



Mid-Trent
Multi Academy Trust

Policy for Personal, Social, Health and
Economic Education including Sex and
Relationships (RSE)
November 2024



St Andrew's CE
Primary School



Colwich CE Primary
School



St Peter's CE Primary
School



Flourish Early
Education

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1.0	MAT Board	16.03.2021	MAT Board - 16.3.2021



Policy for Personal, Social, Health and Economic Education including Sex and Relationships (RSE)

The Mid-Trent MAT (hereafter called 'The Trust') PSHE and Citizenship, including sex and relationships policy encompasses the following policy:

- Sex and Relationships Education (RSE)

Other relevant Trust policies are: Safeguarding, E-safety, Drugs and Alcohol, Behaviour, Anti-Bullying, Equality and Inclusion, Health and Safety, Teaching and Learning.

Rationale

Personal, Social, Health and Economic Education (PSHE) and Citizenship is to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; emotional health and wellbeing; safety; and personal finance.

The relationships education, relationships and sex education part of this policy is derived from the guidance provided by the Department of Education in the '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019*' makes it clear that primary schools should teach about relationships and health, including puberty, and from 1st September 2020, Relationships and Health Education become compulsory subjects within the national curriculum for primary schools. Sex Education is not compulsory in primary schools as the National Curriculum for Science covers most related subject content, but schools may choose to cover additional content on Sex Education to meet the needs of their pupils.

PSHE and RSE is enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Definitions

PSHE

Personal, Social, Health and Economic (**PSHE**) Education is a school curriculum subject in England which focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work.

Relationships Education:

'the teaching of fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'

(RE, RSE & HE Statutory Guidance 2019)

This includes developing and maintaining positive and healthy relationships; recognising and dealing with unhealthy relationships (including recognition of boundaries and privacy, bullying and online safety); being aware and respectful of different family structures; and understanding how to communicate effectively and confidently within relationships.

Health Education:

'the teaching of the characteristics of good physical health and mental well-being as a part of daily life'

(RE, RSE & HE Statutory Guidance 2019)

This includes healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; drug, alcohol and tobacco education, and key facts about puberty and the changing adolescent body.

Sex Education:

Teaching about *'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'* (RE, RSE & HE Statutory Guidance 2019)

This does not include the promotion of sexual activity.

Aims

The agreed aim of providing good quality Relationships, Health and Sex Education (RSE) and PSHE in all of The Trust schools. Their aim is to ensure the following points:

- A positive culture around relationships
- A framework in which sensitive discussions can take place
- A positive culture around issues of relationships and sexuality.
- An engaging PSHE curriculum
- By developing and nurturing children's social skills.
- By sharing thoughts and ideas in a safe and stimulating environment.

And to enable all pupils:

- To possess the building blocks to develop healthy relationships, good mental health and well-being, and healthy, active lives.
- To develop feelings of self-respect, confidence and empathy.
- To have a diverse knowledge of other people's cultures and traditions and celebrate these differences.
- To be prepared for puberty, and have an understanding of the importance of health and hygiene and of sexual development.
- To know and use the correct vocabulary to describe themselves and their bodies and feelings.

Curriculum Organisation

PSHE and RSE will be delivered through a combination of planned curriculum lessons and whole school approaches. This will take the form of:

- Discrete curriculum time;
- Cross Curricular;
- Agency/visitor input;
- Enrichment opportunities;
- Themed weeks;
- Assemblies;
- Planned weekly/fortnightly lessons

PSHE and RSE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE has an equal priority with other learning.

Teaching and Learning

PSHE and RSE is delivered in line with The Trust's teaching and Learning policy. As PSHE and RSE – perhaps more than any other subject – works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, the following teaching and learning approaches are used:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries;
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences;
- Dealing with unexpected questions and comments from children and young people sensitively;
- Building on children and young people's knowledge and experiences;
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.

Curriculum Content

See Appendix A for details of the scheme of work for PSHE and RSE across The Trust.

The PSHE and RSE programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE and RSE is provided and effectively taught through a progressive programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. The aim of the curriculum is to review and revisit themes and concepts throughout pupil's time in The Trust schools, thus aims to ensure the child is more prepared for future life skills and issues that may occur.

PSHE and RSE within the Early Years Foundation Stage

The Statutory Framework for Early Years Foundation Stage (DFE 2024) has been used to inform the agreed curriculum content and vocabulary for children in Reception.

