
drb Ignite Multi Academy Trust

Relationships and Health Education Policy

United Nations Convention on the Rights of the Child - Article 29

Children’s education should help them to develop their personalities, talents and activities. It should teach them to understand their own rights, and to respect other people’s rights, cultures and differences. It should help them to live peacefully and protect the environment.

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1. Policy rationale

As children progress through primary school they begin to develop stronger and more independent relationships. To support children as they develop and grow relationships education in primary school should teach the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

The Trust believes that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding. Although we refer to our approach as a Relationships Education programme, it also include elements of health education as well as the National Curriculum Science programme of study.

NB. For reference, the term *relationships and health education (RHE)* is used to describe the Trust's approach.

This Policy sets out the Trust's approach to the teaching of relationships and health education. It reflects the Trust's vision, culture and values whilst also reflecting the local needs and context of different Trust schools. All Trust schools reflect the diversity of their local context, taking decisions in accordance with the needs of the children and families they serve.

The Trust has tailored the relationships, health and sex education elements of the *Jigsaw PSHE Curriculum* to meet the needs of Trust schools and localities, adapting the content according to need and in line with individual school community consultations.

For example, the Trust has used local Public Health data and National Office of Statistics data to understand the challenges for particular localities, quickly identifying that there are common themes where support would be beneficial:

- Childhood obesity in reception aged children
- Excess weight in Year 6 children
- Teenage pregnancies
- Child poverty
- Long term health problems (including COPD)
- Long term unemployment

Criminal activity in the localities that serve our schools feature the following:

- Violent crime
- Domestic violence
- Vehicle crime
- Drug and alcohol misuse

These may all impact on the life chances of some of our pupils. It is imperative that the Trust's RHE curriculum places a focus on healthy lifestyles and healthy relationships to address the immediate impact of obesity, poor health and poverty, whilst raising pupil expectations across the curriculum.

Article 19: Children must be protected against violence, abuse and being neglected by anyone who looks after them.

Article 2: Every child has the right to be treated equally and with respect

2. Policy aims

The aims of RHE in Trust schools are to:

- improve pupil learning outcomes so that good employment opportunities and life chances are available to all pupils.
- provide a framework in which sensitive discussions can take place
- prepare pupils for puberty giving them an understanding of physical development and the importance of health and hygiene
- help pupils develop feelings of self-respect, confidence and empathy
- create a positive culture around issues of sexuality and relationships, including the importance of family for the care and support of children
- enable pupils to recognise unsafe situations, protect themselves and ask for appropriate help and support
- keep parents informed about the work the Trust is doing to promote healthy relationships. This means they can also help to reinforce positive messages at home.

3. Broad and balanced curriculum

All pupils attending Trust schools will experience a broad and balanced curriculum enabling them to grow and learn in an environment without prejudice or inequality. This curriculum will prepare them for adult life by enabling them to:

- play an active role in their school and community
- experience a culturally rich and diverse life
- develop and benefit from a range of positive relationships

The Trust's Relationships Policy is intrinsically linked to *UNICEF's Rights Respecting Agenda*, based upon the United Nations Convention on the Rights of the Child. This Convention consists of 54 articles that set out children's rights and how governments should work together to make them available to all children. Under the terms of the convention, governments are required to meet children's basic needs and help them reach their full potential. The Articles are referenced throughout this Policy.

Article 12 – Children have the right to give their opinions freely on issues that affect them. Adults should listen and take children seriously.

4. Statutory requirements

The Trust is required to provide relationships education to all pupils as outlined in *Section 34 of the Children and Social Work Act 2017*. The Trust is not required to provide sex education. However, Trust schools do need to teach the elements of sex education contained in the National Curriculum for the teaching of science. This covers basic biological facts in Years five and six.

