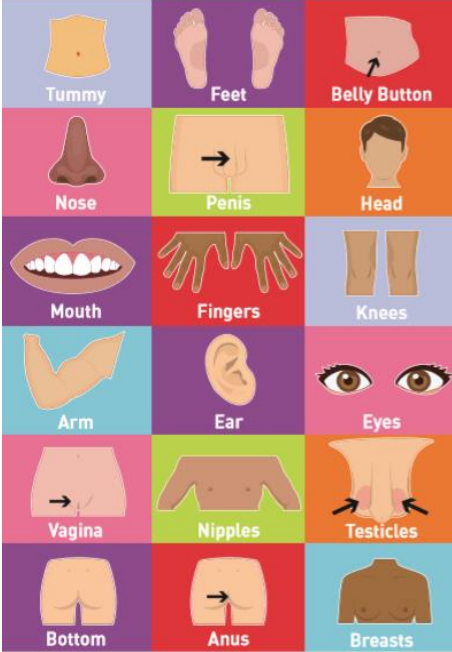
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/MATERIALS USED																
Reception	6	<p>I can name parts of the body</p> <p>I understand that we all grow from babies to adults</p>	 <table border="1"> <tr> <td>eye</td><td>ear</td><td>knee</td><td>finger</td></tr> <tr> <td>foot</td><td>mouth</td><td>nose</td><td>stomach</td></tr> <tr> <td>eyebrow</td><td>arm</td><td>tongue</td><td>toe</td></tr> <tr> <td>forehead</td><td>chest</td><td>hand</td><td>leg</td></tr> </table>	eye	ear	knee	finger	foot	mouth	nose	stomach	eyebrow	arm	tongue	toe	forehead	chest	hand	leg
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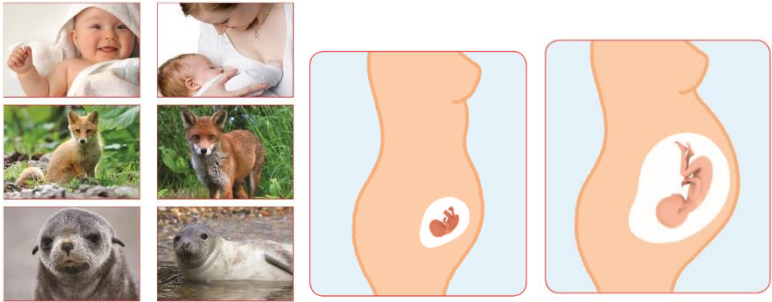
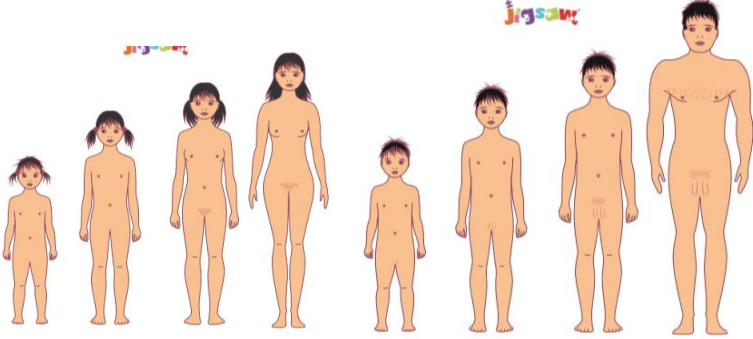
Approved by the SMSC Committee 4th March 2024