The EYFS Curriculum is organised within seven areas of learning and development. All areas of learning and development are important and inter-connected; the three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and support development in the other areas of learning. The prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. Within the EYFS curriculum, Relationships Education is embedded within the prime area of Personal, Social and Emotional Development, and is also a key aspect of the Understanding of the World area of learning. Aspects of Health Education are included within Physical Development. Through these, EYFS children are encouraged to form good relationships with peers and adults in school, learn about similarities and differences between themselves and others, know about ways to keep healthy and safe and manage their own basic hygiene and personal needs.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. The Act encourages schools to meet the diverse needs of children and to improve their outcomes regardless of background. Mid Trent MAT schools do this

by teaching children about their rights and responsibilities, and acceptance, empathy and understanding of others.

In the Trust's schools, all teaching is sensitive and age-appropriate in approach and content. The agreed curriculum content enables appropriate learning to take place about differences and similarities in family situations, and prevents children whose families arrangements are different to others from feeling unaccepted or isolated, and becoming vulnerable to the effects of mental and emotional stigma. The curriculum raises children's awareness of differences and similarities between people, such as their physical appearance and personality, likes and dislikes, points of view, cultures and ethnicities, religions and beliefs, disabilities or special needs, and relationships. It has a clear focus on helping children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy and responsible citizens, rather than judging them on appearance or differences to oneself. As a Christian school, the agreed curriculum protects, informs and nurtures all pupils as unique and wonderfully made individuals. As a result, it affords dignity and shows respect to all types of relationships which make up our diverse communities; recognising that all people are made in the image of God and loved equally.

The curriculum also enables appropriate learning to take place about the importance of respect and kindness, and that the use of any word as an insult is hurtful and unkind. The timely introduction and correct use of appropriate vocabulary within the agreed curriculum content supports children's learning and understanding, and prevents misunderstandings about what words in common use mean. Therefore, where children do use words incorrectly or in a derogatory manner, this will be addressed appropriately and sensitively.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem. However, during these sessions teachers may notice that some children may struggle with their own mental wellbeing, if these issues are identified the appropriate intervention will be actioned and parents will be notified.

Monitoring and Evaluation

There is on-going evaluation and monitoring of the programme for PSHE by senior management and the co-ordinator. Monitoring takes place in accordance with the school's monitoring cycle. Headteachers and PHSE Leaders will monitor and evaluate the implementation and effectiveness of the Trust policy and agreed curriculum content for Relationships, Health and Sex Education, and the school's policy for Personal, Social, Health and Economic Education, and provide feedback to the Local Governing Body and to the Trust as required.

The '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019*' document will be reviewed by the Department for Education three years from first required teaching (September 2020) and every three years from that point. **This has not yet been released and therefore the Trust policy will be formally reviewed in line with the review of the statutory guidance, and no later than three years from the date of adoption of the policy.**

School policies will be formally reviewed in line with each school's own programme of policy review, which will be detailed within each policy, and with the school's Local Governing Body policy review plan.

Safeguarding

Teachers and other adults involved in PSHE may sometimes hear disclosures that suggest a child may be at risk. All staff are aware of The Trust's Safeguarding policy and procedures that should be followed.

Confidentiality

The Trust's schools will ensure that:

- Children are informed of the limits of confidentiality that may be offered by teachers;
- Children are informed of sources of confidential support e.g. school nurse/health adviser;
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Parental Right to Withdraw

As Science, Relationships and Health Education are statutory (compulsory) subjects, parents do not have a right to withdraw their children from these lessons.

As Sex Education is not mandatory, parents do have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

Where a parent requests that their child is excused from these lessons, the headteacher of the school should meet with the parent to discuss their concerns, but must respect the parent's wishes and grant the request to withdraw the pupil from any Sex Education delivered, other than as part of Science, Relationships or Health Education. It is then the school's responsibility to ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

See Appendix A: A progression map which outlines with parts of RSE can be withdrawn from.

See Appendix B: Parental Request to Withdraw Pupil from Sex Education

Roles and Responsibilities

This Policy has been developed through the collaboration of PHSE Leaders from all of the Trust Schools on behalf of the Mid-Trent Multi Academy Trust. The Trust is responsible for ensuring that this Policy is used by all Trust schools to inform their statutory provision for teaching Relationships, Health and Sex Education as part of each school's Personal, Social, Health and Economic Education provision.

Local Governing Bodies of the Trust schools have the responsibility to ensure that the school's provision for Relationships, Health and Sex Education is well-led, effectively managed and well planned, so that teaching is accessible to all pupils and all pupils make progress in achieving the expected outcomes. They must also ensure that the subjects are resourced, staffed and timetabled so that the school can fulfil its legal obligations, and that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

Headteachers are responsible for ensuring that the agreed curriculum is taught consistently across the school, that pedagogy and resources employed for delivery of the content is appropriate to the age and stage of the pupils, and that teachers have the necessary training and expertise to confidently and effectively teach the curriculum content. Headteachers also have the responsibility to liaise with parents and manage requests to withdraw a pupil from non-mandatory Sex Education.

Appendix A: Mid Trent Multi Academy Trust Agreed Curriculum Content and Vocabulary for Relationships, Health and Sex Education, September 2024

	National Curriculum – Statutory Content				Additional Content
	<i>No parental right to withdraw from statutory content</i>				<i>Parental right to withdraw</i>
	Science Understanding of the World	Relationships Education Making Relationships / Managing Feelings and Behaviour / People and Communities	Health Education Self Confidence and Self Awareness / Health and Self-care	Vocabulary Using and understanding the correct words to name and explain	Sex Education
R	Understanding of the World - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class - Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps - Talk about the lives of the people around them and their roles in society - Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter - Explore the natural world around them, making observations and drawing pictures of animals and plants	Making Relationships - Work and play cooperatively with others and take turns - Forms positive attachments with adults and friendships with peers. - Shows sensitivity to own and others needs. Managing Feelings and Behaviour - Explain the reasons for rules, know right from wrong and try to behave accordingly - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. - Express their ideas and feelings about their experiences using full sentences. People and Communities - Enjoys joining in with family customs and routines. - Talks about past and present events in their own lives and in the lives of family members. - Knows that other children do not always enjoy the same things and are sensitive to this. - Know about similarities and differences between themselves and others, and among families, communities and traditions.	Self Confidence and Self Awareness - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. Health and Self-care - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Self Confidence and Self Awareness - Confident to speak to others about own needs, wants, interests and opinions. - Can describe self in positive terms and talk about abilities. - Is confident to try new activities. - Can say why they like some activities more than others. - Is confident to speak in a familiar group. - Will talk about their ideas. - Will choose the resources they need for their chosen activities. - Says when they do or don't need help. Health and Self-care - Eats a healthy range of foodstuffs and understands need for variety in food. - Is usually dry and clean during the day. - Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. - Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.	Scientific / Health Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, boy, girl, baby, child, teenager, adult, life cycle, change, grow, Relationships Vocabulary: feelings, love, care, PANTS rule (See NSPCC)	N/A

			• Shows understanding of how to transport and store equipment safely. • Practices some appropriate safety measures without direct supervision. • Knows the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe. • Manages their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.		
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	National Curriculum – Statutory Content				Additional Content
	<i>No parental right to withdraw from statutory content</i>				<i>Parental right to withdraw</i>
	Science	Relationships Education	Health Education	Vocabulary Using and understanding the correct words to name and explain	Sex Education
Y1	Animals including humans: - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. - Describe how the body changes as we grow. - I can describe the needs of animals and that these may have a cost attached to them. - I can identify some needs humans have. <i>NB. Pupils should have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.</i>	Me and My Relationships - I can recognise things which make me special and unique and I can describe the range of groups I belong to. - I can identify and describe a person who is special to me and I can identify ways that families care for each other - I can describe a good friend. I can demonstrate skills to be a good friend. Me and Other People - I can recognise that I am a member of different groups and communities. Also, I can describe how it might feel to be excluded from a group. - I can describe different types of teasing and strategies for dealing with teasing. Relationships Education - Identify our own special people. - Explain what makes them special to us and why they are important in our lives. - Describe the different ways our special people care for us. - Recognise how we can care for them in return. - Recognise the main stages of the human life cycle (baby, child, adult). - Recognise the process of growing takes time and describe what changes when people grow from young to old. - Identify ways we are more independent now than when we were younger. - Describe our feelings about growing and changing.	Happy and Healthy me - I can name the main parts of the body. - I can describe how I have changed since I was born and how I might change in the future. - I can name some things that help me keep physically healthy. - I can identify things which help me feel emotionally healthy. Me and My Safety - I can identify some things which can be harmful if they go inside my body and I can use strategies to overcome worries about a substance going into my body. - I can identify some things which might be dangerous in the home and I can explain what I might do if I find something which could be dangerous at home. - I can describe ways to keep myself safe when walking and when in the car. - I can identify a range of people who help to keep us safe. - I can remember that 999 is the number to call in an emergency.	Scientific / Health Vocabulary: head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, boy, girl, gender, baby, child, teenager, elderly, life cycle, change, grow. Relationships Vocabulary: feelings, love, care, comfortable feeling, uncomfortable feeling, special, person, people, friend, family, caring, help, thanks	N/A