The Policy is informed by the following DfE guidance:

- Keeping Children Safe in Education 2020
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools 2020
- Equality Act 2010
- SEND Code of Practice: 0 to 25 years 2020
- Mental Health and Behaviour in Schools 2018
- Preventing & Tackling Bullying 2017
- Sexual violence and sexual harassment between children in schools 2018
- The Equality and Human Rights Commission Advice and Guidance

- Promoting Fundamental British Values as part of Spiritual, Moral, Social and Cultural guidance in schools 2014
- [DfE Relationships education, Relationships and Sex Education \(RSE\) and Health Education, 9 July 2020](#)

All Trust schools teach RHE as set out in this Policy and as part of the PSHE curriculum, using the *Jigsaw Curriculum Scheme* as a starting point for planning and tailoring this to meet Trust and local requirements.

5. Policy development

The Trust's Policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following five steps:

1. **Review** – a working group pulled together all relevant information including national and local guidance.
2. **Staff consultation** – all school staff were given the opportunity to consider the Policy, give feedback and make recommendations.
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the Policy.
4. **Pupil consultation** – pupils were involved and asked what they wanted from their relationships, health and sex education curriculum.
5. **Ratification** – following consultation and feedback, amendments were made and the finalised Policy was shared with the Trust Board for ratification and sign off.

Article 19: Children must be protected against violence, abuse and being neglected by anyone who looks after them.

6. Definition

Relationships Education is about the emotional, social and cultural development of pupils. It involves learning about relationships, healthy lifestyles, diversity and personal identity.

Relationships Education involves a combination of sharing information and exploring issues and values.

Relationships Education is **not** about the promotion of sexual activity.

Article 28: Every child has a right to an education.

7. Curriculum content

The Trust curriculum is set out in **Appendix 1**. It may be adapted as and when necessary, including as a result of national legislation change or as a response to local needs.

The Trust's Programme of Study for RHE aims to provide pupils with a rich, broad and cohesive curriculum, enabling them to engage with meaningful learning experiences and preparing them to become global citizens. It is designed to consider a range of themes and issues that children may encounter in their lives. The curriculum is designed to take into account the age, feelings and needs of pupils.

The Programme of Study places strong emphasis on the personal development and mental wellbeing of pupils. The Trust believes these are just as important as the academic subjects taught in schools. Furthermore, the intention is to prepare pupils for life both in modern British society and the wider global community, by fostering positive attitudes and qualities, enabling pupils to become confident, caring, respectful and responsible citizens.

Although the curriculum has been developed in consultation with parents, stakeholders, staff and pupils taking into account the needs and feelings of pupils. If they ask questions outside the scope of the curriculum, teachers will respond in an appropriate manner so pupils are fully informed and do not seek answers online. Parents will be informed of any questions that teachers feel are outside the remit of the curriculum.

Article 24: Children have the right to the best health care possible, clean water, healthy food and a clean and safe environment to live in. All adults and children should have information about how to stay safe and healthy.

8. Confidentiality and child protection

Fear over lack of confidentiality remains one of the biggest deterrents to children seeking help. It is important that as a Trust, staff and pupils are confident in knowing how to discuss risks and concerns arising from this Policy and also how to raise them. In implementing this Policy, all schools will ensure that:

- appropriate behavioural expectations are made clear in lessons.
- pupils know that their best interests will be maintained at all times.
- pupils are encouraged to talk to their parents/carers and given support to do so.
- pupils know that teachers cannot offer unconditional confidentiality.
- pupils are reassured if confidentiality has to be broken.
- Trust child protection procedures are followed if there are any serious concerns.

9. Curriculum delivery

RHE is taught within the personal, social, health and economic (PSHE) education curriculum, combining health with relationships and sex education (RHE). Biological aspects of RHE are taught within the science curriculum (this is statutory), and other aspects are included in religious education (RE).

Across all Key Stages, pupils will be supported to develop the following skills:

- Communication, including how to manage changing relationships and emotions.
- Recognising and assessing potential risks.
- Assertiveness.
- Seeking help and support when required.
- Informed decision-making.
- Self-respect and empathy for others.
- Recognising and maximising a healthy lifestyle.
- Managing conflict.
- Discussion and group work.

These skills are taught within the context of family life.

The Department for Education (DfE) outlines what must be taught in all schools by the end of Key Stage Two. The Trust Policy must be compliant with all government requirements as set out in the statutory guidance:

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Article 13: Children have the right to share freely with others what they learn, think and feel by talking, drawing, writing or in any other way unless it harms other people.

10. By the end of primary school

<p>Families and people who care for me</p>	<p>Pupils should know</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 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>Caring friendships</p>	<p>Pupils should know</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. • 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.
	<p>Pupils should know</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

<p>Respectful relationships</p>	<p>or beliefs.</p> <ul style="list-style-type: none"> • 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 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.
<p>Online relationships</p>	<p>Pupils should know</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 information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
<p>Being safe</p>	<p>Pupils should know</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.

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| | <ul style="list-style-type: none">• where to get advice e.g. family, school and/or other sources. |
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11. The science curriculum

The science curriculum in schools also includes content on human development, including reproduction. Science is a core curriculum subject and does not have a right to withdrawal.

Early Years Foundation Stage

EYFS pupils learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

Key Stage One (Year 1 & 2) pupils learn to:

- identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- notice that animals, including humans, have offspring which grow into adults.
- find out about and describe the basic needs of animals, including humans, for survival i.e. water, food and air.
- describe the importance for humans of exercise, eating the right amounts of different types of food and personal hygiene.

Key Stage Two

The science curriculum has two units in Year 5 that are related to the development of human beings and reproduction. The Trust uses the **Science National Curriculum** as the basis for curriculum content alongside the associated guidance:

General Science Guidance:

- Year 5 teachers will be supported and guided through teaching these aspects to ensure that they are as comfortable as can be possible. They are encouraged to speak to leaders about content, if they wish.

- All schools can choose how the content is best delivered to their children, considering their demographic and parents' thoughts and opinions. This could include segregated sex teaching.
- All pupils should be taught about the changes in both males and females.
- At no point will the *how* reproduction happens be taught in these units, nor will slang or non-scientific terminology be used. If children ask questions about aspects that are not scientific, they should be advised as appropriate (e.g. you may want to ask your parents or wait until secondary school).

Living things and their habitats

There is an expectation that children are to be taught about sexual and asexual reproduction in plants and sexual reproduction in animals. Children should be taught that:

- two animals are needed (a male and a female).
- the male produces sperm.
- the female produces an egg.
- when a sperm and egg meet they make an embryo and this grows into a baby (children will not be taught how this process happens).

Animals including humans

There is an expectation that children are taught about the changes from birth to old age, including changes in puberty. All children should be taught:

- that when a human reaches puberty, they go through a period of cognitive and physical change.
- that hormones increase in the body and these make the changes happen for both males and females.
- the term *puberty*.
- that for females, the ovaries will start to release eggs and the womb is where a baby would grow, breasts would grow, hair would grow on parts of the body where it had not before (such as under arms or legs), hips widen and, because of hormones, acne may appear.
- that for males, acne can appear, the voice box changes and the voice becomes deeper, sperm is made in testicles, shoulders broaden, hair grows on the body and face where it had not done before.
- during puberty many humans grow more rapidly.

Over Key Stage Two (Years 3 to 6) the Trust acknowledges that many pupils will begin to experience puberty. Schools will teach pupils about the parts of the body and how they work. Schools will also explain what will happen to their bodies during puberty.

The Trust encourages pupils to ask for help if they need it and there are opportunities for single-sex question sessions. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage Two, all Trust schools ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is and how it affects women. Schools always teach this with due regard for the emotional development of all pupils.

12. Impact – Assessment and evaluation of teaching and learning

Moderation

In order to be confident of the impact of RSE, senior leaders and RHSE leads within schools will monitor the subject effectively using scrutiny and moderation of outcomes. They will also carry out discussions with pupils as this is the only way of knowing exactly what the children feel is the impact on them of their learning, alongside that of teaching staff. This approach will ensure that impact matches intent across all school communities.

Assessment

Assessment is a major contributor in evidencing impact and this will be tracked to ensure that pupils are building on their skills and knowledge over time. It can then show progression and also uniformity between parallel classes ensuring that any in-school gaps or anomalies are dealt with especially issues with teacher confidence.

In the statutory government document, *Relationships Education, Relationships and Sex Education (RSE) and Health Education*, the DfE states:

- Schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.
- Lessons should be planned to ensure that pupils of differing abilities, including the most able, are suitably challenged. Teaching should be

assessed and assessments used to identify where pupils need extra support or intervention.

- Whilst there is no formal, examined assessment for these subjects, there are some areas to consider in strengthening quality of provision, and which demonstrate how teachers can assess outcomes. For example, tests, written assignments or self-evaluations, to capture progress.

Assessment in RHE through the use of the *Jigsaw PSHE Curriculum* is both formative and summative. The two clear learning objectives for each lesson allow the teacher to be mindful of the assessment elements within that session that can formatively help them pitch and plan subsequent lessons and activities are included in each lesson to give pupils the opportunity to self-assess using simple pictorial resources designed in a child-friendly, age appropriate manner. It also allows pupils (as age appropriate) the opportunity to identify areas for self-improvement.

To support teachers in tracking each pupil, a *Summative Assessment: tracking pupil progress sheet* can be used. This sheet has three attainment descriptors which can be used by the teacher as a *best-fit* approach to decide whether the pupil is working towards, working at or working beyond for that aspect of the *Jigsaw PSHE Puzzle* activity. The green descriptor will flag up pupils who may need more support with emotional literacy or social skills development and they can be signposted to the setting's pastoral support systems as appropriate.

As *Jigsaw PSHE* is a whole-school approach, rather than simply a lesson-a-week scheme of work for PSHE, there are numerous layers built in that engender a sense of belonging and community, and that value every individual. For example, praising one attitude or behaviour each week through the Weekly Celebration, bringing the whole school together for Jigsaw assemblies and sing the *Jigsaw PSHE* songs. Every pupil's contribution to the school community can be celebrated through a display or whole-school activity that includes everyone's involvement or work.

13. Roles and responsibilities

The Trust

The Trust Board will approve the Relationships Policy for all Trust schools and hold headteachers to account for its implementation.

Headteachers

Headteachers are responsible for ensuring that RHE is taught consistently across their school and for managing requests to withdraw pupils from non-statutory components of RHSE (see section 14).

Staff

Staff are responsible for:

- delivering RHE in a sensitive way and using Trust approved resources only.
- modelling positive attitudes to RHE.
- monitoring pupil progress.
- responding to the needs of individual pupils.
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE.

Teachers will reply to and answer pupil questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education as well as those that may be asked that may be asked at other times.

All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering will be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Staff do not have the right to opt out of teaching RHE. Staff who have concerns about teaching RHE are encouraged to discuss this with their headteacher.

Pupils

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

14. Partnership with parents and right to withdraw

This Policy is available on the Trust and individual school websites. The Trust views parents as partners in the delivery of relationships education. Parents

needing further support talking to their child about relationships education can contact their school.

Parents have the right to withdraw their children from the non-science components of RHE relating to sex education.

There is no right to withdraw from relationships education. The Trust believes that the contents of these subjects – such as family, friendship, safety (including online safety) are important to be taught to all pupils.

Alternative work will be given to pupils who are withdrawn from any relevant RHE lessons.

The Trust has chosen to teach some elements of sex education in Year 6. If a parent does not want their child to take part in some or all of the lessons on sex education, they can ask that they are withdrawn. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this Policy and addressed to the headteacher.

15. Professional development and training

Trust staff are trained on the delivery of RHE as part of their induction and it is included in Trust's continuing professional development calendar.

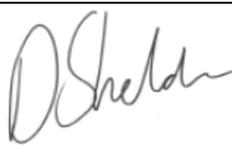
Headteachers will also invite outside visitors and professionals, such as school nurses, to provide support and training to staff teaching RHE.

16. Monitoring and review

The delivery of RHE is monitored by each school’s RHE Lead through planning scrutinies, learning walks, lesson observations etc.

Pupil development in RHE is monitored by class teachers as part of internal assessment systems.

This Policy will be reviewed annually. At every review, the Policy will be approved by the Trust Board.

Monitoring and review	CEO and Executive Director of School Improvement
Links	PSHE Curriculum Science Curriculum EYFS
Staff responsible	Headteachers RHSE Leads
Committee responsible	Achievement, Support and Scrutiny
Date approved by Trust Chair	 Date: December 2020
Next review date	December 2021

*Please note that should there be any changes/further national guidance issued relevant to this policy, it will be updated accordingly prior to the review date shown above and referred to the next Trust Board meeting.

Change Management

Issue No.:	Change date:	Change description:
1.0	Dec'20	Initial release

Appendix 1: Curriculum Map

Relationships and sex education curriculum map

Changing Me Puzzle – a transition unit during summer 2. Every Year group will have time to complete a transition lesson at the end of the unit to prepare them for their new class.

Nursery

Pieces	Learning Intention
1. My Body	I can name parts of my body and show respect for myself
2. Respecting My Body	I can tell you some things I can do and some food I can eat to be healthy
3. Growing Up	I understand that we all start as babies and grow into children and then adults
4. Growth and Change	I know that I grow and change
5. Fun and Fears	I can talk about how I feel moving to School from Nursery
6. Celebration	I can remember some fun things about Nursery this year

Reception

Pieces	Learning Intention
1. My Body	I can name parts of the body
2. Respecting My Body	I can tell you some things I can do and foods I can eat to be healthy
3. Growing Up	I understand that we all grow from babies to adults
4. Fun and Fears Part	I can express how I feel about moving to Year 1
5. Fun and Fears Part	I can talk about my worries and/or the things I am looking forward to about being in Year 1
6. Celebration	I can share my memories of the best bits of this year in Reception

Year 1

Pieces	PSHE Learning Intention	Social + emotional development learning intention
1. Life Cycles	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My changing Body	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Learning and Growing	I understand that every time I learn something new I change a little bit	I enjoy learning new things
5. Coping with Changes	I can tell you about changes that have happened in my life	I know some ways to cope with changes

Year Two

Pieces	PSHE Learning Intention	Social + emotional development learning intention
1. Life Cycles in nature	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from young to old	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3. The changing me	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4. Assertiveness	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help
5. Looking ahead	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make when I am in Year 3 and know how to go about this

Year Three

Pieces	PSHE Learning Intention	Social + emotional development learning intention
1. How babies grow	I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow	I can express how I might feel if I had a new baby in my family
3. Boys' + girls' bodies	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
4. Family stereotypes	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas sometimes
5. Looking ahead	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this

Year Four

Pieces	PSHE Learning Intention	Social + emotional development learning intention
1. Unique Me	I understand that some of my personal characteristics have come from my birth parents.	I appreciate that I am a truly unique human being
2. Girls + puberty (girls only) E-safety (boys)	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I know the age ratings for online games and understand how to stay safe online	I have strategies to help me cope with the physical and emotional changes I will experience during puberty I can reflect on the changes I would like to make online
3. Circles of change	I know how the circle of change works and can apply it to changes I want to make in my life	I am confident enough to try to make changes when I think they will benefit me
4. Accepting chnge	I can identify changes that have been and may continue to be outside of my control that I learnt to accept	I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively
5. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class.	I can reflect on the changes I would like to make next year and can describe how to go about this

Year Five

Pieces	PSHE Learning Intention	Social + emotional development learning intention
1. Self and body image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty for girls	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. Puberty for boys	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
4. Looking Ahead 1: Puzzle Outcome: Change Cards	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
5. Looking Ahead 2	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this

Year Six

Pieces	PSHE Learning Intention	Social + emotional development learning intention
1. My self image	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	I can describe how boys' and girls' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
3. Having a baby	I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby	I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult

<p>4. Boyfriends and girlfriends</p>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p>	<p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>
<p>5. Real self and ideal self</p>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p>	<p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
<p>6. The year ahead</p>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school</p>	<p>I know how to prepare myself emotionally for the changes next year</p>

Appendix 2: Right to Withdraw Request Form

Please submit to the school office for the attention of the Headteacher

Child's Name:	Year Group:	Teacher:
Teaching session focus/piece Please specify:	Explain your reasons for wishing to withdraw your child:	
Parent/carer name:	Parent/carer signature:	
Request submission date: Please request withdrawal at least 14 days prior to the session delivery date.	Response (<i>within 14 days of receipt</i>):	
Headteacher:	Name:	Signature: