



St Luke's C of E Primary School

**Relationship & Sex Policy
(RSE)**

September 2024

Ratified by Governors: July 2024

Review Date: July 2026

PSHE Leader: Mrs Heidi Sandy

School Mission Statement

We believe in God the father and salvation through our Lord Jesus Christ.

We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout our school.

We seek to go 'the extra mile' with our children, our families, our staff and our community.
(Matthew 5:41)

We are committed to achieving academic excellence with all our children and to removing any barriers to learning.

We ask for God's guidance, protection and blessing on this place and give him the glory for all the wonders he performs here.

The P.S.H.E curriculum is designed to instil a lifelong understanding of pupils' own emotional needs and those of others. Through showing kindness and developing safe relationships, we aim for our pupils to become positive, global citizens for the rest of their lives.

Relationship and Sex Education Policy

At St Luke's we aim to promote an environment where everyone feels safe, happy and secure within a community whose values are built on mutual trust and respect for all. This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom.

To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

We recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-esteem. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

As part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, whilst also preparing pupils for the opportunities, responsibilities and experiences of later life...* We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children.

As a result we need to be sensitive to the different needs of individual pupils and may need to adapt and change as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language.

Development of our Relationship and Sex Education Policy at St Luke's

Our Relationship and Sex Education Policy was developed by the PSHE Co-ordinator. It was reviewed by parents, staff and pupils through consultation and was approved by the Head teacher and Governing body.

A review of the policy takes place by the PSHE Co-ordinator. Staff, pupils and parents are asked to give feedback about the Relationships and Sex Education policy and final changes are ratified by the Governing Body.

Overview of our PSHE Scheme of Work

Our Relationships and Sex Education is taught through a wider Personal, Social, Health and Economic Education scheme of work which meets the specific needs of the school community as we address;

- Mental Health and Emotional Wellbeing
- Keeping Safe and Managing Risk, including online safety
- Relationship and Sex Education (RSE) – Sex Education is part of puberty education which is taught in Years 5 and 6. Sex education lessons are delivered to Year 6 pupils only.
- Drugs, Alcohol and Tobacco Education (DATE)
- Physical Health and Wellbeing
- Identity, Society and Equality
- Economic Wellbeing
- Safety Online
- The make up of different families (stories may include different kinds of families)
- Consent (This does not include sexual consent)
- The Equality Act including the Protected Characteristics (Gender reassignment and sexual orientation are not covered in lessons. However, they are identified as Protected Characteristics in keeping with the requirements of the law, but are not taught explicitly until secondary school)
- British Values
- Grooming (Year 6 only)
- Domestic Abuse (Year 2 and Year 6)
- Female Genital Mutilation (FGM) (Taught only in Year 6 and only with parental consent)
- Tolerance of Diversity (PREVENT Material)
- Road Safety
- Health and Lifestyle Choices

Planning

Long Term Planning – Based on the Leeds Scheme ‘You, Me and PSHE’. The content of the PSHE curriculum is responsive to pupils’ differing needs which are gathered from teaching staff, and regular feedback from pupils.

Medium Term Planning – available in year group curriculum overviews.

Short Term Planning – This details the activities that take place on a weekly basis. Planning is available to teachers to tailor to specific needs of pupils in the class.

Class Teachers plan, with guidance to topics, resources and lesson ideas from the PSHE Co-ordinator. Planning takes place in year groups. Teachers acknowledge the importance of inclusion and plan for a range of attainment within a year group. This is achieved by setting different tasks within a session, support from extra staff and using a variety of resources.

Staffing for the delivery of RSE lessons

The Co-ordinator, together with the Head teacher, has a responsibility for supporting the members of staff in the implementation of this policy. The PSHE Co-ordinator monitors and supports effective delivery of the RSE curriculum. Class teachers deliver the RSE Curriculum. Where appropriate, recommended outside speakers are invited, e.g. NSPCC. When the Sex Education lessons for Year 6 are delivered, two members of staff are present at all times.

What is Relationship Education and why do we teach it at St Luke's?

We teach Relationship Education regularly, though not exhaustively, through our weekly PSHE lessons. The Relationships Education, RSE, and Health Education (England) Regulations 2021 have made Relationships Education compulsory in all primary schools. The Department for Education defines relationships education as, teaching the fundamental building blocks and characteristics of **positive relationships**, with particular reference to **friendships, family relationships** and **relationships with other peers and adults**.

We believe comprehensive relationship education is designed to help children to develop the skills to recognise and manage healthy relationships both online and in the real world.

It is about helping children understand and make sense of the world they are growing up in; to recognise the differences and similarities between their peers and their families (including single parent families, LGBT parents, families headed by grandparents, foster parents and carers amongst other structures); to understand the fact every human being is unique and has the right to be respected.

Comprehensive relationship education has been shown to help **keep children safe** by allowing them to understand appropriate and inappropriate touching, to realise that their body is fantastic and belongs to them. Also, by teaching children the correct terms for their private parts, children are proven to be safer from abuse.

In addition, we believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe.

We want children to make responsible and well-informed decisions about their lives. We want children to have knowledge, skills and understanding to keep themselves and others safe. It is for this reason we have adopted a spiral curriculum that helps to deliver Relationship Education through age-appropriate teaching across the whole school.

RSE is taught as part of a wider weekly PSHE Curriculum. Teaching about online relationships and keeping safe online is also covered within a comprehensive ICT curriculum. Some elements of RSE are taught specifically in the spring term, when teachers have had time to develop closer relationships with their class. The RSE curriculum for Years 1-6 has been developed, and been adapted, from the 'You, Me and PSHE' scheme, used widely in

many primary schools in Leeds. The Foundation Stage Curriculum has adapted the Government's PSHE SEAL Planning. It is outlined below.

Foundation Stage: Making Friendships, Developing Self-confidence, Managing Feelings

Year 1: Friendship and Belonging to a group, Respecting Difference, What does family mean to me? Public/Private Body parts (NSPCC Pants Up)

Year 2: Stereotyping, Human Lifecycle, Caring for those who are older

Year 3: Human Lifecycle from baby to elderly, Challenging stereotypes, Bullying, Having a new baby brother or sister at home

Year 4: Public/Private body parts (NSPCC), Keeping clean, Growing up and setting goals, worries about growing up, Human Lifecycle (what are you able to do at different ages e.g as baby grows to toddler)

Year 5: Building Relationships, Naming Body Parts, Menstruation and Wet Dreams, Changing Feelings and lives - how to deal with it, Changing friendships, Any questions? Where can I get help and advice?

Year 6: Challenging gender stereotypes in society, Building good relationships, What is puberty – recap, Being a parent, Any questions, Where can I get help and advice?

What is Sex Education and why do we teach it at St Luke's?

Although The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2021, made Relationship Education compulsory in all primary schools, Sex education is currently not compulsory. However, the Department for Education continues to recommend that all primary schools should have a sex education programme tailored to the age and maturity of the pupils. As set out in the guidance it is at the discretion of individual schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils.

At St Luke's, our sex education continues from the statutory requirement to teach puberty, to teach children a simple explanation of human reproduction. It is an opportunity for children to learn scientifically about how a baby is reproduced as part of the human life cycle. Taught concisely and factually, immediately after learning about puberty, it gives us an opportunity to ensure that all children are prepared for both the physical and emotional changes of their bodies, before all the changes they experience when starting high school.

We do not use Sex Education as a means of promoting or discussing any form of sexual activity, reproduction is taught in a purely factual and biological way.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. We recognise it is completely natural for children to have questions about their bodies and to be curious about where they came from. In the age of information where children in primary school have access to the internet through mobile technology, we believe it is better that children receive factually age-appropriate answers from us than it being left to their peers or the internet.

We believe it is the duty of our school to give our young people the learning that will enable them to live safe, fulfilled and healthy lives. This includes ensuring that they have the skills

to keep themselves safe from harm and develop positive and healthy relationships, free from exploitation pressure or abuse.

Right to Withdraw

We want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents. We endeavour to be transparent and give parents information about all the programmes and lessons we deliver around RSE as we recognise it can be a sensitive subject for some families. We recognise the importance of parents knowing about the content of the lessons so they can carry on the conversations at home and have an opportunity to talk to their children about their own families, beliefs and values. Please speak to a member of the office team if you would like a copy of the planning. The Curriculum Leaflets, which are emailed to parents every half term, also provide an overview of the lesson content.

Under the National Curriculum, primary schools are required to teach about the main external body parts and changes to the human body as it grows from birth to old age, including puberty. There is no right to withdraw from the National Curriculum.

We recognise parents retain the right to request their child is removed from some or all of the elements of sex education which go beyond the national curriculum for science. Parents have the right to withdraw their child from the human reproduction or 'sex' elements of the scheme. This is one lesson which follows on from puberty and is taught in a simple, scientific manner.

Should a parent decide that they do not wish their child to take part in the sex education lesson, we would ask that they first speak to the class teacher to discuss their concerns. Our teachers will happily show parents all the teaching material and content of any of our lessons and explain the reasons why any material is included in the programme. We will also highlight that whilst parents have the right to withdraw their child from these lessons, they do not have the right to withdraw other children from receiving these lessons. We believe it is better for children to hear from safe adults rather than to hear second hand from their class-mates at break-time. If parents still wish to withdraw, we ask that they speak to the Head teacher, Mrs Booth. Currently, head teachers must comply with requests to withdraw from any non-statutory elements in the programme. The school will provide materials that can be shared together at home if requested.

Menstruation

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. We recognise that period poverty exists in the UK and that some children are forced to avoid attending school if they are on their period, when they are unable to manage it sensitively. We do not want that to be the case in our school and

will make every reasonable effort to support children to access their education and enjoy school.

As a school we need to treat each other with respect and empathy and this includes changes that take place during puberty such as menstruation. During lessons where puberty and menstruation are discussed, we will take the opportunity to highlight the location of sanitary bins available in school, and how these are to be used. In school we can provide sanitary products, spare underwear and plastic bags. Children will be made aware of how they can be accessed. If requested when changing for PE, pubescent children have the option of using toilet facilities.

Ground Rules for lessons for Staff

- Staff will set the tone by speaking in a matter-of-fact way
- Pupils will be encouraged to write down questions, anonymously if desired, and post them in a question box
- Staff will prepare answers to the questions before the next session, deciding the most appropriate way to follow up with the answer
- Staff will not provide more information than is appropriate to the age of the pupil
- If staff are concerned that a pupil is at the risk of abuse, they will follow child protection procedures
- Staff will ensure that personal beliefs and attitudes will not prevent them from providing balanced RSE in line with the policy and agreed curriculum
- Staff will tailor lessons to ensure that all pupils can access the RSE Curriculum, whatever their belief, faith, culture, ability, including those with special educational needs.

Answering Difficult Questions

We acknowledge that sensitive and potentially difficult issues may arise in RSE as children share information and ask questions. When spontaneous discussion arises, it is guided in a way that reflects the stated school aims and curriculum for RSE. As a first principle, we will answer questions relating to the taught and planned curriculum for the age group to the whole class.

If a member of staff is uncertain about how to answer the question, they will seek guidance from the PSHE Co-Ordinator or Safeguarding Team. Agreed phrases may be used to answer difficult questions, for example, "I can only answer questions on the content of this lesson", or "that is something we may cover later on" or "I can't answer that question, but you could ask your parents".

If the staff member is concerned, they can refer to Mrs Booth who can discuss the matter with the parent or follow appropriate procedures. All Key Stage 2 classes have a 'Question Box' in their classroom during the half term in which they are taught RSE, so they can ask difficult questions anonymously.

Ground Rules for the Classroom

Staff are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. To this end we have agreed a set of RSE ground rules, in addition to the PSHE ground rules already established in the classroom. These can be developed in the first RSE lesson and are non-negotiable rules for discussions related to RSE.

- We will not gossip about the lesson but will talk to someone we trust if we feel we need to get help.
- It is not OK to ask personal questions of each other, or our teacher.
- We will try to only ask questions that relate to what we are learning in this lesson.
- We will use anatomical terms for the body parts.
- It is ok to say pass / not join in.
- We will respect different opinions, situations and backgrounds.

The Role of Parents

At St Luke's, we are aware that the primary role in providing children with Relationship, Health and Sex Education lies with parents and carers. In keeping with our school ethos, we seek to build positive and supporting relationships with parents through mutual understanding, trust and co-operation. In promoting this value we;

- Inform parents about the school's curriculum via a user friendly curriculum leaflet, explaining what we cover in the topic each half term,
- Answer any questions parents may have about the Relationship and Sex education of their child,
- Take seriously any issue that a parent/carer may raise with teachers or governors about this policy or the arrangements for RSE in school,
- Encourage parents to read the RSE Policy on the school website and speak to us so we can support parents as necessary,
- Engage parents in consultation on the content of the RSE Policy,
- Resources are openly available for parents to see what their children will be learning,
- We believe that through mutual exchange of knowledge and information, children will benefit from hearing consistent messages about their changing body, their increasing responsibilities and keep themselves safe.
- Parents are informed of the puberty and sex education teaching before it commences. It is intended that parents can be prepared for questions at home once the teaching has begun.

Confidentiality and Safeguarding

Teachers conduct lessons in a sensitive manner. Pupils will be reminded that talking in the classroom is never confidential so when asking and answering questions, we ensure that sharing personal information by adults and pupils is discouraged.

However, if a child makes reference to being involved, or likely to be involved in sexual activity, or indicates they may have been a victim of abuse, this will be dealt with in line with our child protection policy. The teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Safeguarding Team, who will act in line with the Child Protection Policy.

Special Educational Needs

All children have the right to access a broad and balanced curriculum. In certain circumstances, it may be that certain lessons may be delivered in a small group, or individually, where appropriate and will be differentiated to a child's development level. Support can be sought from the PSHE Co-Ordinator and the SENCO.

Equality

We recognise that we have a responsibility under the Equality Act 2010 to ensure the best for all pupils irrespective of disability, special educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion, sexual orientation or whether they are looked after children. We teach our children about the Protected Characteristics which ensure they know that written in law are characteristics upon which we must respect people and respect difference.

Our school mission statement states, 'We thank God for his unconditional love towards us and attempt to reflect such love and kindness throughout our school'. We treat all pupils as equals and our school ethos is to educate our children to do the same, as we learn about our similarities and differences. Our school curriculum, the books we read and study, our reward system, behaviour policy, safeguarding policy, expectations of staff and pupils (not an exhaustive list) educate our children that everybody is equal and is to be treated with respect. More direct teaching of equality is delivered through a variety of subjects. As part of our wider PSHE Curriculum, some of the topics we cover teach children about stereotyping, bullying, conflict resolution, different communities, British Values, the make-up of different families, the Protected Characteristics, democracy, prejudice and celebrating our differences.

Female Genital Mutilation

As part of our PSHE programme, our Y6 pupils will have a lesson that teaches about female genital mutilation (FGM). This is following advice from the Leeds Safeguarding Team, who have advised all schools in the authority that FGM should be taught to protect all pupils from any form of abuse or exploitation.

The Safeguarding Team are working with teachers and schools to raise awareness around FGM with pupils across the city, to change attitudes and to correct any misinformation. Currently, under UK Law, all practitioners who work in health, education and social care have a statutory duty to report all cases of FGM in under 18 year olds to the police.

In some schools in the UK, the decision has been made to teach FGM to children from Year 4 upwards, but we will only be teaching it to our Year 6 pupils at present. The lesson has been carefully planned by experts at the Local Authority, and the staff delivering the lesson have been trained to do so.

Our FGM teaching covers the key themes that are in our PSHE scheme:

- keeping safe
- trusted adults

- knowing who and where to go for help
- rules, laws and children's rights
- feeling confident to ask questions and discuss thoughts in a mature and appropriate way

FGM is taught within the spring term, immediately after the Year 6 pupils have completed their Relationship and Sex Education lessons. We feel passionate about equipping our children to keep themselves and others safe.

Parents have the right to withdraw from this lesson; however, we feel this is an important addition to the Year 6 curriculum. If you have any concerns or would like to discuss this, please make an appointment to meet with the Head teacher.

Domestic Abuse

The Government defines domestic abuse as: "Any incident of threatening behaviour, violence or abuse (psychological, physical, sexual, financial or emotional) between adults who are or have been intimate partners or family members, regardless of gender or sexuality." Domestic abuse occurs across society, regardless of age, gender, race, sexuality, wealth, and geography. The figures show, however, that it consists mainly of abuse by men against women. Children are also affected, both directly and indirectly and there is also a strong correlation between domestic abuse and child abuse suggesting overlap rates of between 40-60%. The experience of domestic abuse can have a damaging effect on health, educational attainment and emotional wellbeing and development of children and young people. The DfES Consultation Document: Safeguarding Children (Jan, 2004) states that; "The effect of domestic violence on children is such that it must be considered as abuse. Either witnessing it or being subjected to it is not only traumatic, but likely to adversely impact on a child's behaviour and performance at school".

At St Lukes, we deliver teaching on domestic abuse to children in Year 2 and Year 5/6. Training for these lessons have been undertaken to ensure delivery of these lesson are appropriate for the age group. We want our children to be able to recognise abuse and be empowered to know where to get help.

Alright Charlie: Grooming

Blast have designed a Child Sexual Exploitation (CSE) resource in consultation with CSE professionals, primary school teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age-appropriate way. At St Lukes, we use this resource in Year 6 before children start high school and are becoming more independent when out and about. We want our children to be aware of healthy relationships and encourage children to talk to trusted adults.

<https://basisyorkshire.org.uk/resource/alright-charlie-cse-primary-school-resource/>

Assessment and Recording

Teachers integrate effective AfL in all areas of the curriculum.

This specifically involves:

- Assessing all the children's starting point in reference to a specific topic in the first lesson. A pre topic assessment activity is completed and repeated at the end of the unit to demonstrate understanding and progress made. Planning is built upon children's prior knowledge, showing progression in RSE learning, not literacy learning.
- In Key Stage 2, teachers and pupils also record and assess learning using the 'seesaw' facility. Pupils record their learning and can share it with teachers and peers. Feedback can be given individually by the teacher or by peers.
- Using self and peer assessment to involve children in understanding their own learning and the next steps.
- Encouraging children to feed back to class teachers which aspects of a topic they would like to learn more about.

Monitoring and Evaluation

The Subject Co-ordinator works with teachers to monitor the provision of PSHE across the school. This includes lesson observations, teacher feedback, pupil feedback, pre/post-assessment from the children. The Subject Co-ordinator oversees and reflects upon the subject across school and makes decisions on how to move the subject forward and maintain relevance to the children and the community it serves.

Appendix 1 - Statutory RSE elements of the National Curriculum for Science

The National Curriculum sets out the statutory Science elements to be taught in each Key Stage. These are statutory elements and parents may not withdraw from these lessons as they are compulsory elements of the National Curriculum for primary schools.

Key Stage 1

- 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
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2





































- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Appendix 2 - RSE Vocabulary in Year Groups

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
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Identity Belong Community Co-operate Friend Special Similarities/ differences Private area	Grow up Stereotype Lifecycle Young/ old Growing Teenager/ adult/ elderly Needs/ care	Male/ female Parent/ grandparent Stereotype Bullying/ teasing Change	Individual Hygiene Sensitivity Private area Achievements Goals Progress Worries	Conflict/ resolution Respect Breasts Chest Vagina Penis Testicles Clitoris Wet dream Menstruation Period Pubic hair Nipples Scrotum Vulva Cervix Ovaries Foreskin Anus Urethra Fallopian tube Womb Bladder Sanitary products Puberty Genitals	As Year 5, but also include: Influence Relationships/ friendships Marriage Baby Sperm Egg Pregnancy
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Appendix 3 – PSHE Curriculum Yearly Overview

Beeston Hill St Luke's Whole school PSHE curriculum overview						
	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1	 Drug, alcohol and tobacco education What do we put into and on to bodies?	 Mental health and emotional wellbeing Friendship	 Mental health and emotional wellbeing Strengths and challenges	 Mental health and emotional wellbeing Worrying – Little bag of worries	 Mental health and emotional wellbeing Dealing with feelings	 Mental health and emotional wellbeing Healthy minds
Autumn 2	 Keeping safe and managing risk Feeling safe	 Keeping safe and managing risk Indoors and outdoors	 Keeping safe and managing risk Bullying – see it, say it, stop it	 Keeping safe and managing risk Playing safe	 Keeping safe and managing risk When things go wrong	 Keeping safe and managing risk Keeping safe - out and about Grooming: Alright Charlie
Spring 1	 Relationship education Friends and Families	 Relationship education Boys and girls, families Domestic Abuse	 Relationship education Growing up and changing	 Relationship education Growing up and changing	 Relationship education Healthy relationships, puberty	 Relationship and Sex education Healthy relationships / puberty / How a baby is made (sex education) Domestic Abuse FGM
Spring 2	 Identity, society and equality Me and others	 Drug, alcohol and tobacco education Medicines and me	 Drug, alcohol and tobacco education Tobacco is a drug	 Drug, alcohol and tobacco education Making choices	 Drug, alcohol and tobacco education Different influences	 Drug, alcohol and tobacco education Weighing up risk
Summer 1	 Mental health and emotional wellbeing Feelings	 Careers, financial capability and economic wellbeing My money	 Identity, society and equality Celebrating difference	 Identity, society and equality Democracy	 Identity, society and equality Stereotypes, discrimination and prejudice	 Careers, financial capability and economic wellbeing Borrowing and earning money
Summer 2	 Physical health and wellbeing Fun times	 Physical health and wellbeing What keeps me healthy?	 Careers, financial capability and economic wellbeing Saving, spending and budgeting	 Physical health and wellbeing What is important to me? What helps me choose?	 Physical health and wellbeing In the media	 Identity, society and equality Human rights PREVENT

 The red flag demarcates lessons which link directly to safeguarding

Reception	Autumn Term 1 New Beginnings Belonging, self-awareness and rights and responsibilities	Autumn Term 2 Understanding feelings, conflict resolution and friendship	Spring Term 1 Knowing and understanding myself and setting realistic goals	Spring Term 2 My Feelings	Summer Term 1 Relationships	Summer Term 2 Changes
	<ul style="list-style-type: none"> • Listening and speaking rules • I am special • Building friendships 	<ul style="list-style-type: none"> • Working together as a class to achieve a goal • Encouraging each other • Naming different feelings • Expressing when I feel 	<ul style="list-style-type: none"> • Class challenge and class goal • How have you changed since baby, what can you do now that you couldn't? • Expressing own abilities positively • Working on perseverance in 	<ul style="list-style-type: none"> • What does our body do when we feel different emotions? E.g our expressions. • How can we tell how someone is feeling from their body language? 	<ul style="list-style-type: none"> • Put themselves in other people's shoes – how do they feel? • Fair/Unfair situations. How can you help yourself and help others? 	<ul style="list-style-type: none"> • Children think back over Reception and think about moving to Year 1. • Feelings regarding change.

Appendix 4: Department for Education – Statutory Guidance for Relationship Education (Primary) 2021

Below is the Statutory Guidance for Relationship Education for all pupils by the end of primary school. This is statutory and parents may not withdraw from these lessons because they are compulsory for all primary aged pupils.

<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. <p>Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</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>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.

	<ul style="list-style-type: none"> • 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.
Respectful relationships	<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 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 respect by others, and that in turn they should show due respect to others, including those in positions of authority. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online	Pupils should know

relationships	<ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships 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.
Being safe	<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. • where to get advice e.g. family, school and/or other sources.

Appendix 5: Sex Education at St Luke's

Below are the Sex Education objectives we teach at St Luke's in Year 6. This lesson is not statutory, and parents have the right to withdraw their child from all, or elements of, this lesson.

Reproduction and Pregnancy	Pupils should know -the scientific names for the male and female reproductive organs -about human reproduction in the context of the human life cycle -know what pregnancy is, where it occurs and how long it takes
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Appendix 6: Female Genital Mutilation (FGM) education at St Luke's

Below are the Female Genital Mutilation (FGM) education objectives we teach at St Luke's in Year 6. This lesson is not statutory, and parents have the right to withdraw their child from all, or elements of, this lesson.

Female Genital Mutilation (FGM)	<ul style="list-style-type: none">• To know the rights of a child under the UN Convention• To understand what FGM is• To know that FGM is illegal in the UK• To know who their trusted adults are and where to get help• To understand their private area is private to them
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Appendix 7: Letter to parents to inform about the commencing of teaching of puberty education in Year 5

Dear Parents / Guardians,

Year 5 Puberty Education

This half-term, we begin our 'Relationships Education' for Year 5.

In this topic, we follow lesson plans that have been successfully used in previous years. Children are taught in class groups and have discussions about growing up, for example; handling changing emotions and what makes a good friend. Children are taught in single sex groups about body changes during puberty. This is taught in a simple, scientific manner. The children will know we have told you we are learning about puberty this half term and we encourage you to talk to your children about their PSHE lessons.

If you would like to discuss any aspect of this letter or our PSHE lessons, please do not hesitate to speak to me or the class teachers.

Mrs Sandy (PSHE Co-Ordinator)

Appendix 8: Letter to parents to inform about the commencing of teaching of puberty and sex education and FGM in Year 6

Dear Parents / Guardians,

This half-term, we begin our 'Relationship and Puberty Education' lessons for Year 6.

In this topic, we follow lesson plans that have been successfully used in previous years. Children are taught in class groups and have discussions about growing up, for example; male/female stereotypes and what makes a good friend. Children are taught in single gender groups about the body changes during puberty.

Year 6 children have a final lesson where reproduction is explained. This is taught in a simple, scientific manner. This lesson is not compulsory and parents do have the right to withdraw their child, however, please be aware that the children may discuss the lesson with each other. This is one of the reasons why we feel all children would benefit from hearing the information from a teacher, rather than from their peers. If you wish to withdraw your child from this lesson, please arrange a meeting with Mrs Booth or Mrs Sandy to discuss your concerns. Please ring the office (0113-2433375) to arrange a meeting.

As part of this year's PSHE Unit, our Y6 pupils will have a lesson which will teach about female genital mutilation (FGM). Other common names for FGM include cutting, female circumcision, sunna, gudniin, halalays, tahur, megrez and khitan. FGM is carried out for a number of cultural, religious and social reasons. Some families and communities believe that FGM will benefit the girl in some way, such as preparing them for marriage or childbirth. But FGM is a harmful practice that isn't required by any religion and there are no health benefits of FGM. The Leeds Safeguarding Team have advised all schools in the authority that the awareness of FGM should be taught to protect all pupils from any form of abuse or exploitation. In some schools in the UK, the decision has been made to teach the awareness of FGM to children from Year 4 upwards, but we will only be teaching it to our Year 6 children.

The awareness of FGM unit will be taught in an age-appropriate and sensitive way. The lesson has been carefully planned by experts at the Local Authority, and the staff member delivering the lesson to the children has been trained. It is only taught in the final part of the lesson, after in-depth discussions about laws and children's rights.

Our awareness of FGM teaching covers the key themes that are in our PSHE scheme: keeping safe, trusted adults, knowing who and where to go for help, rules, laws and children's rights, feeling confident to ask questions and discuss thoughts in a mature and appropriate way.

The FGM lesson is taught within the Spring Term, after the children have completed their Relationship and Puberty Education lessons within their PSHE. We purposefully choose to teach the awareness of FGM in this term so children have built relationships with their teachers, but also have plenty of time to discuss any questions or concerns with their trusted adults. We feel passionate about equipping our children to keep themselves and others safe.

The additional FGM awareness lesson is not compulsory. We have attached the lesson plan for your information, but please email me at heidi.sandy@bsl.leeds.sch.uk if you want your child withdrawn from the FGM awareness lesson.

If you would like to discuss any aspect of this letter or our PSHE lessons, please do not hesitate to speak to me or the class teachers.

Thank you for your support.

Mrs Sandy (PSHE Co-Ordinator)

FGM Lesson Plan (Year 6 girls and boys single sex groups)

- To know the rights of a child under the UN Convention
- To understand what FGM is
- To know that FGM is illegal in the UK
- To know who their trusted adults are and where to get help
- To understand their private area is private to them

Time	Activity	Resources
5 mins	<p>Introduction to lesson – Following on from what they have learnt this morning (puberty, how the body changes and making a baby) that is important they know how they can keep themselves and others safe from harm.</p> <p>Post-it notes for questions – anonymous unless they want someone to speak to them.</p> <p>Explain that if anyone shares anything that worries the adult in the classroom this will be shared with others if we are worried about their safety.</p>	<p>Post – it notes.</p> <p>Box</p>
15 mins	<p>Children’s Rights</p> <p>Explain:</p> <p>“Rights” are things every child should have or be able to do. All children have the same rights. These rights are listed in the UN Convention on the Rights of the Child. Almost every country has agreed to these rights. All the rights are connected to each other, and all are equally important. Sometimes, we have to think about rights in terms of what is the best for children in a situation, and what is critical to life and protection from harm. As you grow, you have more responsibility to make choices and exercise your rights.</p> <p>Children to work in pairs or small groups to sort the ‘my rights’ cards into true or false.</p> <p>Ask the children whether they agree/disagree/unsure about the following statements and ask them why. Talk partners.</p> <p style="text-align: center;">My body is MINE</p> <p style="text-align: center;">Nobody has the right to HURT my body</p>	<p>‘My Rights’ cards.</p>

	<p>Nobody has the right to CHANGE my body</p> <p>Explain that these are called 'body rights'. So thinking back to this morning and how the body can change, other than the body changing on its own, no one else has the right to purposely hurt or change the body.</p>	
<p>10 mins</p>	<p>What is FGM? Explain that there is something called FGM – Female Genital Mutilation.</p> <p>Definition from Childline: Female Genital Mutilation (FGM) (sometimes called female circumcision or cutting) is when a girl's external genitals (private parts) are cut away or damaged.</p> <p>FGM has been practised by many ethnic groups across the world for hundreds of years. It is a cultural practice and is passed on from generation to generation. In these communities, families tend to accept what their elders e.g. grandmothers and grandfathers tell them to do as they are seen as "wise" people.</p> <p>Cultural tradition often means that FGM is seen as an important part of raising a daughter. One of the reasons for this is that families believe that a girl, who is cut, is pure and clean and will find a good husband who will look after her in the future.</p> <p>Parents of girls who are not cut say they may find it hard to find a husband for their daughters and will find themselves and their family cut off and ignored by the community. Many mothers and fathers believe FGM is normal and that they are doing the "right" thing by allowing their daughters to be cut.</p> <p>It is very difficult for anyone to speak out against the cultural traditions of their community.</p> <p>Explain FGM is illegal in the UK – it is against the law to perform FGM on any girl or woman. It is also not allowed for girls to be taken out of the country to have FGM.</p>	

10mins	<p>Survivor Story & Trusted Adults</p> <p>Hand out the sheet and ask the children to work in pairs to complete the story about a girl called Ayla.</p> <p>Ask the children to think about other emotions Ayla might be feeling – write these on the board.</p> <p>Who could Ayla talk to?</p> <p>Talk about trusted adults – ask the children to share who they think are trusted adults (teachers, brownie leaders, family members, childline, police)</p>	Survivor story worksheet
15mins	<p>Safe Pants</p> <p>Refresh the children’s memory of the NSPCC safe pants rules.</p> <ol style="list-style-type: none"> 1. Pants are private 2. Always remember your body belongs to you 3. No means no 4. Talk about secrets that upset you 5. Speak up, someone could help <p>Worksheet: Ask the children to write the safe pants rules and decorate their pants.</p>	NSPCC Pants Worksheet Felt tip pens
5mins	Give the children 5 minutes to chat, write down any questions for the box and ask any questions.	