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Y2	Animals including humans: - Notice that animals, including humans, have offspring that grow into adults. - Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). - Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. <i>NB. Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i>	Me and My Relationships - I can describe how my behaviour affects other people and I can play and work co-operatively with others. - I can identify that there are different types of teasing and bullying and I can recognise that teasing and bullying are wrong and unacceptable. - I can explain why relationships might change. - I can say who I could go to and how to get help Me and Other People - I can describe differences and similarities between boys and girls. - I can question assumptions about what boys and girls can do. - I can describe different types of families. - I can describe similarities between people of different races in the UK. Relationships Education - Describe gender similarities and differences between ourselves and others. - Challenge simple stereotypes about boys and girls. - Recognise and use the correct names for main parts of the body.	Happy and Healthy Me - I can describe how to keep different parts of the body clean. - I can name things people could be allergic to. - I can describe how common infections are spread. - I can describe the components of a balanced diet. - I can describe the contribution physical activity and sleep make to well-being. Me and My Safety - I can name some unsafe situations. - I can describe how to keep myself safe in relation to people. - I can explain the difference between secrets and surprises. Me and My School - I can recognise and name a range of feelings (positive and negative). - I can explain ways to deal with different feelings particularly negative ones.	Scientific / Health Vocabulary: same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor, pharmacist, first aid, emotional health, feelings, fruit, vegetables and food groups. Relationships Vocabulary: Behaviour, affect, others, sharing, taking turns, helping, rules, fair, unfair, courtesy, manners, right, wrong, kind, unkind, special, change, loss, happy, sad, angry, remember, talk, share	N/A
Y3	Plants: - Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal <i>NB. Pupils might work scientifically by: discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</i> Animals, including humans: - Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.	Me and Other People - I can describe myself in a range of ways. - I can describe what a community is, and I can identify some institutions which support the community. - I can recognise the range of identities in our wider community today. Me and My Relationships - I can recognise that families come in many different forms and can explain why children might be in different family arrangements. - I know that actions have consequences, and I am able to anticipate the results of them. - I can describe features of a positive friendship and I can discuss feelings about arguments. - I know when and where to get help. Relationships Education	Happy and Healthy Me - I can list some of the components of a balanced diet and recognise a balanced meal. - I can reflect on my own diet and recognise the benefits of healthy eating. - I can list the opportunities I have to make choices for myself and I recognise the influences on my choices. - I can express an opinion on a food related issue. - I can identify the differences between males and females, and I can name the main internal and external parts of the body. Me and My Safety - I can identify risk in a range of situations. - I can explain rules for keeping safe on the road. - I can recognise that sometimes we know what to do but we do something else. - I can explain that medicines should be used properly, or they can be harmful.	Scientific / Health Vocabulary: Pollination, pollen, male, ovule, female, seed, Penis, testicles, breasts, vulva, vagina, womb a range of vocabulary to describe different feelings, emotion, health, body, mind, good, not so good, action, behaviour, situation, variety, benefit, tooth decay. Safe, unsafe, risk, identify, help, rules, crossing, medicines, drugs, safety, keeping safe, decisions, pressure, influence, influence, assertive, persuade Relationships Vocabulary: Safe, unsafe, risk, identify, help, rules, crossing, medicines, drugs, safety, keeping safe, decisions,	N/A