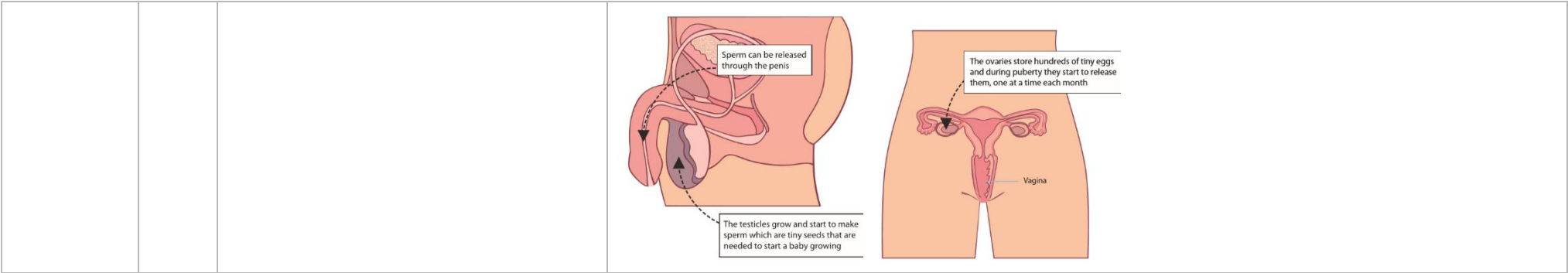
Noted by the FGB:

Year 1	<p>I am starting to understand the life cycles of animals and humans</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p>	<p>Vocabulary: Male Female Vagina Vulva Penis Testicles Anus Public Private</p> <div></div> <div></div> <div></div>
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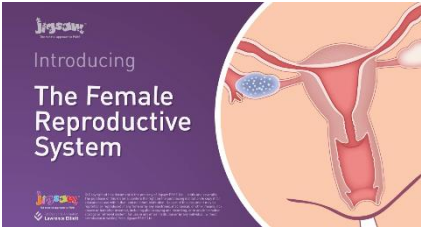
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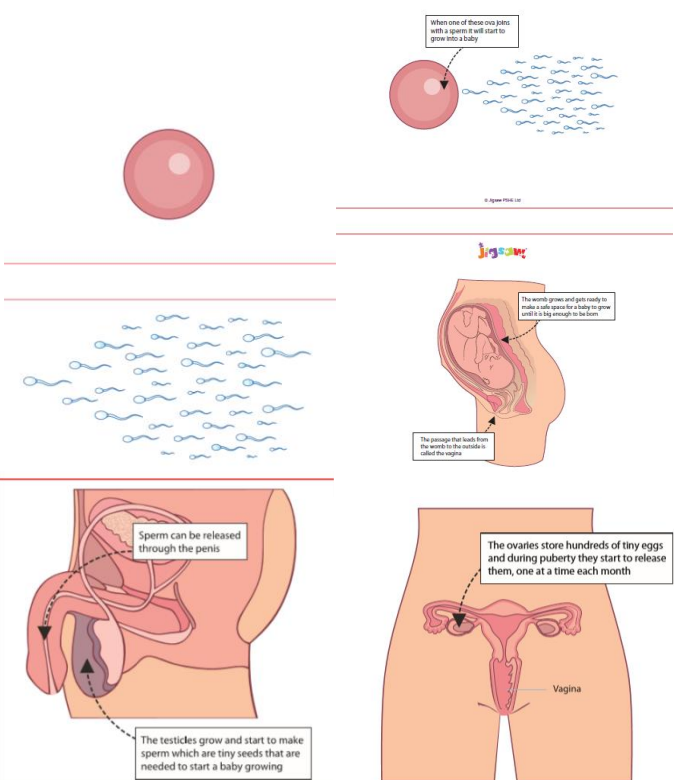
YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/MATERIALS USED
2	6	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like</p>	<p>Vocabulary: Male Female Vagina Vulva Penis Testicles Anus Public Private</p> 

Year 3	6	<p>I 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</p> <p>I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p>	<p>Vocabulary: Changes Birth Animals Babies Mother Growing up, Baby Grow Uterus Womb Nutrients Survive Love Affection Care</p> <div></div> <p>Outside Body change cards including statements – I will grow taller, I will develop pubic hair between my legs, my breast will grow, my hips will widen, I will grow hair on my face.</p> <div></div> <p>Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina</p>
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Year 4	6	<p>I understand that some of my personal characteristics have come from my birth parents</p> <p>I can 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</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept</p>	<p>Vocabulary: Personal, Unique, Characteristics Parents Womb/ Uterus Ovaries, Puberty Menstruation Periods Sperm Egg/Ovum Vagina/ Vulva</p> <div data-bbox="853 347 1559 675"> </div> <div data-bbox="853 691 1122 837"> </div> <div data-bbox="853 850 1122 927"> <p>However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.</p> </div> <div data-bbox="853 943 1122 1090"> </div> <div data-bbox="853 1102 1122 1195"> <p>Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.</p> </div> <div data-bbox="1137 691 1406 837"> </div> <div data-bbox="1137 850 1406 927"> <p>If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.</p> </div> <div data-bbox="1137 943 1406 1090"> </div> <div data-bbox="1137 1102 1406 1195"> <p>The amount of blood leaving the body varies from person to person but on average it's about two tablespoons or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.</p> </div> <div data-bbox="1422 691 1720 847"> <p>One way my body will change during puberty is...</p> </div> <div data-bbox="1422 863 1720 1019"> <p>Something that worries me about getting older is...</p> </div> <div data-bbox="1422 1035 1720 1192"> <p>The trouble with being the age I am now is...</p> </div> <div data-bbox="1736 691 2042 847"> <p>I'm looking forward to being a teenager because...</p> </div> <div data-bbox="1736 863 2042 1019"> <p>What I like about being the age I am now is...</p> </div> <div data-bbox="1736 1035 2042 1192"> <p>Compared with my friends, I think the rate at which I'm growing is...</p> </div> <p>Drawn Animation – Female</p>
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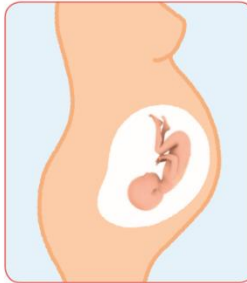
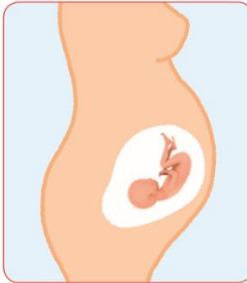
Year 5	6	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby</p> <p>(Single sex groups for this lesson) I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>(Single sex groups for this lesson) I can describe how boys' and girls' bodies change during puberty</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby.</p> <p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p>	<p>Vocabulary: Vo cab u lary: Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormone. Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/Ovaries Vagina, Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)</p>  <p>Drawn Animation – Female and Male (Including intercourse)</p>
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I can identify what I am looking forward to when I move to my next class.

Introducing
The Female Reproductive System

Introducing
The Male Reproductive System







If a couple makes love, it doesn't necessarily mean they will have a baby.	True	If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.
Fertilisation happens when the sperm meet the egg in the vagina.	False	Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.
One of the first signs to tell a woman she is pregnant is that her periods stop.	True	The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.

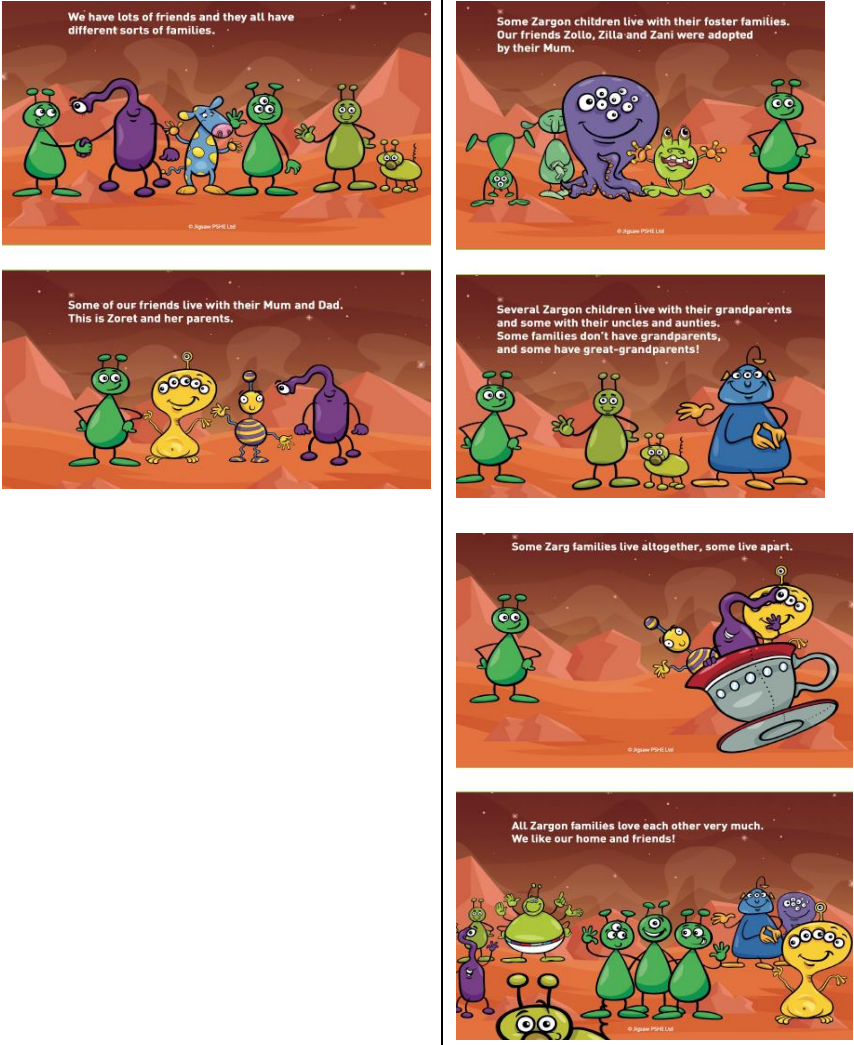
Year 6	6	<p>I am aware of my own self-image and how my body image fits into that</p> <p>I can explain how girls’ and boys’ bodies change during puberty and understand the importance of looking after yourself physically and emotionally</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class</p>	<p>Vocabulary: Public hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva.</p> <div><div><p>If you get spots during puberty it’s because you have a bad diet.</p><p>Myth! The changes in hormone levels in your blood mean you’re more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.</p></div><div><p>Girls get hairy legs, just like boys do.</p><p>Truth! Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.</p></div></div> <div><div><p>A girl should avoid having baths when she has a period.</p><p>Myth! Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.</p></div><div><p>Most boys have wet dreams at some time during puberty.</p><p>Truth! Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there’s nothing wrong with it.</p></div></div> <div></div> <div><p>17. Now the mother can use muscles that she can control to help the contractions and push the baby down and out of the _____; it’s very hard work and a big strain for the mother and the baby.</p><p>18. Finally the baby’s head is born – this is the largest part and the rest of the body quickly follows: the mother is normally helped through all of this by a specially trained nurse called a _____.</p><p>19. The baby is still attached to its mother by the cord, but once it starts breathing for itself (and crying!) the cord can be clamped and cut – the remains of it will eventually shrivel to form the baby’s _____.</p><p>20. The other end of the cord is connected to the placenta, and a few more contractions help the mother to push this out; now a new, independent life has begun and mother and baby can relax and start getting to know each other. Can you add one more word to describe how you think the mother might be feeling at this stage? _____</p></div> <div><table><tr><td>head</td><td>body parts</td><td colspan="2">umbilical cord</td><td colspan="2">vaginal opening</td></tr><tr><td>fertilises</td><td>labour</td><td>belly</td><td>fluid</td><td>placenta</td><td>midwife</td></tr><tr><td>contractions</td><td></td><td>hair</td><td>embryo</td><td>womb</td><td>belly button</td></tr><tr><td>cervix</td><td>pregnancy</td><td>heart</td><td>blood</td><td></td><td></td></tr></table></div>	head	body parts	umbilical cord		vaginal opening		fertilises	labour	belly	fluid	placenta	midwife	contractions		hair	embryo	womb	belly button	cervix	pregnancy	heart	blood		
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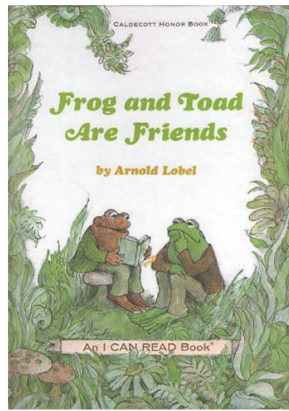
Appendix 2: Curriculum map – Relationships curriculum map

Approved by the SMSC Committee 4th March 2024

Noted by the FGB:









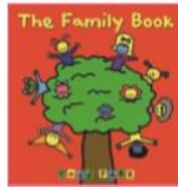
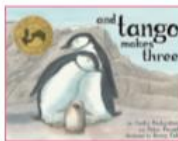






Year group	Term	Topic/theme details	Resources
Reception	6	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	      <div>You are brilliant</div> <div>Go away</div> <div>Thank you very much</div> <div>I don't like you</div> <div>I like you</div> <div>You smell</div> <div>You are stupid</div> <div>I like what you have made</div> <div>Shut up</div> <div>You are clever</div> <div>You are funny</div> <div>Would you like to join us?</div>






Year 1	6	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>I can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p> <p>Suggested book to use</p>	
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Year 2	3	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationship</p>	<div data-bbox="987 272 1384 815"> </div> <div data-bbox="1400 459 1686 810"> <p>My Happy Home Recipe</p> </div> <p>Story of Bella, Billy and B - exploring gender diversity and stereotypes in an age- and stage-appropriate way through the character B.</p> <div data-bbox="987 895 1686 1098"> <div data-bbox="1312 919 1686 1098"> <p>Billy only wants to play with boys' toys.</p> <p>Bella only wants to play with girls' toys.</p> <p>B is happy to play with any toy.</p> <p>Are there toys just for boys and just for girls?</p> </div> </div>
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			<div><div><p>It's dressing up time.</p><p>Billy only wants to wear blue clothes from the dressing up box.</p><p>Bella only wants to wear pink clothes from the dressing up box.</p><p>B likes wearing pink and blue clothes.</p><p>Are there boys' colours and girls' colours?</p></div><div><p>Oh, no! B is crying again!</p><p>B is wearing a pink hat and Billy made fun.</p><p>B is wearing a blue scarf and Bella made fun.</p><p>Poor B! Are Bella and Billy being fair?</p></div></div>
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Year 3	2	<p>Celebrating differences</p> <p>I understand that everybody’s family is different and important to them</p>	 	 							
	3	<p>I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females</p> <p>I can identify and put into practice some of the skills of friendship e.g. taking turns, being a good listener</p> <p>I know and can use some strategies for keeping myself safe online</p> <p>I can explain how some of the actions and work of people around the world help and influence my life</p> <p>I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.</p> <p>I know how to express my appreciation to my friends and family.</p>	    <p>Suggested books to use</p>  	      <p>Exploring roles in the family</p> <table><tr><td>Washing the car</td><td>Walking the dog</td></tr><tr><td>Decorating the house</td><td>Washing up</td></tr><tr><td>Mowing the lawn</td><td>Mending the leaky tap</td></tr><tr><td>Building a wall</td><td>Hanging out the washing</td></tr></table>	Washing the car	Walking the dog	Decorating the house	Washing up	Mowing the lawn	Mending the leaky tap	Building a wall
Washing the car	Walking the dog										
Decorating the house	Washing up										
Mowing the lawn	Mending the leaky tap										
Building a wall	Hanging out the washing										

Year 4	3	<p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	     
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Year 5	3	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p>Scenario cards for class discussion</p>  <p>Mia's story</p> <p>Mia's 19 year-old sister said she could borrow her tablet for the afternoon if she wanted, but only if she was responsible with it. Mia started playing an App she had seen her sister playing. When she opened the App it asked Mia if she was over 18. Mia clicked yes but she lied because she was really only 10 years old. The game started off OK, and Mia was really good at it, but as she progressed to the harder levels it started to get more frightening and violent, with lots of swearing and images that scared her. She noticed a message icon appear on the screen from a user called GR8. She opened the message. It was very rude and abusive and accused Mia of killing GR8's avatar. As the afternoon went on GR8 kept on messaging but Mia tried to ignore it. In the end there were over 50 unread messages. Her sister would be so annoyed. GR8 ganged up with some other players to kill Mia's avatar over and over again, so in the end she stopped playing because she wasn't enjoying the game anymore. She couldn't get the images out of her head, and for the next few weeks she kept on having bad nightmares. Her sister was angry about all the messages and told Mia that she had broken her trust and she wouldn't let her use the tablet again.</p>
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			<div> <div> <p>'Chat Attack'</p> <p>This game is for players aged 5-12. This is a puzzle game where players have to solve puzzles together to stop the alien creatures from taking over the planet Zarf. Players can message each other live in the game to suggest different strategies and team work ideas. Can be played on phone, PC and tablet.</p> </div> <div> <p>'Blockage'</p> <p>This game is for players of all ages. Sequence the randomly shaped blocks that fall from the sky to build the highest possible tower. The game features a head phone chat option so players can chat live to others. Can be played on phone, tablet and PC.</p> </div> <div> <p>'Zombie death race'</p> <p>This game is for players aged 18 and above. Can you win the Zombie death race? Build your Zombie car and race against others to compete for the ultimate prize. This game contains violent images and bad language. Live video link to other players is available. Private message with your friends via Instagram and Snapchat. Can be played on phone, tablet and PC.</p> </div> <div> <p>'Ultimate survivor'</p> <p>Be the last person standing. Create your avatar, stock up at the magical weapons store and fight to the death. Join your friends in combat to wage war on others. No age limit has been agreed for this game yet. Messaging available through Snapchat. Win and trade new skins by gambling them in the magical casino. Can be played on phone, tablet and PC.</p> </div> </div>
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Year 6	1	Celebrating Difference I understand how being different could affect someone’s life	Life Story of Robert Cowell – A journey of gender transition. This lesson has a focus on transgender to highlight difference and acceptance. Scenario cards for class discussion
	3	Relationships I know that it is important to take care of my mental health I know how to take care of my mental health I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family	

Just lately Allesia's friends have noticed she is quieter than usual in school and hasn't been chatting as much on social media. They know that Allesia's parents split up about 3 months ago but she doesn't like talking about it. When she was getting changed for PE (Physical Education), one of her friends noticed that Allesia had lots of fine cuts on her arms. Allesia saw and quickly tried to cover them up. When they asked her about it, she said it was nothing to worry about.

Noah has stopped going to football practice after school. He really used to enjoy it. When his best friend Harry asked why he wasn't going any more, Noah said it was boring. Noah's been finding it difficult to concentrate on his work, and Harry has noticed that he tries to stay indoors at break times, and now gets his Dad to collect him after school. When Harry asks him why, Noah gets really angry. Last week Harry saw Noah break one of his toys on purpose by throwing it against a wall. Harry knows that Noah used to get bullied by someone and he is starting to wonder if it is happening again.

Trent is always looking at pictures of celebrities online and on social media because he wants to look like them. He has a really fashionable and popular group of friends and they are always chatting about the latest clothes or cool things to do. Just lately Trent has put on a little bit of weight. He hasn't changed what he eats and he still exercises every day. His Mum said not to worry and that it was just his body going through a phase of growing up. He is worried and it's starting to keep him awake at night. He has started to miss eating lunch on purpose. Some of his friends joke by saying that he needs to go to a gym and that he will never get a girlfriend.

Shari has had a growth spurt and she is now the tallest girl in the class. She feels awkward and hates getting changed in front of anyone else. Some of the other girls have started to tease her about her height. She has started to hang around with a group in school who have a tough reputation so that people leave her alone. They are always getting into trouble but she goes along with it to keep in with them. Inside she feels she doesn't know who she is any more. She doesn't see or speak to any of her old friends.

Relationships
Stages of Grief PowerPoint Slides 1-4 - Ages 10-11 - Piece 3

Stage 1: Denying
Feelings of loss, numbness, pain, disbelief, shock

Stage 2: Fighting
Feelings of anger, guilt, sadness, pain, despair

Stage 3: Overwhelmed
Feelings of depression, sadness, hopelessness, misery

Stage 4: Accepting
Coming to terms, still upset but able to move on

Appendix 3: Parent form: Opt out 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			

Approved by the SMSC Committee 4th March 2024

Noted by the FGB: