



# Relationships and Sex Education

## Family Consultation



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

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity, personal identity and changes humans go through as they grow.

RSE involves a combination of sharing information, and exploring issues and values.

RSE teaches children how babies are conceived and born. (Non-statutory.) There are details on how to withdraw your child from these lessons in the RSE policy. Class teachers will always be in touch with families well ahead of these lessons to give you the information and time to reflect on whether you would like to withdraw your child.

RSE is not about the promotion of sexual activity.

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 at the right age and stage
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

As a primary academy school we must provide relationships education to all pupils as per Section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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, and 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). We teach sexual orientation to children at the appropriate age and stage to ensure there is no stigmatisation. We want all children learn the knowledge they need to be tolerant, accepting and open-minded members of society, and to feel that they, whoever they grow up to be, are a valued member of our community and society.

For children with special educational needs and/or disability, learning is differentiated using the same quality first teaching strategies for other curriculum areas. For individual children with specific needs, the content and sequence of the curriculum is shaped to meet their specific needs at different developmental stages.

### **Foundation Stage**

What should I do if I meet a stranger?

How do you use a computer safely?

How do I keep myself clean?

How can I tell you how I feel?

Who can I trust?

What does it mean to trust people?

Who helps to keep me safe?

What am I good at? What are my friends good at?

What words do I use in my family?

What makes a good friend?

What can I do now that I couldn't do when I was younger?

What is a life cycle?

### **Important stories we will share:**

1. Meena, by Sine van Mol
2. Having a Disability, by Junstina Chen Hedley
3. Hats of Faith, by Medeia Cohan
4. Pink is for Boys, by Robb Pearlman
5. Julian is a Mermaid, by Jessica Love
6. And Tango Makes Three, by Justin Richardson
7. Sulwe, by Lupita Nyong'o
8. Jamie, by Olly Pike
9. You Choose, by Nick Sharratt and Pippa Goodheart
10. Red Rockets and Rainbow Jelly, by Sue Heap and Nick Sharratt
11. Blue Chameleon, by Emily Gravett
12. The Family Book, by Todd Parr
13. Mommy, Mama and Me, by Leslea Newman and Carol Thompson

## **Year 1**

What should I do if I feel unsafe?

What is a healthy balance of online and offline activities?

How can I make sure I keep myself healthy?

How can I tell how others are feeling?

What are the zones of regulation?

How do I express myself?

How can I recognise that I'm feeling sad, happy, excited, nervous...?

How are boys and girls different?

What are the animal groups?

What do we do if we feel uncomfortable online?

How can we communicate online and offline?

How are different animals born and cared for?

How can I keep myself safe at home?

What do we do if we feel uncomfortable online?

What are the parts of a plant that help it to survive?

What can I choose to do online and offline?

What are the names of the body parts?

What makes a good friend online and offline?

How will my body change as I grow up? (Human life cycle)

### **Important stories we will share:**

1. Age On Together, by Stephanie Lowery-Willson
2. Don't Call Me Special, by Pat Thomas
3. Mommy's Khimar by Jamilah Thompkins-Bigelow
4. William's Doll, by Charlotte Zolotow
5. Mommy, Mama and ME, by Leslea Newman
6. Donovan's Big Day, by Leslea Newman
7. My Brown Skin, by Thomishi Booker
8. I am Jazz, by Jazz Jennings
9. Elmer, by David Mckee
10. Ten Little Pirates, by Mike Brownlow and Simon Rickerty
11. My Grandpa is Amazing, by Nick Butterworth
12. Max the Champion, by Sean Stockdale, Alexandra Strick and Ros Asquith
13. My World, Your World, by Melanie Walsh

## **Year 2**

How do I recognise a dangerous situation? Understand what to do if messages pop up on our devices

How do I search online safely?

Can anyone write something online?

How do we keep our information safe?

Do you need a password in Y2?

Who can you trust online?

What does a healthy diet of online and offline look like?

How to choose what to do and what not to do online

What are germs and how do I keep myself hygienic?

How do I 'self-regulate'?

How do different animals care for their young?

What is a life cycle?

What is personal space and why is it important?

What is respect?

What different types of families exist?

Should I be forced to be friends with someone?

How can I tell if people are my true friends?

### **Important stories we will share:**

1. Miz Berlin Walks, by Jane Yolen
2. Just Ask, by Sonia Sotomayor
3. The Proudest Blue, by Ibtihaj Muhammad
4. My Princess Boy, by Cheryl Kilodavis
5. This Day in June, by Gayle Pitman
6. Stella Brings the Family, by Miriam Schiffer
7. When Black Lives Matter, by Maxine Clarke
8. The Great Big Book of Families, by Mary Hoffman and Ros Asquith
9. The First Slodge, by Jeanne Willis
10. The Odd Egg, by Emily Gravett
11. Just Because, by Rebecca Elliot
12. Blown Away, by Rob Biddulph

### **Year 3**

What are safe and unsafe drugs?

What are safe medicines?

What is 'grooming'?

Understand websites store a lot of our information.

How do adverts target us?

Keeping your personal information safe.

Understand a healthy balance of online and offline activities can affect our well-being.

Secure, strong passwords are important.

Understand a healthy balance of online and offline activities can affect our well-being.

Understand websites store a lot of our information.

How do I keep my teeth clean?

What makes a good night's sleep?

Is it OK to be scared?

What does a baby need to be healthy?

What is the life cycle of a flowering plant (the parts of a flowering plant)?

Do boys and girls share the same emotions about the same thing?

### **Important stories we will share:**

1. Oliver, by Birgitta Sif
2. Six Dots: A story of Young Louis Braille, by Jen Bryant
3. Yo Soy Muslim: A Father's letter to his daughter, by Mark Gonzales
4. The Prince and the Frog, by Olly Pike
5. Pride: The Story of Harvey Milk and the Rainbow Flag, by Rob Sanders
6. Two Monsters, by David McKee
7. The Hueys in the New Jumper, by Oliver Jeffers
8. This is Our House, by Michael Rosen
9. Beegu, by Alexis Deacon

## **Year 4**

Where are my favourite safe places?

To know when to be assertive (taught through the story of Dogs Don't Do Ballet, by Anna Kemp and Sara Ogilvie)

Understand a healthy balance of online and offline activities can affect our well-being

How do you decide what is appropriate for your age?

What does bias mean?

Echo chambers – what are they?

Understand copyright and that it can be illegal.

People aren't always who they say they are.

Recognising suspicious messages and what to do.

Keeping information safe.

How do I keep myself fit through exercise?

What is good sleep hygiene?

What is puberty?

What are hormones?

What might it be like as a teenager?

What is the difference between worry and anxiety?

What are the differences in my relationships?

What would be appropriate in different relationships?

Chn learn about the differences and inequalities between males and females in the Tudor period and compare to present day perceptions

## **Important stories we will share**

1. Red: a crayon's story, by Michael Hall
2. Emmanuel's Dream: The True Story of Emmanuel, by Ofosu Yeboah and Laurie Ann Thompson
3. King and King, by Linda de Hann and Stern Nijland
4. The Way Back Home, by Oliver Jeffers
5. The Boy at the Back of the Class, by Onjali Rauf
6. Dogs Don't Do Ballet, by Anna Kemp and Sarah Ogilvie
7. The Flower, by John Light

## Year 5

In Upper Key Stage Two, children further their knowledge of the protected characteristics. We ensure that every child knows and understands the protected characteristics with appropriate and relevant examples of each within the curriculum.

How can I be streetwise?

What do you do in an emergency situation?

Justify my actions, taught through the story of Rose Blanche, by Ian McKewan and Roberto Innocenti

Recognise when someone needs help, taught through the story of How to Heal a Broken Wing, by Bob Graham

How do I keep healthy and clean as I get older?

How do I use my emotions to help me?

How will boys and girls change through puberty?

What are periods?

How is a baby made, and what made me male or female?

How do babies grow in the womb?

What are the different stages of pregnancy?

What makes my gender?

Are men and women equal?

What image do I need to be liked? Link to social media etc.

What are the elements of a stable, loving relationship?

To learn from our past, taught through Where the Poppies Now Grow, by Hilary Robinson and Martin Impey

How does a human grow old?

Children learn about the 1965 Race Relations Act and 1975 Sex Discrimination Act. What impact have they had on the UK?

Children learn about the journey to universal suffrage in the UK and compare this to around the world.

To accept people who are different from me, taught through And Tango Makes Three, by Justin Richardson and Peter Parnell

Children learn about the rights of parents when learning about the life cycle of humans.

What were Victorian perceptions of different races and ethnic groups?

### Important stories we will share

1. The 1,000 year old boy, by Ross Welford
2. The Gift, by Carol Ann Duffy
3. And Tango Makes Three, by Justin Richardson and Peter Parnell
4. Where the Poppies Now Grow, by Hilary Robinson and Martin Impey
5. Rose Blanche, by Ian McKewan and Roberto Innocenti
6. Noughts and Crosses, by Malorie Blackman
7. How to Heal a Broken Wing, by Bob Graham
8. The Artist Who Painted a Blue Horse, by Eric Carle
9. And Tango Makes Three, by Justin Richardson and Peter Parnell



## Year 6

In Upper Key Stage Two, children further their knowledge of the protected characteristics. We ensure that every child knows and understands the protected characteristics with appropriate and relevant examples of each within the curriculum.

Am I making a good choice – antisocial behaviour?

Why is having a baby known as a big responsibility?

How can I take on more responsibility?

What are safe and unsafe drugs?

To recognise my freedom, taught through the story of Dreams of Freedom, by Amnesty International

Understand things can be misleading and unbiased; perspective is needed

How can we verify online information?

Protecting our identity including sensitive information such as opinions and emotions

Understand some people's behaviour is different online and how to deal with it.

Understand social media anxiety.

Protecting the images of us online.

Body image and self-esteem- how can I make sure these are positive?

To consider how my life may change as I grow up taught through the story of Love You Forever, by Robert Munsch

What is DNA?

How have we evolved over time? Evolution.

How am I similar and different to parents and siblings?

How is sex and gender portrayed in the media?

How can we make Sheffield a place of tolerance and respect?

What should I do when I come into conflict with my family?

How does the Totley Primary School community perceive gender? – Children undertake a school community survey about perceptions of gender.

What does it mean to be 'trans'?

### Important stories we will share

1. Wonder, by R J Palacio
2. My Princess Boy, by Cheryl Kilodavis and Suzanne DeSimone
3. Letters from the Lighthouse, by Emma Carroll
4. Love, Hate and Other Filters, by Samira Ahmed
5. Still I Rise, by Maya Angelou
6. To challenge the causes of racism, taught through the story of The Island, by Armin Greder
7. The Whisperer, by Nick Butterworth
8. Dreams of Freedom, by Amnesty International

## 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 components of sex education within RSE. Specifically, this means parents may choose to withdraw their children from the non-statutory aspects of the Year 5 RSE curriculum. These are underlined in the objectives above.

Requests for withdrawal should be put in writing using the form found below of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education. Please be assured that you won't be along in having questions about aspects of the curriculum, and we want help you feel informed as possible to make the right decision for your child.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			