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	Identify that humans and some other animals have skeletons and muscles for support, protection, and movement. <i>NB. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy.</i>	- Recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours). - Explain why friendship and having friends is valuable. - Identify how friends show they care for and value each other. - Describe what is most important in a friendship. - Identify what helps maintain friendships. - Describe feelings when disagreements and conflict occur. - Identify what can help and not help if there are friendship problems. - Demonstrate strategies for solving arguments with peers.	- I understand and I can resist peer and media pressure. - I can explain which parts of my body are private and I can explain the underwear rule. - I can explain what to do if I experience unacceptable touches. - I can explain the difference between secrets and surprises. - I know who can help and support me.	pressure, influence, influence, assertive, nervous, brave, compromise, frightened, think, persuade, sensible, negotiate, family, parent, carer, partner, mum, dad, grandparents, step mum, stepdad, choice, consequences, friend, good, skills, arguments, fair, unfair, friend, friendship, special, close, caring, valuable, different, qualities, important, argument, quarrel, fall-out, making-up, apologise, solve, solution, bisexual, gay, lesbian, disability, carer, adopted, fostered, same sex, step family.	
Y4	Animal, including humans: - Describe the simple functions of the basic parts of the digestive system in humans - Identify the different types of teeth in humans and their simple functions <i>NB. Pupils should be introduced to the main body parts associated with the digestive system and explore questions that help them to understand their special functions. Pupils might work scientifically by: finding out what damages teeth and how to look after them.</i>	Me and My Relationships - I can explain that feelings change during puberty and that feelings and actions can impact on others. - I can explain that some parts of my body are private, and nobody should make me do something I do not want to do or makes me feel bad. - I know when it is right to 'break a confidence' or 'share a secret'. - I can describe ways to deal positively with experiences and situations of loss, separation, and death. - I have considered whether it is ever acceptable to use violence to resolve arguments Me and Other People - I recognise the range of identities in Britain today. - I can explain why respect and tolerance are important. Relationships Education - Identify some of the physical changes that happen to bodies during puberty. - Explain that puberty begins and ends at different times for different people. - Use scientific vocabulary for external male and female body parts/genitalia. - Describe how emotions and relationships may change during puberty.	Happy and Healthy Me - I can explain what makes me ill and I can recognise ways to reduce the spread of bacteria and viruses. - I can identify different types of allergies and I can describe what to do if I am with someone who is having a severe allergic reaction. - I can describe ways we can help ourselves feel better when we are ill. Also, I can explain reasons medicines could be dangerous. - I can explain how smoking can affect health and the benefits of being a non-smoker. - I can explain what a habit is and recognise a habit can be good or bad. - I can explain that during puberty the body changes from a child into an adult. - I can reflect on how I have changed naturally and how I may change in the future. - I know that changes are a natural part of growing up and that change is a gradual process. - I can say who I can talk to if I have any concerns. Me and My Safety - I can explain how rules and laws keep people safe. - I can list potential hazards at home, in school and the local area. - I can explain ways to keep safe online. - I can explain ways they can keep myself safe (in given situation).	Scientific / Health Vocabulary: digestion, mouth, tongue, oesophagus, stomach, small intestine, large intestine, saliva, liver, pancreas, faeces, anus, puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, drug, danger, risk, drugs, tobacco, alcohol, smoke, negative, positive, lungs, cancer, irritate, smoke free, benefits, habit, life cycle, grow, change, develop and mature, puberty, inevitable, grow, bigger, taller, heavier, stronger, danger, hazard, risk, rule, law, breaking, safe, online, passwords, personal information, CEOP button Relationships Vocabulary: Feelings, emotions, moods, relationships, safe, unsafe, comfortable, uncomfortable, private, acceptable, unacceptable, feelings, lost, separated, died, relief, regret, remember, support, share, violence, enemy, acceptable, responsibility, roller coaster, up	N/A

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		Explain where we can get the help and support we need in relation to puberty.	I can define risk.	and down, frustrated, angry, sexy feelings, adolescent, advice,	
Y5	Living Things and their Habitats: - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird - Describe the life process of reproduction in some plants and animals. <i>NB. Pupils should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time comparing how different animals reproduce and grow.</i> Animals including humans: - Describe the changes as humans develop to old age <i>NB. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</i>	Me and My Relationships - I have explored my own perception of gender and challenged stereotypes. - I can understand how the media can affect how I think. - I can describe the different sorts of relationships I have and how relationships change. - I can describe the important qualities in a friend/partner. - I can explain why some people choose to marry and others do not. - I can discuss feelings about secrets and friendships, and I know that some secrets are unhealthy and that it is ok to ask for help. - I can identify some family problems which might occur, and I can identify where I can get help if I need it. - I can identify different types of families and explain why it is important to show respect for differences. Relationships Education - Explain how and why it is important to keep clean during puberty. - Describe ways of managing physical change during puberty. - Respond to questions and give advice to others about puberty. - Use scientific vocabulary for external and internal male and female body parts. - Explain what happens during menstruation (periods). - Explain what is meant by ejaculation and wet dreams.	Happy and Healthy Me - I can identify components of a healthy lifestyle. - I can list things which have a positive and negative impact on physical health. - I can identify factors which affect emotional health. - I can explain the main physical and emotional changes which occur during puberty. - I can explain what menstruation is, why menstruation only happens to females and how it happens Me and My Safety - I can describe times when I do not feel safe and I can list things that will help keep me safe in a given situation. - I can describe some techniques for resisting pressure. - I can understand difference between being passive, assertive, and aggressive. - I can list people who help to keep me safe and healthy. - I can explain how overcoming a fear can be a positive experience.	support. Scientific / Health Vocabulary: internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, overcome, positive, risk taking, safe, unsafe, a range of feelings, behave, appropriate, choice, responsibility, peer pressure, resist, refuse, aggressive, passive, assertive, body language Relationships vocabulary: stereotype, gender, individuals, expectations, discrimination, relationships, love, feelings, partner, marry, marriage, commitment, legal, lifelong, secret, risk, responsibility, unhappy, unsafe, help, family, love, care, difference, respect	N/A

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Y6	Animals including humans: - Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood - Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function - Describe the ways in which nutrients and water are transported within animals, including humans <i>NB. Pupils should build on their learning from Y3 & Y4 about the main body parts and internal organs to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i>	Me and My Relationships - I can identify what I am and am not looking forward to as I grow up. - I can explain about some impacts of gender stereotypes. - I can explain some possible consequences of racial bullying. Me and Other People - I can express my own point of view and that of others. - I can explain how over time people can make a difference. - I can explain what stereotyping is. - I can explain strategies I can use to manage difficult situations. Relationships and Sex Education - Describe the physical and emotional changes that occur during puberty and how to manage these - Identify myths and facts about puberty, and what is important for a young person to know - Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us - describe some changes that happen as we grow up - Identify the range of feelings associated with change, transition to secondary school and becoming more independent - Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities - Identify different kinds of loving relationships - Describe the qualities that enable these relationships to flourish - Explain the expectations and responsibilities of being in a close relationship - Recognise how relationships may change or end and what can help people manage this.	Happy and Healthy Me - I can explain key facts about health and well-being. - I can list the physical, emotional, and social changes that take place during puberty and I can explain strategies to manage feelings and experiences during puberty. - I can use the correct names for and functions of the internal organs of the body. - I can explain what menstruation is and about the menstrual cycle. Me and My Safety - I can explain some of the effects and dangers of drugs on the individual, communities, and environment. - I can use basic first aid skills including getting help. - I can list some sources of help and advice available to people my age.	Scientific / Health Vocabulary: puberty, emotional, physical, social, compromise, negotiate, vagina, bladder, penis, menstruation, periods, Reproductive organs, puberty, periods, breasts, ovaries, uterus, physical health, mental health, change, balance, choice, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future, Love, respect, consent, commitment, female, male, human, circulatory system, blood vessel, heart, pump, vein, capillary, artery, lungs, oxygen, carbon dioxide, gaseous exchange, respiration, exercise, pulse rate, heart chambers, heart valves, stethoscope, blood group, muscle, skeleton, smoking, drugs, illegal, prescription, recreational drugs, law, illegal, legal, effect, risk, health, community, society, choice, consequence, advice, first aid, help, emergency, support, affirmation, transition Relationships Vocabulary: strong feelings, human rights, romantic relationships, intimate relationships, marriage, civil partnership, transgender, consent, - change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence, relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities	Conception and Contraception: - Identify the links between love, committed relationships / marriage, and conception. - Explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults. - Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female). Vocabulary: reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, conception, embryo, pregnant, birth, sexual intercourse, contraception, condom
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Mid-Trent
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Appendix B: Parental Request to Withdraw Pupil from Sex Education

As Sex Education is not mandatory, parents have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

To be completed by the Parent/Carer:	
Name of Pupil:	
Name of Parent(s):	
Reason for Request to Withdraw Pupil from Sex Education:	
Any other information you would like the school to consider:	
Signed:	Date:
To be completed by the Headteacher:	
Notes from discussion with parent(s):	
Agreed alternative provision during Sex Education lessons:	
Signed:	Date: