

Woodlands Academy Relationship and Growing up Education Policy

March 2021

Committee with oversight for this policy	Full Governing Board
Policy to be approved by	The Headteacher
Staff responsible	RGU working party
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Policy last reviewed by the Full Governing Board	22 March 2021
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1. Rationale

Definition:

The following policy refers to Relationships and Growing Up Education at Woodlands Academy.

We define Relationships and Growing Up Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up and puberty. Sex Education is also covered in Relationships and Growing Up Education and well as aspects being covered in the National Science Curriculum (see appendix 1). Sex education is defined in this policy as preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

Relationships and Growing Up Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships and Growing Up Education is therefore a tool to safeguard children.

Relationships and Growing Up Education contributes to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

Aspects of Relationships and Growing Up Education are taught as an integral part of the school's PSHE provision throughout the primary school from Reception to Year 6. In this way, children are able to develop their ideas, knowledge and skills gradually and appropriately in a non-threatening environment.

Relationships and Growing Up Education and Ofsted:

The 2019 Ofsted framework states that pupils should be able to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation (FGM), substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them. It also states that schools should ensure they are developing pupils' age-appropriate understanding of healthy relationships through appropriate relationship and sex education.

The 2019 Ofsted framework also states:

'From September 2019, schools are able to follow a new relationships and sex education and health education curriculum. From September 2020, they will be required by law to follow it. Primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and well-being. In addition, sex education will become mandatory at secondary level (from Year 7 upwards). If a school is failing to meet its obligations, inspectors will consider this when reaching the personal development judgement.

Moral and Values Framework:

The Relationships and Growing Up Education Policy will be sensitive towards the established morals and values framework of all the major world religions and philosophies. In its implementation, it will draw from the practical experiences of those who represent the various religious and philosophical groups within the local community while promoting tolerance and respect of all people.

2. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED)

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

As a primary academy school, we must provide Relationships and Growing Up Education to all pupils as per section 34 of the Children and Social work act 2017.

We follow the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. Our school also delivers sex education as part of Relationships and Growing Up Education. Parents can withdraw from sex education lessons (see section 8).

In teaching Relationships and Growing Up Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Woodlands Academy we teach Relationships and Growing Up Education as set out in this policy.

3. Policy development

This policy has been developed by engaging with staff, pupils and parents. The steps taken to review the policy are as follows.

The Department for Education and Ofsted have clearly outlined aspects of Relationships Education that are statutory in all primary schools, therefore some recommendations or comments made during this process may not be reflected in the final policy as our school has to ensure we are meeting statutory guidelines.

1. **Review** –members of the Relationships and Growing Up Education working party looked through the existing Relationships and Growing Up Education policy as well as local and national guidance for Relationships Education. The working party then reviewed the Relationships and Growing Up Education policy reflecting any advice and changes at local and national level.
2. **Staff consultation** – Staff were consulted via an online RSE staff survey. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RSE. Staff were also consulted via a staff meeting.
3. **Parent consultation** Parents were consulted via an online survey. Their view were taken into account when writing the policy. Further opportunities for parents feedback will be given before teaching begins. The resources from the Ealing scheme of work will be available to look through and parents will have the opportunity to discuss resources with staff.

4. **Pupil consultation** – We consulted with pupil via the 2020 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RSE in our school.
5. **Governor consultation** - Governors were part of the working party. The chair of governors and a parent governor saw the policy in advances and provided feedback. All governors were sent the draft policy in advance of the governor meeting and were then invited to comment on the policy and make suggestions/amendments.
6. **Ratification** – once amendments were made, the policy was shared with governors and ratified. The policy was then ratified by the governing body on **XXXX**.

This policy will be reviewed every two Years. This policy will be next reviewed in March 2023.

4. Aim and objectives

The aim of this policy is to enable the effective planning, delivery and assessment of Relationships and Growing Up Education.

The aims of Relationships and Growing Up Education at our school is to:

- Develop confidence in talking, listening and thinking about feelings and relationships;
- Teach pupils the correct vocabulary to describe themselves and their bodies;
- Be prepared for puberty and understand the basic changes that happen during puberty;
- Understand how to keep their bodies healthy and clean;
- Understand how to keep themselves and their bodies safe;
- Help pupils develop feeling of self-respect, confidence and empathy;
- Help pupils recognise healthy friendships;
- Provide a framework in which sensitive discussions can take place;
- Foster respect for the views of other people

Relationships and Growing Up Education is closely linked to our school values of Respect and Tolerance. Pupils are taught to show respect and tolerance towards others in the relationships they have with others. This includes peer relationships both face to face and online and their family relationships. They should respect themselves and their own bodies so it is important they are aware of physical and emotional changes they will experience as they grow up.

5. Equal Opportunities

Woodlands Academy believes that Relationships and Growing Up Education should meet the needs of all pupils. Our school is committed to the provision of Relationships and Growing Up Education to all pupils and the differing needs of boys and girls. All staff are expected to give every pupil the chance to experience, participate and achieve the understanding of Relationships and Growing Up Education. Equal time and provision will be allocated for all groups but there may be occasions where children with special educational needs (SEN) are given extra support in line with existing school arrangements.

The planning and organising of teaching strategies will be consistently reviewed e.g. through lesson observations to ensure that no pupil is disadvantaged.

The specific needs of individual/ groups of children is taken into consideration by the timing of the programme with suitable age-appropriate content being taught.

Boys and girls from Year 4- Year 6 will be taught separately on certain topics related specifically to puberty changes. This is to ensure that children feel comfortable accessing content of the curriculum.

Children with special educational needs will be supported to access the content of the curriculum at a level appropriate to their needs. The school will work in partnership with parents prior to learning so they are aware of the content. A range of teaching strategies will be used to enable children to understand the content they are being taught.

As is the case with all PSHE lessons we start the lesson with the ROCK ground rules (Respect, Openness, Confidentiality and Kindness). It is explained to children that the most important thing is to keep them safe, so there might be situations where we cannot keep confidentiality of what a child has shared, either verbally or written if we think they are not safe. This is the case for all children and the school works in partnership with carers and other professionals including social workers by following our safeguarding procedures for child protection as necessary. Children who are looked after will receive additional information from the school from a member of the safeguarding team. Please refer to our safeguarding policy for more information.

6. Delivery of RSE: Content, delivery and training

Content:

Relationships and Growing Up Education is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Our school uses the Ealing PSHE scheme of work to deliver PSHE and Relationships and Growing Up Education. Biological aspects of Relationships and Growing Up Education are taught within the science curriculum, and other aspects are also included in health education. A break down of what is covered in Science, Health Education and Relationships Education can be found in appendix 1.

The main aspects of Relationships and Growing Up Education are covered in the Summer Term as part of PSHE (See appendix 2) however many aspects of keeping safe, good and bad touch, healthy friendships, online safety, peer pressure, saying no, the PANTS rule, families and people who care for me are taught throughout the school year to ensure a consistent spiraling approach to keeping safe. The PANTS rule are displayed in all classrooms and on class online learning platform homepages to remind children how to keep themselves safe.

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 above points are covered in an age appropriate way from EYFS to Year 6 (see appendix 2 for more detail). 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, 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).

The changing adolescent body (puberty) is covered in Years 4, 5 and 6. It is covered at this age to ensure children are prepared for the emotional and physical changes that will happen during puberty. Puberty is part of the statutory Health Education curriculum (see appendix 1).

Sex education is covered in Year 6 only. These lessons will focus on preparing boys and girls for the changes that adolescence brings and the scientific process of how a baby is conceived and born.

For more information about our Relationships and Growing Up Education curriculum, see appendix 2 and 3. Appendix 2 outlines the learning objectives for Relationships and Growing Up Education and appendix 3 outlines the vocabulary our school uses during these lessons.

As part of the PSHE curriculum our school delivers lessons on Female Genital Mutilation (FGM) to pupils from Year 3 to Year 6. These lessons are designed to raise pupil's awareness of appropriate and inappropriate touch, including FGM. For more information on the content of these lessons, please speak to Mrs Magan, Headteacher or Ms Moxom, PSHE/Wellbeing lead. The lesson resources will be available to look through at the parent coffee morning workshops/ online if appropriate. Parents have the right to withdraw from these lessons (see section 8).

Delivery:

Relationships and Growing Up Education will be delivered by a member of school staff, usually the child's class teacher. If an external visitor is delivering all or aspects of Relationships and Growing Up Education, parents will be informed.

Relationships and Growing Up Education is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups (Years 4, 5 and 6)

Relationships and Growing Up Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Child Protection Lead if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules')

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent

- The topic will be covered at a later stage in their Relationships and Growing Up Education

Ms Moxom, PSHE/ Wellbeing Lead, is the member of staff who monitors the implementation of Relationships and Growing Up Education, this monitoring is done through lesson observations, pupil voice sessions and staff feedback. Relationships and Growing Up Education is assessed and evaluated by using the Ealing PSHE scheme of work.

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 may also invite visitors from outside the school, such as school nurses or the health improvement team, to provide support and training to staff teaching RSE.

7. Child protection

There may be rare occasions when a teacher is directly approached by a primary aged child who makes a disclosure related to their learning. With respect to child abuse and protection procedures, staff will follow the school's child protection policy.

The designated member of staff to be contacted is Ms Hasker, AHT for inclusion and the Designated Safeguarding Lead. Deputy designates are Mrs Magan and Ms Moxom.

If we have any concerns about a child's wellbeing or safety, then it must be reported to the Designated Safeguarding Lead and procedures in the Child protection safeguarding policy will be followed. This includes contacting parents as necessary.

Staff will also be referred to the:

DfE's 2020 document on 'Keeping children safe in education' - statutory guidance for schools and colleges

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/954314/Keeping_children_safe_in_education_2020_-_Update_-_January_2021.pdf

Working together to safeguard children 2018

<https://www.gov.uk/government/publications/working-together-to-safeguard-children--2>

8. Partnership with Parents

The school views parents as partners in the delivery of Relationships and Growing Up Education. Parents will be informed about the Relationships and Growing Up Education programme at the start of the summer term as part of information provided on what their children will be learning.

The school will liaise with parents through:

- Workshops
- School website
- Letter (Appendix 4)

The school encourages parents to discuss Relationships and Growing Up Education with their the headteacher, PSHE coordinator or the child's class teacher and are invited to view materials. This policy will be available on the school website for parents.

Right to withdraw

Parents do not have the right to withdraw their children from statutory Relationships and Health Education lessons (see outline of Relationships and Health education in appendix 1). Parents also cannot withdraw their children from the statutory National Science Curriculum (see appendix 1)

Parents have the right to withdraw their children from the non-statutory components of sex education (taught in Year 6 only) within Relationships and Growing Up Education (see appendix 1) and the FGM lessons (see appendix 1). Requests for withdrawal from these lessons should be put in writing and addressed to the headteacher. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until that specific lesson is over.

If you withdraw your child from sex education lessons, the school cannot guarantee that your child will not hear about the content of lessons from other pupils e.g. on the playground, walking home from school. By withdrawing children from sex education lessons, they may seek the information from elsewhere e.g. friends, siblings, the internet. These sources of information are often incorrect and unreliable and can expose children to information which is not appropriate for their age.

9. Roles and responsibilities

The governing board

The governing board will approve the Relationships and Growing Up Education policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that Relationships and Growing Up Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Relationships and Growing Up Education (see appendix 1).

Staff

Staff are responsible for:

- Delivering Relationships and Growing Up Education in a sensitive way
- Modelling positive attitudes to Relationships and Growing Up Education
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships and Growing Up Education. Staff who have concerns about teaching Relationships and Growing Up Education are encouraged to discuss this with the headteacher.

All teaching staff will deliver Relationships and Growing Up Education lessons. Ms Moxom is responsible for leading PSHE and RSE in this school.

Pupils

Pupils are expected to engage fully in Relationships and Growing Up Education and, when discussing issues related to Relationships and Growing Up Education, treat others with respect and sensitivity.

Dissemination

We will ensure that:

- a copy of the RGU policy is disseminated to all staff members and governors.
- training is provided to staff on the policy content
- there are copies of the RGU policy available from the school office (and the school website) for parents to access on request

Signatures:

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Headteacher

.....

Governor

.....

PSHE/ Wellbeing Lead

APPENDIX 1: Curriculum coverage – science, Relationships and Growing Up Education and health education

Relationships and Growing Up Education <i>Statutory</i>	Sex Education <i>Non statutory (Year 6 only)</i>	Science <i>Statutory</i>	Health education <i>Statutory</i>
<p>Families and people who care for me</p> <ul style="list-style-type: none"> ○ that families are important for children growing up because they can give love, security and stability. ○ the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. ○ that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ○ that stable, caring relationships, which may be of different types, are at the heart of happy families, and 	<ul style="list-style-type: none"> ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Growing Up Education. ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Growing Up Education. ○ Sexual reproduction in humans ○ Reproductive cycle in humans 	<p>Key Stage 1:</p> <ul style="list-style-type: none"> ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. ○ notice that animals, including humans, have offspring which grow into adults <p>Key Stage 2:</p> <ul style="list-style-type: none"> ○ describe the changes as humans develop to old age ○ recognise that living things 	<p>Mental wellbeing</p> <ul style="list-style-type: none"> ○ that mental wellbeing is a normal part of daily life, in the same way as physical health. ○ that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations ○ how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ○ how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ○ the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ○ simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ○ isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.

<p>are important for children's security as they grow up.</p> <ul style="list-style-type: none"> ○ that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. ○ how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 		<p>produce offspring of the same kind, but normally offspring vary and are not identical to their parents</p>	<ul style="list-style-type: none"> ○ that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ○ where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ○ it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Caring friendships</p> <ul style="list-style-type: none"> ○ how important friendships are in making us feel happy and secure, and how people choose and make friends. ○ the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. ○ that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 			<p>Internet safety and harms</p> <ul style="list-style-type: none"> ○ that for most people the internet is an integral part of life and has many benefits. ○ about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ○ how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ○ why social media, some computer games and online gaming, for example, are age restricted.

<ul style="list-style-type: none"> ○ that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. ○ how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 			<ul style="list-style-type: none"> ○ that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ○ how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ○ where and how to report concerns and get support with issues online.
<p>Respectful relationships</p> <ul style="list-style-type: none"> ○ the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. ○ practical steps they can take in a range of different contexts to improve or support respectful relationships. 			<p>Physical health and fitness</p> <ul style="list-style-type: none"> ○ the characteristics and mental and physical benefits of an active lifestyle. ○ the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ○ the risks associated with an inactive lifestyle (including obesity). ○ how and when to seek support including which adults to speak to in school if they are worried about their health.

<ul style="list-style-type: none"> ○ the conventions of courtesy and manners. ○ the importance of self-respect and how this links to their own happiness. ○ that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ○ about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. ○ what a stereotype is, and how stereotypes can be unfair, negative or destructive. ○ the importance of permission-seeking and giving in relationships with friends, peers and adults. 			
Online relationships <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. ○ that the same principles apply to online relationships 			Healthy eating <ul style="list-style-type: none"> ○ what constitutes a healthy diet (including understanding calories and other nutritional content). ○ the principles of planning and preparing a range of healthy meals.

<p>as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</p> <ul style="list-style-type: none"> ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. ○ how information and data is shared and used online. 			<ul style="list-style-type: none"> ○ the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
<p>Being safe</p> <ul style="list-style-type: none"> ○ what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). ○ about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. ○ that each person's body belongs to them, and the differences between appropriate and 			<p>Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> ○ the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

<p>inappropriate or unsafe physical, and other, contact.</p> <ul style="list-style-type: none"> ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ○ how to report concerns or abuse, and the vocabulary and confidence needed to do so. ○ where to get advice e.g. family, school and/or other sources. 			
			<ul style="list-style-type: none"> ○ Health and prevention ○ how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ○ about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ○ the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

			<ul style="list-style-type: none"> ○ about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ○ about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ○ the facts and science relating to allergies, immunisation and vaccination.
			Basic first aid <ul style="list-style-type: none"> ○ how to make a clear and efficient call to emergency services if necessary. ○ concepts of basic first-aid, for example dealing with common injuries, including head injuries.
			Changing adolescent body <ul style="list-style-type: none"> ○ key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ○ about menstrual wellbeing including the key facts about the menstrual cycle.

APPENDIX 2: Relationships and Growing Up Education learning objectives (taken from the wider Ealing PSHE scheme of work)

Year group	Learning objectives for Relationships and Growing Up Education lessons
Nursery	<ul style="list-style-type: none"> ○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Reception	<ul style="list-style-type: none"> ○ To consider the routines and patterns of a typical day ○ To explain how to keep myself clean and healthy and explain why it is important ○ To identify the people in my family and explain where I can get help
Year 1	<ul style="list-style-type: none"> ○ To understand how to keep myself clean and healthy and explain why it is important ○ To understand how I have grown and changed since birth ○ To identify the people in my family, while recognising that not all families look like mine ○ To explain where I can get help and support.
Year 2	<ul style="list-style-type: none"> ○ To explore stereotypes ○ To explain personal boundaries ○ To understand how boys and girls are different and to name boy and girl body parts ○ To understand the stages in the human lifecycle ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support.
Year 3	<ul style="list-style-type: none"> ○ To understand how boys and girls are different and to name boy and girl body parts ○ To explain personal boundaries ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand good friendships
Year 4	<ul style="list-style-type: none"> ○ To identify the people in my family, while recognizing that not all families look like mine ○ To explain where I can get help and support ○ To understand basic facts about puberty ○ To begin to understand menstruation ○ To understand good friendships
Year 5	<ul style="list-style-type: none"> ○ To explore the emotional and physical changes that occur during puberty ○ To understand male and female puberty changes ○ To explore the impact of puberty on the body and the importance of physical hygiene ○ To explore ways to get support during puberty ○ To understand what makes a family and who to turn to for help and support
Year 6	<ul style="list-style-type: none"> ○ To recap the male and female changes that happen during puberty ○ To understand what makes a family and who to turn to for help and support ○ To explore positive and negative ways of communicating in relationships ○ To understand healthy relationships ○ To understand the human reproductive system (<i>parents can withdraw children from this lesson. See section 8</i>)

FGM lessons (taken from the wider Ealing PSHE scheme of work)

(parents can withdraw children from these lessons. See section 8)

Year 3	<ul style="list-style-type: none">○ To know you can say no to bad touch○ To understand that FGM is not a rite of passage
Year 4	<ul style="list-style-type: none">○ To understand aspects of discrimination○ To understand that every individual no matter what their gender should be treated with equal respect○ and opportunities
Year 5	<ul style="list-style-type: none">○ To understand the difference between religion and culture○ To know I have the right to say no
Year 6	<ul style="list-style-type: none">○ To understand how beauty is portrayed around the world○ To know I have the right to say no

APPENDIX 3: Relationships and Growing Up Education vocabulary

Below is a list of vocabulary from Relationships and Growing Up Education lessons. Vocabulary from each Year group is carried forward to the next Year group (e.g. Year 3 vocabulary will be revisited in Year 4).

Year group	Vocabulary
Nursery	<ul style="list-style-type: none">○ Routine○ Clean○ Healthy○ Washing○ Family○ Help○ Support
Reception	<ul style="list-style-type: none">○ Routine○ Clean○ Healthy○ Washing○ Family○ Help○ Support
Year 1	<ul style="list-style-type: none">○ Clean○ Hygiene○ Healthy○ Family○ Grown○ Changed
Year 2	<ul style="list-style-type: none">○ Different○ Similar○ Penis○ Vagina○ Stereotype○ Private○ Boundaries

	<ul style="list-style-type: none"> ○ Girl ○ Boy ○ Male ○ Female ○ Baby ○ Adult ○ Toddler ○ Child ○ Elder
Year 3	<ul style="list-style-type: none"> ○ Differences ○ Personal space ○ Personal boundaries ○ Good friendships ○ Peer pressure ○ Unhealthy friendships
Year 4	<ul style="list-style-type: none"> ○ Body change ○ Puberty ○ Testicles ○ Nipple ○ Pubic hair ○ Breast ○ Menstruation ○ Period ○ Fallopian tube ○ Womb ○ Egg ○ Sanitary products
Year 5	<ul style="list-style-type: none"> ○ Physical changes ○ Emotional changes ○ Body changes ○ Voice deepens ○ Body hair
Year 6	<ul style="list-style-type: none"> ○ Relationship ○ Positive and negative relationship ○ Personal information ○ Communication ○ Wet dream ○ Erection <p>Sexual intercourse lesson (parents can withdraw from this lesson):</p> <ul style="list-style-type: none"> ○ Sexual intercourse ○ Sperm ○ Egg ○ Fertilized ○ Embryo ○ embedded ○ Pregnancy ○ Birth

APPENDIX 4: Sample letters for PARENTS (please amend appropriately for your school)

Sample letter 1- to be sent out for Summer term lessons 2021

Dear Parents and Carers,

Re: Relationships and Growing Up Education – parent coffee morning/workshop.

As you will be aware Relationships and Growing Up Education forms an important part of the Personal, Social, Health and Economic (PSHE) education programme. Relationships and Growing Up Education is also essential in supporting schools to meet their safeguarding duty. This year, teachers will be using a wide range of child friendly resources to deliver Relationships and Growing Up Education to children during the summer term.

We will be running an information c session for all parents and carers on DATE, TIME, VENUE. During this session, we will explain the topics covered as part of Relationships and Growing Up Education in our school.

If you would like at attend this session, please complete the slip below and return to your child's class teacher as soon as possible.

Thank you for your co-operation.

Mrs Magan, Headteacher

Child's name: _____

Class: _____

I am/ am not able to attend the RGU information session on DATE, TIME, VENUE. (Please delete as appropriate).

Signature: _____

Date: _____

Sample letter 2 – to be sent out in prep for new content/policy to be discussed- summer 2 2021

Dear Parent/Carer

RE: Relationships and Growing Up (RSE) lessons

As part of the school's Personal, Social, Health and Economic (PSHE) Education programme, and in line with London Borough of Ealing's recommended scheme of work for PSHE Education, children from Reception to Year 6 will take part in RSE lessons in the Summer term. These lessons have been carefully planned to be relevant and appropriate to each year group. For these lessons, we will be using the same resources and lesson content as we have done for the last number of years.

Nowadays, there is a vast amount of information about relationships on the internet, on TV, in magazines, to which children and young people are exposed. If children are provided with timely and age-appropriate information about their bodies and relationships, they can make their transition into adolescence and adulthood with the confidence and knowledge to understand what is happening to them. They will also have the best chances of growing into confident and healthy adults able to make positive choices.

In February 2019, the Department for Education released new draft guidance for Relationships and Growing Up Education. This new guidance will come effect from September 2020.

For the past two years, we have been using the Ealing PSHE scheme of work to deliver RSE lessons. This is a comprehensive scheme of work, which already meets much of the new guidance. We will continue to use these lesson plans this year and will not be changing any of the lesson content.

To prepare for the new guidance, we will be developing a new Relationships and Health Education (Primary) Relationships and Sex Education and Health Education (high school) policy to ensure it meets the statutory requirements. The RGU lessons in school may reinforce what you are already doing at home. The school is committed to working in partnership with parents and is keen to hear your views and share with you the RGU policy and resources we will be using for the lessons. We would therefore like to invite you to a workshop/coffee morning on RGU on DATE, TIME, VENUE.

Any changes that will be made to our curriculum will be done in discussion with parents, any changes made to our policy or curriculum will not come into effect until September 2020.

If you have any questions about Relationships and Growing Up Education, please arrange a meeting with Mrs Magan, Headteacher.

Thank you for your continued cooperation and support,

Mrs Magan, Headteacher

We would be grateful if you could please let us know if you will be attending.

Child's name: _____

Class: _____

I am/ am not able to attend the RGU information session on DATE, TIME, VENUE. (Please delete as appropriate).

Signature: _____

Date: _____