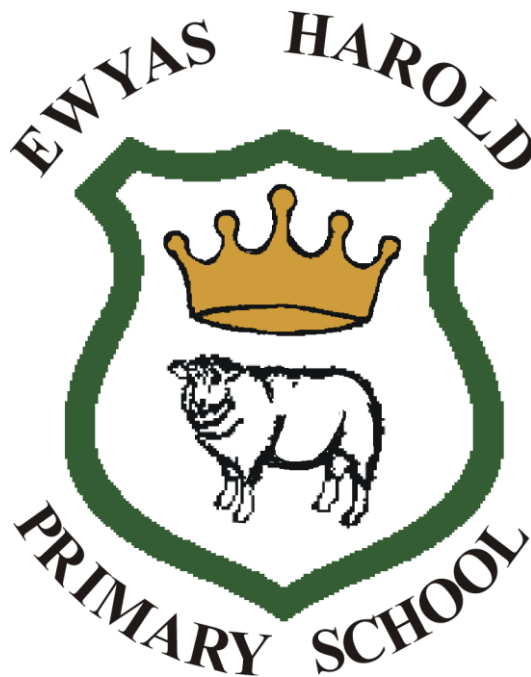


# Ewyas Harold Primary School



## Relationships and Sex Education Policy

Created date	Oct 2023
Reviewed by	RF / Standards
Ratified by	FGB
Ratification date	Nov 24
Review term	Annual
Next review date	Autumn 2025

## Curriculum Intent

This policy intends to outline the policy and procedure for teaching RSE at Ewyas Harold School.

### 1. Aims and Rationale

#### Rationale

Our Curriculum aims and design have been developed in line with the needs of Ewyas Harold Primary School. Our curriculum is ambitious and well-planned to ensure all pupils gain ample knowledge and skills to succeed in their next stage of education and life after primary school.

SRE is effective at Ewyas Harold because of the holistic and individualised approach we take in delivering SRE to all pupils. Staff know pupils and families well and can therefore adapt the curriculum and lessons they teach based on pupils needs, knowledge and requirements.

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Ewyas Harold we believe in nurturing pupils to ensure they are self-assured, confident members of society to have all the knowledge and skills they need to be successful. This includes ensuring children have more than adequate knowledge of relationships education. We work hard to ensure that our RSE curriculum is inclusive for all and allows children opportunities to ask questions and discuss any worries they may have in a respectful and nurturing environment.

We must provide relationships education to all pupils as per [Part 2 of the Equality Act 2010](#) and section 34 of the [Children and Social work act 2017](#)

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

Year Group	Objectives	Non-Statutory Requirements
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.
Year 2	Notice that animals, including humans, have offspring which grow into adults	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. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.
Year 5	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.  Describe the changes as humans develop to old age.	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.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Ewyas Harold Primary School, we teach RSE as set out in this policy.

### 3. Definition

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.

### 4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings

- How a baby is conceived and born

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

The RSE curriculum makes pupils aware that sexual violence and sexual harassment should never be tolerated. This is done through age-appropriate discussions about 'bad touch/good touch'. This policy should be read alongside the RSE and Safeguarding policies, providing teachers with further information.

## 5. Delivery of RSE

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

We use a mixture of the Jigsaw Scheme for PSHE and Yasmine and Tom for delivering all our RSE. This is taught across the academic year as detailed in Appendix 1.

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

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

The RSE curriculum links closely with our PSHE curriculum to help prepare children for life beyond primary school and ensure they have a full, healthy and happy life. Children also take part in the STAR programme, and are taught about Road and Online Safety in order to keep them informed of how they can keep themselves safe off and online.

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). For more information about our RSE curriculum, see Appendices 1 and 2.

## 6. Reporting to Parents

After delivering lessons, teachers will update parents if they have any concerns relating to pupils' understanding or reaction to content. Children's understanding of SRE and PSHE is reported on in the annual school report.

## 7. Roles and responsibilities

### **The Governing Board**

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

## The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

## Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. The Headteacher will monitor the implementation of this policy.

Class teachers, or the PSHE lead will teach SRE to pupils in their classes. Please see the staff list on our school website for which teacher is teaching which class.

Any Safeguarding issues or disclosures that arise during discussions with children, should be reported to the DSL or Deputy DSL, as per our Safeguarding and Child Protection Policy, and recorded on MyConcern.

Children are encouraged to ask questions and time is given to discuss the answers during the class sessions or in small groups if this is deemed more appropriate. Where questions raised go beyond what is taught within the curriculum, staff will seek guidance from external sources to ensure accurate and appropriate advice is given.

## Pupils

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

## Pupils with SEND

At Ewyas Harold, we aim to provide an inclusive and nurturing environment in which all children can progress. RSE must be accessible to all and teachers adapt their lessons to the children in their class as per the [Equality Act 2010](#). Children with SEND can also be more vulnerable to exploitation and bullying and staff need to be aware of this and support children who are at different stages of development. We have regular meetings with parents of children with SEND where we can discuss progress and how best to support them. We use a range of strategies to ensure pupils can access the RSE curriculum at the right level. These include pre-teaching by giving parents appropriate materials to share at home before the school session or 1:1 or small group delivery of SRE rather than larger group or whole class.

## *8. Parents' right to withdraw*

Parents do not have the right to withdraw their children from relationships education.

Parents 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 in Appendix 3 of this policy and addressed to the Headteacher. Parents will be invited in to share their concerns with the Headteacher and to ask any questions.

If, after these discussions, parents still feel that they would like to withdraw their child from RSE, alternative work will be given. Parents will be given age-appropriate information and resources that they can use at home.

#### 9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.

#### 10. Monitoring arrangements

The delivery of RSE is monitored by Jane Jones, PSHE and Safeguarding Lead, through:

Book Looks, learning walks and discussions with teachers and pupils.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This is reported to parents during Parents Evenings and will be included on our annual report to parents.

This policy will be reviewed by Jane Jones annually. At every review, the policy will be approved by the Governors and Headteacher.

Objectives the specifically link to RSE

Term	Topic/Theme	DETAILS WITHIN EACH YEAR GROUP							Resources
		EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6	
Autumn 1	<b>Being Me in my World</b>	Self-Identity Understanding feelings Being in a classroom Being gentle Rights and Responsibilities	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the learning charter	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising Feelings	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Being part of a team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences How behaviour affects groups Group decision making Having a voice What motivates behaviour?	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy Having a voice Participating	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy Having a voice Anti-social behaviour Role-modelling	Jigsaw Yasmine and Tom
	<b>Yasmine and Tom</b>		<b>Introduction to Yasmine and Tom (Session 1)</b>	<b>Introduction to Yasmine and Tom (Session 1)</b>	<b>Introduction to Yasmine and Tom (Session 1)</b>	<b>Introduction to Yasmine and Tom (Session 1)</b>	<b>Introduction to Yasmine and Tom (Session 1)</b> <b>Offline and online friendships (session 12)</b>		

Autumn 2	<b>Celebrating Differences</b>	Identifying talents Being special Families Where we live Making Friends Standing up for yourself	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict Difference as celebration Empathy	Jigsaw Yasmine and Tom
	Yasmine and Tom		Friendship and Feelings (Session 2)	Gender stereotypes and aspirations (Session 2) Friendships and secrets (session 3)			Identity and prejudice (session 13) Getting Help (Session 15)		

Spring 1	<b>Dreams and Goals</b>	Challenges Perseverance Goal-setting Overcoming obstacles <b>Seeking help</b> Jobs Achieving goals	Setting goals Identifying success and achievements Learning style <b>Working well</b> <b>Celebrating achievement with a partner</b> Tackling new challenges Identifying and overcoming obstacles Feelings of success	Achieving realistic goals Perseverance Learning strengths <b>Learning with others</b> <b>Group co-operation</b> <b>Contributing to, and sharing success</b>	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes <b>Managing feelings</b> Simple budgeting	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals <b>Working in a group</b> <b>Celebrating contributions</b> Resilience Positive attitudes	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures <b>Supporting others (charity)</b>	Personal goals in and out of school Emotions of success Making a difference in the world Motivation Recognising achievement <b>Compliments</b>	Jigsaw Yasmine and Tom

	Yasmine and Tom		Different Families (Session 3)		Me, myself and I (Session 3)				
Spring 2	<b>Healthy Me</b>	Exercising Bodies Physical activity Healthy food Sleep Keeping clean Safety	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and offline Respect for myself and others Healthy and safe choices	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Taking personal responsibility How substances affect the body Exploitation, including county lines and gang culture Emotional and mental health Managing stress	Jigsaw Yasmine and Tom
	Yasmine and Tom		Keeping Safe (Session 7)	My Brilliant Body (Session 4) Naming body parts (Session 6)	Is it risky? (Session 8) People who can help us online and offline? (Session 9)	My personal and private body parts and keeping safe (session 6) Body care (session 7)	Changes at puberty (session 7) Periods-menstruation (session 8)	Keeping Safe- Safe and unsafe touch (session 5) (session 12)	

							<b>Wet dreams and masturbation (session 9)</b>		
Summer 1	<b>Relationships</b>	Falling out Dealing with bullying Being a good friend	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend Self-acknowledgement Being a good friend to myself Celebrating special relationships	Different types of family Physical contact Boundaries Friendship and conflict Secrets Trust and appreciation for special relationships	Family roles and responsibilities Friendship and negotiation Keeping safe online and where to go for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	Jealousy Love and loss Memories of loved ones Getting on and falling out Girlfriends and boyfriends Showing appreciation to people and animals	Motivation Self-recognition Self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming Internet safety rules	Mental health Identifying mental health worries Sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Taking responsibility	Jigsaw Yasmine and Tom
	<b>Yasmine and Tom</b>		<b>Keeping clean and taking care of myself (Session 5)</b>	<b>What makes a good friend? (session 4)</b>	<b>Families and getting on with our families (session 5)</b>	<b>Equality and the Law (session 14)</b>	<b>Friendships and Pressure (session 4) Keeping safe- Online images (session 6)</b>		

Summer 2	<b>Economic Well-Being</b>	Recognise different notes and coins Recall different places to keep money safe Know that they can save money to use later instead of spending it now	Recognise different notes and coins Explain different choices to keep money safe Understand the consequences of losing money or having it stolen Know they can save money to spend later Describe why they might want to save their money and how that makes them feel Know that they and their family want and need different things Understand that we might not always be able to have things that we want and need	Recognise different notes and coins Know where money comes from Understand that learning and saving money can enable them to plan for a better future Know different ways of tracking their money Plan and track spending by keeping simple records Understand why it is important to keep track of spending and saving	Recall the reasons why people shop Compare the positives and negatives of shopping in different ways Compare different ways to pay for goods Suggest ways to use technology safely Understand that there are different payment methods Understand the most appropriate way of paying in different situations Understand and use some of the key language relating to debit and credit cards appropriately	Understand why people choose and use different personal bank accounts Understand that some jobs pay more than others Understand that the choices they make about money will affect their lives Know some risks associated with spending money online Suggest ways of keeping money safe and, when using the internet, how to avoid online scams	Understand how charities can help others Understand how budgeting and planning their spending will allow them to maximise profit Read and interpret simple financial documents Use simple financial information to plan and manage a basic budget	Know money has a different value in different countries Perform simple calculations based on exchange rates Understand why it is important to understand other currencies, particularly when visiting other countries Understand how money choices can affect their mental health Understand the concept of debt and the impact it can have on a person and their family Know sources of advice available to support emotional wellbeing	Natwest Money Sense information and resources
	<b>Yasmine and Tom</b>							<b>Making Babies – sexual intercourse (session 10)</b> <b>Making babies – assisted fertility</b>	

									and multiple births (session 11) Making babies – pregnancy and birth	
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Appendix 2: Key objectives to be taught by the end of Primary School in relation to RSE

Key objectives to be taught by the end of Primary School	Year Groups where objectives are taught linked to Jigsaw/ Yasmin and Tom					
	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Yasmine and Tom
<b>Families and people who care for me</b>						
That families are important for children growing up because they can give love, security and stability		3			1 2 3	KS1 – Relationships – Different families
The characteristics of healthy family life, commitment to each other, including in times to difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives.		3			1 2 3 4	KS1 – Relationships – Different families  LKS2 – Relationships – Getting on with your family
That other people’s 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.		3 6			1 2 3	KS1 – Relationships – Different families  KS1 – Gender Stereotypes/Celebrating differences – Similar and different

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.		3			1 2 3 4	KS1 – Relationships – Different families  LKS2 – Relationships – Getting on with your family
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That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong		3			2	
How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	6	3		6	1 2 4	UKS2 – Keeping safe – People who can help me
<b>Caring friendships</b>						
How important friendships are in making us feel happy and secure, and how people choose and make friends	1 3 4 6	1 2 3		4 6	1 2 3 4	KS1 – Relationships – Friends  LKS2 – Relationships - What makes a good friend?
The characteristics of friendship, including mutual respect, honesty, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences, and support with problems and difficulties	3 4	1 2		4	1 2 3 4	KS1 – Relationships – Friends  LKS2 – Relationships - What makes a good friend?  UKS2 – Relationships - Trust
That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	1 3 4	1 2 3 5		4	1 2 3 4 6	KS1 – Friendships & Feeling – What to do if we feel sad  LKS2 – Relationships -What makes a good friend?  UKS2 – Relationships – Friendships and Pressures

That most friendships have ups and downs, and that these can often be worked through so that the		1 2		4	1 2	
friendship is repaired or even strengthened, and that resorting to violence is never right.		3 5			3 4 6	
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.	4	1 2 3 4 6		4 6	1 2 3 5 6	UKS2 – Relationships – Trust  UKS2 – Relationships – Friendships and Pressures
<b>Respectful Relationships</b>						
The importance of respecting others, even when they're different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences of beliefs	1 2 3 4 5 6	1 2 3 4 5 6	1 2 3 4 5 6	4 5	1 2 3 4 5	KS1 – Gender Stereotypes/Celebrating differences – Similar and different
Practical steps they can take in a range of different contexts to improve or support respectful relationships	2 3 4 5 6	1 2 3 4 5 6	2 3 6	4	1 2 3 4 5 6	KS1 – Friendships & Feelings – Different emotions

The conventions of courtesy and manners	1	2	2	4	1	LKS2 – Keeping Safe – Personal Space
	2	3	3		2	
	3	4			4	
	4				5	

	5					
	6					
The importance of self-respect and how this links to their own happiness	2	3	2	1	1	
	5	4	3	3	5	
		5	5	4	6	
		6	6	5		
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	1	1	1	4	1	
	2	2	2	5	2	
	3	3	4	6	3	
	4	4	5		4	
	5	5	6		5	
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		1			3	UKS2 – Online Technology safety – Online bullying
		2			5	
		3			6	
		4				
		5				
		6				

What a stereotype is, and how stereotypes can be unfair, negative or destructive		2 3 5 6		5	3	KS1 – Gender Stereotypes/Celebrating differences – Toys  LKS2 – Gender Stereotypes/celebrating difference – Jobs we do
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						UKS2 – Gender stereotyping/celebrating difference – sexual orientation  UKS2 – Gender stereotyping/celebrating difference – equality and the law
The importance of permission-seeking and giving in relationships with friends, peers and adults	2 3 4	1 2 6	2	4 6	1 2 3 4 5 6	LKS2 – Keeping Safe – Personal Space  UKS2 – Relationships - trust

Online relationships						
That people sometimes behave differently online, including by pretending to be someone they're not		2 3 4		3 4	2 4 5 6	KS1 – Online technology safety – Taking care online: Personal details  UKS2 – Online technology safety – social media and sending pictures
That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online (even when we're anonymous)	3	2 3 4 6		3 4	3 5 6	UKS2 – Online technology safety – Online bullying
The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them		2 4		3 4	2 3	KS1 – Online technology Safety – Who can help us?
					5 6	LKS2 – Keeping Safe – Identifying Risk  LKS2 – Online Technology Safety – Who can help us?
How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they've never met		3 4		3 4	3 5 6	LKS2 – Online Technology Safety – Photos of myself online

						UKS2 – Online technology safety – social media and sending pictures
How information and data is shared and used online				3	3 5 6	KS1 – Online technology safety – Taking care online: Personal details  UKS2 – Online technology safety – social media and sending pictures
<b>Being Safe</b>						
What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	2 3 4 6	1 2 3 4 6		3 4 5 6	1 2 3 4 5 6	LKS2 – Keeping Safe – Personal space  UKS2 – Keeping Safe – Assertiveness, saying no
About the concepts of privacy and the implications of it for both children and adults (including that it's not				3 6	1 2	UKS2 – Keeping safe – Good and bad touch

always right to keep secrets if they relate to being safe)					3 5 6	
That each person's body belongs to them, and the difference between appropriate and inappropriate/unsafe physical and other contact				5 6	1 2 6	KS1 – My body – naming body parts  LKS2 – My body – Sexual body parts – male  LKS2 – My Body – Sexual body parts – female  UKS2 – Keeping safe – Good and bad touch
How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they don't know				3	1 2 6	LKS2 – Keeping Safe – Personal Space  UKS2 – Keeping safe – Good and bad touch
How to recognise and report feelings of being unsafe or feeling bad about any adult		1 5		3 4	2 5 6	KS1 – Keeping Safe – Out and About  LKS2 – Keeping Safe – Identifying Risk

How to ask for advice or help for themselves or others, and to keep trying until they're heard		2 3 4 5	1 2	3 4 5 6	2 5 6	KS1 – Keeping Safe – People who can help me
		6				LKS2 – Keeping Safe – People who can help me  UKS2 – Keeping safe – People who can help me
How to report concerns of abuse, and the vocabulary and confidence they need to do so		1 2 3 4 5 6		3 4 5 6	2 5 6	KS1 – Keeping Safe – People who can help me  LKS2 – Keeping Safe – People who can help me  UKS2 – Keeping safe – People who can help me
Where to get advice (e.g. family, school, other sources)	2 3	1 3 4 5 6		3 4 5 6	1 2 3 5 6	KS1 – Keeping Safe – People who can help me  LKS2 – Keeping Safe – People who can help me  UKS2 – Keeping safe – People who can help me

Sex Education						
Different Bodies (KS1)				2		<b>DELIVERED THROUGH FPA YASMIN AND TOM PROGRAMME</b>
Keeping Clean (KS1)				1		
Keeping Clean (LKS2)				4		
Me, Myself and I (LKS2)		3				
Gender Stereotypes/ Celebrating Difference (LKS2)		4				
Puberty (UKS2)				5		
Periods (UKS2)				5		
Wet dreams and masturbation (UKS2)				5		
How babies are made – sexual intercourse (UKS2)				6		
How babies are made – assisted fertility (UKS2)				6		
Multiple Births (UKS2)				6		
How babies develop (UKS2)				6		

Appendix 3: Parent right to withdraw

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from non-statutory/ non-science components of sex education within RSE			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p><i>Eg: Child A will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.</i></p> <p><i>Information will be made available to parents to use at home as appropriate.</i></p>