

St Thomas à Becket Church of England Federation

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# Relationships and Sex Education Policy

*Our Vision is to raise the aspiration of all pupils to “Be the Very Best they can Be”, through providing an engaging and Christian environment alongside an exciting broad and balanced curriculum striving to develop the skills, attitudes and Christian values of the whole Federation Community to face the new challenges of the 21<sup>st</sup> century with confidence.*

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## **Relationships and Sex Education Policy**

The St Thomas à Becket Church of England Federation's (which is referred to as the Federation in the rest of this document) Relationships and Sex Education (RSE) is firmly rooted in our Personal, Social and Health Education (PSHE) and Citizenship Frameworks. It is also delivered as part of other curriculum areas such as Science, and Religious Education (RE).

Relationships and Sex Education in our schools is underpinned by the ethos and values of our Federation. We uphold it as an entitlement for all our pupils and we aim to deliver an effective programme that meets the needs of our pupils, taking into account the variety of their faiths, abilities and backgrounds.

We believe that if children have a sense of wellbeing and are able to value themselves and others as made in the image of God and show respect for all, then they will be enabled to live life in all its fullness and "Be the best they can be".

We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils. This policy links with other Federation policies such as the Anti-Bullying Policy, Equality Policy, Child Protection and Safeguarding Policy and Health and Safety Policy.

### **Definition of Relationships and Sex Education**

'Relationships and sex education is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. Some aspects are taught in science, and others are taught as part of PSHE.

A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.' (*Sex and relationships education (SRE) for the 21<sup>st</sup> century: Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) – PSHE Association, Brook and Sex Education Forum*)

### **Relationships and Sex Education Aims**

The Federation is committed to working towards equality of opportunity in all aspects of school life as described in our Equality Policy. We will make sure that our RSE programme is inclusive and we will consider the needs of vulnerable groups, such as looked after children, in the planning and delivery of our programme. Please also refer to the Federation's Inclusion Policy.

The Federation also has obligations under the legalisation and frameworks mentioned below:

'Schools maintain a statutory obligation under the Children Act (2004) to promote their pupils' wellbeing, and under the Education Act (1996) to prepare children

and young people for the challenges, opportunities and responsibilities of adult life. A comprehensive RSE programme can have a positive impact on pupils' health and wellbeing and their ability to achieve and can play a crucial part in meeting these obligations.

'The Department of Health set out its ambitions for all children and young people to receive high quality sex and relationships education in the "Sexual Health Improvement Framework" (2013), while the DfE's paper "The Importance of Teaching" (2010) highlighted that children need high quality sex and relationships education so they can make wise and informed choices.' (*Sex and relationships education (SRE) for the 21<sup>st</sup> century: Supplementary advice to the Sex and Relationship Education Guidance DfE (0116/2000) – PSHE Association, Brook and Sex Education Forum*)

## **Teaching Relationships and Sex Education**

As a Church of England Aided Federation, we aim to develop in our pupils an understanding of the biological, emotional, social, legal **and** moral aspects of sex and sexuality. Beginning in the early years, through to Year 6, we teach RSE within the wider context of building self-esteem, emotional well-being, relationships and healthy lives.

'SRE also contributes to promoting the spiritual, moral, cultural, mental and physical development of young people and prepares them for the 'opportunities, responsibilities and experiences of adult life' (*Sex and Relationship Education Guidance, DfEE 0116/2000*).

RSE will be taught within the Jigsaw Puzzle of "Changing Me". See Appendix One for details of content for each year group and vocabulary by year group.

## **The Relationships and Sex Education Curriculum**

The RSE Programme also includes elements of the statutory National Curriculum for Science (2013).

### Key Stage 1

Year 1 – statutory requirement

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 – statutory requirement

- Notice that animals, including humans, have offspring which grow into adults.

Non-statutory requirement

- Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction takes place.

## Key Stage 2

Year 3 & 4 – no statutory requirement, PSHE curriculum is followed.

Year 5 – statutory requirement

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- Describe the life processes of reproduction in some plants and animals.

Non-statutory requirement

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Year 6 – statutory requirement

- Describe the changes as humans develop to old age.

Non-statutory

- Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
- Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans, by finding out and recording the length and mass of a baby as it grows.

Parents/carers cannot withdraw their children from any part of the RSE which falls within the statutory National Curriculum for Science.

## Co-ordination of Relationships and Sex Education

RSE is co-ordinated by the PSHE Co-ordinator, who is responsible for the overall planning, implementation and review of the programme. The PSHE Co-ordinator will monitor the planning and delivery of content, provide appropriate resources, offer guidance and support in the delivery and assessment of RSE.

The PSHE Co-ordinator in line with other curriculum areas will endeavour to keep up-to-date with materials and guidance for RSE. They may lead, organise or inform members of staff and the wider Federation community of training and current issues.

## Visitors

We welcome the support of visitors offering specialist support and links with the community. The school nurse, other health professionals and Theatre in Education groups, may be involved at different stages of the programme. The Coordinator liaises with external support agencies, (e.g. School Nurse) to encourage consistency and understanding in the Federation's RSE programme. Visitor sessions always complement the existing RSE provision and never replace or substitute teacher-led curriculum provision.

Whenever visitors are involved, teachers will ensure that they have discussed and shared the planning, form and content of the input they intend to provide.

Visitors will only provide input alongside teaching staff; the teacher will always be present and be responsible for classroom management.

Visitors developing RSE in a classroom setting need to follow the guidelines on confidentiality (as set out below) and work within the Federation's values and RSE programme. On a one-to-one basis school nurses, doctors and local counselling services can offer confidentiality within their own professional guidelines. Where appropriate, pupils will be given the opportunity to ask questions and seek information confidentially.

### Teaching

Class teachers with their understanding and knowledge about their pupils in terms of age, maturity, development, religious, cultural and special needs are in the best position to deliver most RSE. Therefore, it is our aim that all teachers will be able to deliver RSE in their class with support and training. Support staff and teaching assistants will receive training so that they can work with class teachers effectively.

### Training and Development Needs

We will provide appropriate training for all members of staff and governors whenever necessary.

In the unlikely scenario of a member of staff expressing concern about teaching RSE they will be supported. The PSHE Co-ordinator will offer support and ensure the delivery of the RSE programme.

### Role of Governors

The governors have been consulted on this policy and have ratified it. The Governing Body supports the work of the PSHE Co-ordinator in monitoring the implementation of this policy.

### Curriculum Planning

Curriculum planning for RSE is part of the whole Federation planning process for PSHE and is informed by the National Curriculum Science Orders and East Sussex County Council guidelines.

The content of the RSE programme will be delivered in a variety of ways:

- **Designated RSE curriculum times**, which provide focused opportunities for raising specific issues in a safe and structured session.
- **Cross-curricular links**: when appropriate RSE will also be delivered in Science, RE, Humanities and Literacy.
- **Circle-time**, planned to support the delivery of PSHE, will also be used to cover some of the RSE programme.

- There may be other opportunities such as assemblies or ‘health days’ to cover the content or develop the skills involved in the RSE programme, but these ‘one off’ events will always be part of the planned programme.

Appropriate arrangements will be made for pupils who are withdrawn from RSE. For example, they will be able to participate in a lesson in another class.

## **Delivering the Relationships and Sex Education Curriculum**

### Teaching and learning methodology

Teachers and members of staff will use a range of strategies to deliver RSE but will focus on active and experiential learning techniques. This will enable pupil participation and involvement in their learning and develop pupils’ confidence in talking, listening and thinking about relationships and sex.

These techniques include:

- Establishing ground rules with pupils - as in all aspects of PSHE a set of ground rules helps create a safe environment.
- Using 'distancing' techniques.
- Knowing how to deal with unexpected questions or comments from pupils.
- Encouraging reflection.

### Resources

All resources are selected to ensure that they are consistent with the Federation’s ethos and values and support the RSE aims and objectives. Care is taken to ensure resources comply with the Federation’s Equality Policy and are age appropriate and in line with the Federation’s values.

On request, all the materials are available from the PSHE Co-ordinator or class teacher for parents/carers to view.

### Dealing with Questions

Having a set of ground rules provides boundaries with regard to what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation.

Suggestions for responding to questions:

- If a question is of a personal nature, remind the pupil of the ground rule: ‘no one has to answer personal questions’.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate (having agreed with the pupil) to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary, a simple and concrete piece of information offers clarity and may avoid confusion. For

example, “At the moment we are looking at ‘X’, in year 4 you will look at ‘Y’ in more detail.”

- Recognise that different views are held, for example, about contraception.
- Place within the context of the Federation’s RSE curriculum.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, acknowledge the question and arrange to respond later on an individual basis.
- If a pupil needs further support, she/he could be referred to the school nurse, school counselling service, helpline or outside agency.
- If you have concerns about sexual abuse, follow the Federation’s Child Protection Procedures.

### Differentiation and Entitlement for All

In our Federation we are committed to working towards equality of opportunity in all aspects of school life, Differentiation and Entitlement for All is underpinned by our Federation’s Equality Policy.

Schools have a clear duty under the Equality Act 2010 to ensure that teaching is accessible to all children and young people. All children and young people - whatever their experience, background and identity - are entitled to quality relationships and sex education that helps them build confidence and a positive sense of self, and to stay healthy.

### Special Educational Needs and Learning Difficulties

Our pupils have different abilities based on their emotional and physical development, life experiences, literacy levels and learning difficulties, but we will aim to ensure that all pupils are properly included in RSE.

Some pupils with SEN may be more vulnerable to abuse and exploitation than their peers, and others may be confused about what is acceptable public behaviour. These pupils in particular will need to develop skills to reduce the risks of being exploited, and to learn what sorts of behaviour are, and are not, acceptable.

Teachers may have to be more explicit and plan work in different ways in order to meet the individual needs of pupils with SEN or learning difficulties. It is helpful to remember to focus on activities that increase a pupil’s assertiveness, communication and relationship skills, their self-esteem and understanding. Active learning methods and drama techniques are particularly effective.

### Mixed and Single Gender Groups

Generally, RSE will be taught in mixed groups so that boys and girls are encouraged to work with each other. It is important that both boys and girls know about the experience of puberty for the opposite gender.

However, there will be planned opportunities for single gender sessions. These may help explore gender specific issues such as management of periods and



puberty or what is good/bad about being a boy/girl before discussing the issues with the opposite sex. Single gender sessions will also take into account the different ways boys and girls learn effectively and provide a forum to ask 'embarrassing' questions.

In the past boys may have felt left out of RSE if it had a narrow reproductive focus. The objectives of our RSE programme should encourage them to be included, able to participate and begin to explore issues around male identity. We will also endeavour to provide male role models in the delivery of our RSE programme e.g. have a male teacher facilitate some of the single gender sessions.

### Religion and Ethnicity

In our Federation we seek to recognise the diverse beliefs of our religious and minority ethnic communities and aim to value and celebrate cultural diversity. We will explore assumptions about different cultural beliefs and values and encourage activities which challenge stereotypes. We will use a range of teaching materials and resources that reflect our cultural diversity and encourage a sense of inclusiveness.

We accept that pupils and adults in our Federation may hold very different religious and cultural beliefs about RSE. We will encourage consultation and discussion with pupils, parents and community leaders to ensure that we consider cultural, religious and linguistic needs in the development and review of our RSE policy and programme.

Whilst we always try to work with parents to accommodate their wishes we will also accept that parents can exercise their right to withdraw their children from RSE outside the National Curriculum for Science (See sections: 'Liaison with Parents and Carers' and 'RSE Aims').

### Consultation with Pupils

A key aspect in employing effective teaching and learning strategies is the involvement of our pupils in their learning. We provide opportunities for them to evaluate both the resources and the teaching methods they preferred, were most comfortable with and best met their needs.

### Recording and Assessment

In addition to the pupils' self-assessment, teachers will assess pupils through informal methods, such as observations and discussions with a particular focus; e.g. how well they listen to the views of others. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science curriculum will be assessed, through recorded work and national tests, to establish level of knowledge and understanding. Some useful questions in assessment that teachers ask themselves and their pupils are:

- Skills - what have they learnt to do?
- Information - what do they now know?
- Attitudes and values - what do they think, feel, believe?
- Did all pupils e.g. girls and boys, engage equally with the activity?
- What do they need to learn next?

### Monitoring and Evaluation of the Relationships and Sex Education Curriculum

The review and monitoring of this policy is the responsibility of the PSHE Co-ordinator and will include:

- Review of planning and guidance.
- Liaison with class teachers.
- Classroom observation in line with other curriculum areas.
- Carrying out a regular audit of provision in order to ensure we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to carry out the above.

The PSHE Co-ordinator is available to discuss the RSE programme with governors informally. They will report formally to the governors annually.

Teachers and pupils will evaluate the lessons to aid future planning.

Monitoring takes place through liaison between the PSHE Co-ordinator and class teachers. Opportunities for the PSHE Co-ordinator to observe RSE teaching are in place.

### **Specific Issues**

We recognise that specific issues for teachers, pupils, parents and the wider Federation community may be considered sensitive or challenging. What is considered a sensitive/challenging issue is likely to vary according to the individual, group, place or context.

Although we respect the varied beliefs and values held by our Federation communities, personal beliefs and attitudes will not influence the teaching of RSE. Teachers and all those contributing to RSE are expected to work within our agreed values framework as described in this policy and supported by current legislation and guidelines.

Teachers will be offered support and training to deliver the programme sensitively and effectively. This may involve support from the PSHE Co-ordinator, the Senior Leadership Team/outside agencies and the school nurse. Members of staff delivering RSE will not be expected to deal with sensitive/challenging issues beyond those outlined in the curriculum content.

Pupils may ask questions or seek information about specific issues. They need not be answered directly but may be addressed individually later, possibly after consultation with colleagues (see the section on dealing with questions).

## LGBTQ

It is firstly important to understand that any reference to adult relationships, whether LGBTQ or heterosexual people is NOT describing sexual activity as this would be inappropriate. Relationships lessons focus on respect and regard between people, e.g. friendships and families.

LGBTQ is not mentioned specifically in lessons for children aged 4-7. However, when exploring differences between families, resources showing the wide variety of family units will be used. The aim is to help children understand about their own and other's families and how a family is founded in love and respect.

In materials for 7-11 year olds, some lessons about bullying provide opportunities for teachers to discuss and correct homophobic language, or the use of slang words that are LGBTQ-phobic. In the same lessons they will also be exploring racist and sexist language, or insulting language that is used about a person's physical appearance, their abilities or whether they have special needs. Teachers are not expected to go beyond a definition that being gay is a type of adult relationship where two men or two women love each other in a romantic way.

LGBTQ relationships or being LGBTQ are not explicitly discussed in the Relationships and Changing Me lessons, unless questions are raised about it.

Below are some examples of how teachers should address these questions:

Q) What is being gay?

A) Being gay is when a man loves/fancies another man in a romantic way, or a woman loves/fancies a woman. They may go out together as boyfriend and girlfriend or girlfriend and girlfriend, or in time they may choose to get married.

Q) How does someone know they are gay?

A) A person usually knows they are gay or not when they are an adult and have finished going through puberty.

Q) How do gay people make a baby?

A) Gay couples can't make a baby themselves because a baby needs both a woman's ovum and a man's sperm to be made. Some gay people choose to adopt children. Some might get help from a doctor/science (e.g. IVF) to make a baby, in the same way male/female couples do whose bodies can't have children.

Q) How do gay people have sex?

A) Gay people have sex in lots of different ways which is just the same for couples who are male and female (straight/heterosexual). Sex is a special and private part of an adult relationship.

If teachers are pushed on the last two questions, just say they will learn more about LGBTQ relationships in secondary school.

## Being transgender

In one lesson for 10-11 year olds, children are introduced to the word 'transgender' so they understand what it means.

The definition is:

Most people are not transgender. A transgender person doesn't feel their body matches their gender. There are all sorts of reasons why this happens. Some transgender people choose to change their appearance or body so their gender matches with how they feel. This is called transitioning. Not all transgender people choose to do this though.

Jigsaw doesn't teach or encourage children to be LGBTQ. It teaches them to be kind, understanding and respectful of others even if they are perceived as different.

Jigsaw doesn't teach what LGBTQ people do sexually or how their relationships function.

Jigsaw doesn't promote LGBTQ lifestyles. It teaches that people have rights but there are responsibilities that go with these.

Jigsaw's advice about answering questions does not sexualise children or destroy their innocence. It helps clarify age-appropriately questions that children may have about the world.

Jigsaw does not undermine family values. It teaches children that there are laws to protect them and others from being hurt or abused and helps protect them from bullying.

## Confidentiality

Our Federation is committed to acting in the best interest of all individuals within its school communities. Relationships and sex education should take place within a safe and supportive environment that facilitates relevant discussion. Confidentiality contributes to this and will be used as a ground rule for all RSE lessons.

Pupils in schools within the Federation will be continually reminded of the benefits of confidentiality. Pupils will also be told, in age and maturity appropriate language that teachers can keep confidentiality except when the teacher is concerned about their safety or that of another child. When appropriate, pupils will be informed of sources of confidential help such as the school nurse (in a one-to-one setting) and Childline.

Teachers and support staff are aware that teaching relationships and sex education can lead to pupil disclosures. All members of staff and visitors involved in the delivery of RSE are also clear that they cannot offer or give unconditional confidentiality to children in the Federation. Members of staff are also aware of

Federation Child Protection Procedures, local guidance and the Department for Children, Schools and Families (DCSF) latest Child Protection circular and that there is a nominated person to turn to with concerns. Members of staff will reassure pupils that, if confidentiality has to be broken, they will be informed first and supported.

### **Liaison with Parents and Carers**

Our Federation would like to share responsibility with parents and carers in the delivery of relationships and sex education. We are confident that good communication and sharing our philosophy, aims and purpose of RSE will enable parents/carers to support our RSE programme.

We may use a questionnaire to consult with parents and carers about their thoughts, attitudes and needs concerning relationships and sex education and whether they have any religious or cultural beliefs they would like us to take into account. The questionnaire will be translated, if appropriate.

We will use specific letters or newsletters to inform parents and carers of the content of the RSE programme, their right to withdraw (see below) and to invite all parents and carers to a workshop style meeting. Please see Appendix Two for a sample letter.

In this meeting parents and carers will be given opportunities to: discuss their own experiences of relationships and sex education; explore their own attitudes; view the policy, scheme of work and corresponding resources; ask questions and be informed of their right to withdraw.

We will also give parents/carers the option of discussing any concerns with their child's class teacher or PSHE Co-ordinator. Parents and carers will be given opportunities to view videos used in the relationships and sex education programme outside any workshop meetings. When appropriate, children's work will be sent home to be shared and discussed with the family.

On occasion, parents with babies may be invited into the school as part of the relationships and sex education programme. (See section on Visitors).

We will also do our best to 'support parents in talking to their children about relationships and sex education'. We will provide parents with the Family Planning Association leaflet 'Talking to your child about sex'.

Parents and carers have the right to withdraw their children from all or part of the relationships and sex education provided at school **except** for those parts included in the statutory National Curriculum for Science (As outlined in the section 'AIMS of RSE'). Parents and carers who wish to exercise this right should talk with the class teacher or the PSHE Co-ordinator or their Headteacher **before** RSE lessons begin. The issue of withdrawal will be handled as sensitively as possible and alternative arrangements will be made for any child withdrawn from this aspect of the curriculum.

## **Implementation of Policy**

This policy, including the supporting guidance will be implemented and delivered by all members of staff.

## **Monitoring**

The monitoring process will be the responsibility of the PSHE Co-ordinator and will include:

- Monitor/Review of planning and guidance.
- Liaison with class teachers.
- Carrying out a regular audit of provision in order to ensure that we are meeting the needs of all our pupils and delivering an effective programme.
- Release time for the Co-ordinator to enable them to carry out the above.

## **Review**

This policy will be reviewed as it is deemed appropriate, but no less frequently than every three years. The policy review will be undertaken by the Federation's Headteachers and the Governing Body's Policies Working Party.

## Appendix One – Teaching Sequence Jigsaw

### Year Reception / Year 1

Cycle A	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Peacocks	Being Me in the World – Foundation 2	Celebrating Difference (including anti-bullying) – Foundation 2	Dreams and Goals – Foundation 2	Healthy Me – Foundation 2	Relationships – Foundation 2	Changing Me (including Sex Education) – Foundation 2
Class 1	Being Me in the World – Foundation 1	Celebrating Difference (including anti-bullying) – Foundation 1	Dreams and Goals – Foundation 1	Healthy Me – Foundation 1	Relationships – Foundation 1	Changing Me (including Sex Education) – Foundation 1

Cycle B	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Peacocks	Being Me in the World – Foundation 1	Celebrating Difference (including anti-bullying) – Foundation 1	Dreams and Goals – Foundation 1	Healthy Me – Foundation 1	Relationships – Foundation 1	Changing Me (including Sex Education) – Foundation 1
Class 1	Being Me in the World – Foundation 2	Celebrating Difference (including anti-bullying) – Foundation 2	Dreams and Goals – Foundation 2	Healthy Me – Foundation 2	Relationships – Foundation 2	Changing Me (including Sex Education) – Foundation 2

**Year 1 / Year 2**

<b>Cycle A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Kingfishers</b>	<b>Being Me in the World – Year 2</b>	<b>Celebrating Difference (including anti-bullying) – Year 2</b>	<b>Dreams and Goals – Year 2</b>	<b>Healthy Me – Year 2</b>	<b>Relationships – Year 2</b>	<b>Changing Me (including Sex Education) – Year 2</b>
<b>Class 2</b>	<b>Being Me in the World – Year 1</b>	<b>Celebrating Difference (including anti-bullying) – Year 1</b>	<b>Dreams and Goals – Year 1</b>	<b>Healthy Me – Year 1</b>	<b>Relationships – Year 1</b>	<b>Changing Me (including Sex Education) – Year 1</b>

<b>Cycle B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Kingfishers</b>	<b>Being Me in the World – Year 1</b>	<b>Celebrating Difference (including anti-bullying) – Year 1</b>	<b>Dreams and Goals – Year 1</b>	<b>Healthy Me – Year 1</b>	<b>Relationships – Year 1</b>	<b>Changing Me (including Sex Education) – Year 1</b>
<b>Class 2</b>	<b>Being Me in the World – Year 2</b>	<b>Celebrating Difference (including anti-bullying) – Year 2</b>	<b>Dreams and Goals – Year 2</b>	<b>Healthy Me – Year 2</b>	<b>Relationships – Year 2</b>	<b>Changing Me (including Sex Education) – Year 2</b>



**Year 3 / Year 4 / Year 5**

<b>Cycle A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Puffins</b>	<b>Being Me in the World – Year 4</b>	<b>Celebrating Difference (including anti-bullying) – Year 4</b>	<b>Dreams and Goals – Year 4</b>	<b>Healthy Me – Year 4</b>	<b>Relationships – Year 4</b>	<b>Changing Me (including Sex Education) – Bespoke plan</b>
<b>Class 3</b>	<b>Being Me in the World – Year 3</b>	<b>Celebrating Difference (including anti-bullying) – Year 3</b>	<b>Dreams and Goals – Year 3</b>	<b>Healthy Me – Year 3</b>	<b>Relationships – Year 3</b>	<b>Changing Me (including Sex Education) – Bespoke plan</b>
<b>Class 4</b>	<b>Being Me in the World – Year 4</b>	<b>Celebrating Difference (including anti-bullying) – Year 4</b>	<b>Dreams and Goals – Year 4</b>	<b>Healthy Me – Year 4</b>	<b>Relationships – Year 4</b>	<b>Changing Me (including Sex Education) – Bespoke plan</b>

<b>Cycle B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Puffins &amp; Class 3</b>	<b>Being Me in the World – Year 3</b>	<b>Celebrating Difference (including anti-bullying) – Year 3</b>	<b>Dreams and Goals – Year 3</b>	<b>Healthy Me – Year 3</b>	<b>Relationships – Year 3</b>	<b>Changing Me (including Sex Education) – Bespoke plan</b>
<b>Class 4</b>	<b>Being Me in the World – Year 5</b>	<b>Celebrating Difference (including anti-bullying) – Year 5</b>	<b>Dreams and Goals – Year 5</b>	<b>Healthy Me – Year 5</b>	<b>Relationships – Year 5</b>	<b>Changing Me (including Sex Education) – Year 5</b>

**Year 5 / Year 6**

<b>Cycle A</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Eagles</b>	<b>Relationships – Year 4 plan</b>	<b>Celebrating Difference (including anti-bullying) – Year 6</b>	<b>Dreams and Goals – Year 6</b>	<b>Healthy Me – Year 6</b>	<b>Relationships – Year 6</b>	<b>Changing Me (including Sex Education) – Year 6</b>
<b>Class 5</b>	<b>Relationships – Year 4 plan</b>	<b>Celebrating Difference (including anti-bullying) – Year 5</b>	<b>Dreams and Goals – Year 5</b>	<b>Healthy Me – Year 5</b>	<b>Relationships – Year 5</b>	<b>Changing Me (including Sex Education) – Year 5</b>

<b>Cycle B</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
<b>Eagles</b>	<b>Relationships – Year 4 plan</b>	<b>Celebrating Difference (including anti-bullying) – Year 5</b>	<b>Dreams and Goals – Year 5</b>	<b>Healthy Me – Year 5</b>	<b>Relationships – Year 5</b>	<b>Changing Me (including Sex Education) – Year 5</b>
<b>Class 5</b>	<b>Relationships – Year 4 plan</b>	<b>Celebrating Difference (including anti-bullying) – Year 6</b>	<b>Dreams and Goals – Year 6</b>	<b>Healthy Me – Year 6</b>	<b>Relationships – Year 6</b>	<b>Changing Me (including Sex Education) – Year 6</b>

## Vocabulary by Year Group

Year group	General vocabulary	RSE vocabulary	Emotional Literacy
1	Changes, life cycle, baby, adulthood, adult, grown up, mature, learn, new, grow, change, feelings	Male, female, vagina, penis, testicles	Anxious, worried, excited, coping
2	Change, grow, life cycle, control, baby, adult, full grown, growing up, old, young, change, appearance, physical, toddler, child, teenager, independent, timeline, freedom, responsibilities, public, private, touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable	Boy/male, girl/female, vagina, penis, testicles	Respect, looking forward, excited, nervous, anxious, happy
3	Changes, birth, animals, babies, mother, growing up, baby, grow, nutrients, survive, change, control, stereotypes, task, roles, challenge, change,	Uterus, womb, puberty, male, female, testicles, sperm, penis, ovaries, egg, womb, vagina	Love, affection, care, looking forward, excited, nervous, anxious, happy
4	Personal, unique, characteristics, parents, circle, seasons, change, control, acceptance	Uterus, womb, puberty, male, female, testicles, sperm, penis, ovaries, egg, womb, vagina	Range of emotions, looking forward, excited, nervous, anxious, happy
5	Self, self-image, body image, self-esteem, perception, characteristics, aspects, affirmation, teenager, milestone, perceptions, responsibilities, change, opportunities	Sperm, egg, penis, testicles, vagina, womb, ovaries, making love, fertilise, reproduction, puberty, menstruation, periods, Puberty, menstruation, periods, sanitary towels, sanitary pads, tampons, ovary, vagina, womb/uterus, puberty, sperm, semen, testicles/testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones, conception, relationships, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF),	Hope, manage, cope, emotions, fear, excitement, anxious
6	Self-image, self-esteem, real self, celebrity, opportunities, freedoms, responsibilities, independence, grown up, attraction, relationship, friends, transition, secondary, journey	Puberty vocabulary (pubic hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dreams, ovulation, masturbation, sanitary towels, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube), pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife,	Trust, respect, looking forward, worries, anxiety, hope, excitement

## Appendix Two – Sample Letter to Parents/Carers

<b>St Thomas à Becket Church of England Federation</b>
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**Blackboys C.E. School**  
School Lane  
Blackboys  
Uckfield  
East Sussex  
TN22 5LL



**Framfield C.E. School**  
The Street  
Framfield  
Uckfield  
East Sussex  
TN22 5NR

Dear Parents/Carers

I am writing to inform you that Class 4/Class 5/Eagles will be taught Relationships and Sex Education from week commencing ..... until the end of term in line with the Federation's Relationships and Sex Education Policy and the Personal, Social and Health Education Curriculum.

If you wish to view the related materials, you may do so on ... at ... in ... with the Class Teacher ... .

If this date is not convenient for you, or should you have any questions or wish to discuss this curriculum please do not hesitate to contact me.

Yours sincerely

**Class 4/Class 5/Eagles Teacher**