



Relationships and Growing Up (RGU) Policy

Signed by:

Date:

Committee with oversight for this policy	Curriculum Committee
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1. Rationale

The following policy refers to Relationships and Growing Up Education (RGU) 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. Relationships 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. These lessons contribute to the foundation of PSHE and Spiritual, Moral, Social and Cultural (SMSC) development and offer 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 age 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 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 are not required to provide sex education, but we do need to teach the elements of sex education contained in the Science Curriculum. Parents can withdraw from sex education lessons (see section 9).

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. Intent: 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.

4. Implementation: 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 breakdown 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 spiralling approach to keeping safe. The PANTS Rule is displayed in all classrooms and on our online learning platform Google Classroom 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).
- 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 the Headteacher, Ms Hasker or Assistant Headteacher/Wellbeing Lead, Ms Moxom. 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 9).

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 the lessons, 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 RGU related issues are varied. However, while personal views are respected, all RGU 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 RGU 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. This is done with confidentiality, often using post it notes throughout or at the end of the session.
- 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, using the correct scientific vocabulary.
 - The use of a question box may help to avoid any 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' or 'The topic will be covered at a later stage in your Relationships and Growing Up Education'
- 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.
- Ms Moxom, Assistant Headteacher and 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 RGU 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 Ealing Health Improvement Team, to provide support and training to staff teaching RGU.

5. Impact- What are the desired outcomes?

- We continuously assess the implementation and impact of our RGU curriculum in order to achieve the highest outcomes possible across all year groups and ensure we provide the support that is necessary for all children to have a good understanding of the complexities of relationships and a secure knowledge and skills to make informed choices in their lives.
- Through our RGU curriculum, we believe we can enhance children's education and help them to become confident individuals who have positive body awareness, an in-depth knowledge of how to keep themselves safe and healthy
- Impact of these lessons will be evident through pupil voice and attitudes/ behaviour shown by our pupils. They will, through respect, tolerance and understanding, forge and maintain positive relationships with a diverse range of family and friendship groups.

6. 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 – All staff were consulted via an online RGU staff survey and through discussion in INSETs. The results of this survey informed the policy development and also informed additional support needed to enhance the delivery of RGU.

3. Parent consultation- Parents are given the opportunity to give feedback before teaching begins every year. 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 at a parent meeting. When the policy was initially developed, parents contributed to its development and will be consulted further should there be the need for any further changes as a result of government guidance.

4. Pupil consultation – We consulted with pupil via the 2022 Health Related Behaviour Survey. The results of this survey were then used to inform the policy and inform the delivery of RGU in our school.

5. Governor consultation - 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. This policy will be reviewed every two Years. This policy will be next reviewed in March 2025.

7. 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) or pupils with **English as an Additional Language (EAL)** needs 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.
- **Boys and girls** from Year 4 to 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.
- 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.
- Children with **Special Educational Needs (SEN)** 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.

8. 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 Moxom, Assistant Headteacher and the Designated Safeguarding Lead. Deputy designates are Ms Hasker and Mrs Sherborne. 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 2022 document on '[Keeping children safe in education](#)'- statutory guidance for schools and colleges.

9. 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 to share the content of the lessons
- School website- slides with information for parents
- Letter (Appendix 4)
- The school encourages parents to discuss Relationships and Growing Up Education with the Headteacher, Assistant Headteacher/PSHE Lead or the child's class teacher and are invited to view materials in advance of the lessons. The content is also available on our school website under the [Relationships and Growing Up section](#).
- 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 within Relationships and Growing Up Education (see appendix 1). However, the only non-statutory component is in the Year 6 curriculum and this lesson is not currently taught at Woodlands.
- Parents have the right to withdraw their children from 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 the 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. It is important that children receive accurate information in a safe environment where they can ask questions. Children may seek the information out 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.

10. Roles and responsibilities

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

The Headteacher and Assistant 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 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 RGU in this school. 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 the following:

- 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.

APPENDIX 1: Curriculum coverage – science, relationships education and health education

Relationships 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 are important for children’s security as they grow up. ○ that marriage represents a formal and legally recognised commitment of two people to 	<ul style="list-style-type: none"> ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. ○ questions pertaining to sex or sexuality which go beyond what is set out for Relationships 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 produce offspring of the same kind, but normally offspring vary and are not 	<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

<p>each other which is intended to be lifelong.</p> <ul style="list-style-type: none"> ○ 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>identical to their parents</p>	<p>for children to discuss their feelings with an adult and seek support.</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.

<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"> ○ why social media, some computer games and online gaming, for example, are age restricted. ○ 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. ○ 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 			<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.

<p>respect by others, and that in turn they should show due respect to others, including those in positions of authority</p> <ul style="list-style-type: none"> ○ 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. 			
<p>Online relationships</p> <ul style="list-style-type: none"> ○ that people sometimes behave differently online, including by pretending to be someone they are not. ○ that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. ○ the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. ○ how to critically consider their online friendships and sources of 			<p>Healthy eating</p> <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. ○ 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>information including awareness of the risks associated with people they have never met.</p> <ul style="list-style-type: none"> ○ how information and data is shared and used online. 			
<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 inappropriate or unsafe physical, and other, contact. ○ how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. ○ how to recognise and report feelings of being unsafe or feeling bad about any adult. ○ how to ask for advice or help for themselves or others, and to keep trying until they are heard. ○ how to report concerns or abuse, and the vocabulary and confidence needed to do so. 			<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.

<ul style="list-style-type: none"> o where to get advice e.g. family, school and/or other sources. 			
			<ul style="list-style-type: none"> o Health and prevention o how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. o about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. o the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. o about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. o about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. o the facts and science relating to allergies, immunisation and vaccination.
			<p>Basic first aid</p> <ul style="list-style-type: none"> o how to make a clear and efficient call to emergency services if necessary. o concepts of basic first-aid, for example dealing with common injuries, including head injuries.
			<p>Changing adolescent body</p> <ul style="list-style-type: none"> o key facts about puberty and the changing adolescent body,

			<p>particularly from age 9 through to age 11, including physical and emotional changes.</p> <ul style="list-style-type: none">o about menstrual wellbeing including the key facts about the menstrual cycle.
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APPENDIX 2: Relationships Education learning objectives (taken from the wider Ealing PSHE scheme of work)

Year group	Learning objectives for Relationships 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 <p>FGM lessons:</p> <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 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 <p>FGM lessons:</p> <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 explore the emotional and physical changes that occur during puberty

	<ul style="list-style-type: none"> ○ 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 <p>FGM lessons:</p> <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
<p>Year 6</p>	<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 (parents can withdraw children from this lesson. See section 9) ◦ <p>FGM lessons:</p> <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 Education vocabulary

Below is a list of vocabulary from Relationships 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"> o Routine o Clean o Healthy o Washing o Family o Help o Support
Reception	<ul style="list-style-type: none"> o Routine o Clean o Healthy o Washing o Family o Help o Support
Year 1	<ul style="list-style-type: none"> o Clean o Hygiene o Healthy o Family o Grown o Changed
Year 2	<ul style="list-style-type: none"> o Different o Similar o Penis o Vagina o Stereotype o Private o Boundaries o Girl o Boy o Male o Female o Baby o Adult o Toddler o Child o Elder
Year 3	<ul style="list-style-type: none"> o Differences o Personal space o Personal boundaries o Good friendships o Peer pressure o Unhealthy friendships

Year 4	<ul style="list-style-type: none"> o Body change o Puberty o Testicles o Nipple o Pubic hair o Breast o Menstruation o Period o Fallopian tube o Womb o Egg o Sanitary products
Year 5	<ul style="list-style-type: none"> o Physical changes o Emotional changes o Body changes o Voice deepens o Body hair
Year 6	<ul style="list-style-type: none"> o Relationship o Positive and negative relationship o Personal information o Communication o Wet dream o Erection <p>Sexual intercourse lesson (parents can withdraw from this lesson:</p> <ul style="list-style-type: none"> o Sexual intercourse o Sperm o Egg o Fertilized o Embryo o embedded o Pregnancy o Birth

APPENDIX 4: Letters for PARENTS

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

Dear Parents and Carers,

Re: Relationships and Growing Up Education – parent workshop.

As you will be aware Relationships Education forms an important part of the Personal, Social, Health and Economic (PSHE) education programme. Relationships 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 Education to children during the summer term

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

If you would like to attend this session, please complete the Google Form (link to be inserted) as soon as possible.

Thank you for your cooperation.

Ms Moxom

Assistant Headteacher/ Wellbeing Lead

Woodlands Academy

Sample letter 2

Dear Parent/Carer

Relationships and Growing Up Education (RGU)

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 RGU 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 came into effect from September 2020. For the past two years, we have been using the Ealing PSHE scheme of work to deliver RGU lessons. This is a comprehensive scheme of work, which meets the new guidance. We will continue to use these lesson plans this year and will not be changing any of the lesson content.

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.

If you have any questions about Relationships and Growing Up Education, please arrange a meeting with Ms Moxom, Assistant Headteacher.

Thank you for your continued cooperation and support,

Ms Moxom
Assistant Headteacher/ Wellbeing Lead
Woodlands Academy