



Relationship and Health Education (RSE – Relationship and Sex Education)

Context

It is our vision to fully equip our children with values, skills and knowledge that provide the building blocks for their future.

RSE in our school/academy is part of the personal, social, health and economic curriculum (PSHE). It is our belief that RSE is the responsibility of all staff and should be an integral part of the teaching and learning processes.

This is part of the integrated curriculum of the school. Education for personal growth and self-esteem, including sex and health education complements and overlaps with the consideration of the personal, social and emotional development of the child and the general life of the school, relationships with one another, including staff and parents, socialisation, values and attitudes. It should be provided for all children including those with physical, emotional or learning difficulties.

Our programme of RSE reflects our ethos, and demonstrates and promotes the following:

- Learn the value of respect, care and love
- Valuing family life within stable, loving and committed relationships
- Acceptance of same sex unions as also offering stable, loving and committed relationships to nurture children
- Respect for self and others
- Respect for rights and responsibilities within relationships
- Appreciate that different, successful family structures exist
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Importance of striving to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion and gender.
- Acceptance of difference and diversity
- Promote gender equality and equality in relationships
- Challenge gender stereotypes and inequality
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

Aims

- To develop the physical, emotional, social and communication skills of all, so that they are able to make informed decisions about their current and future lifestyle and future success;
- To provide a caring and stimulating environment, which is safe and welcoming to all, to foster responsible attitudes and encourage good behaviour and relationships, both in and out of school;
- To provide a learning environment which is safe for the children and based on the principle that prejudice, discrimination and bullying are harmful and unacceptable;
- Be positively inclusive in terms of gender, sexual orientation, disability, ethnicity, culture, age, religion or belief or other life-experience;
- To encourage all children to learn how to live and work with other people, to recognise their responsibility and contribute positively to society;
- To develop an understanding of good morals and values, as well as respect for all faiths, cultures and ways of life;
- To promote a critical awareness of the different attitudes and views on sex and relationships within society such as peer norms and those portrayed in the media;
- To develop a comprehensive programme of RSE which provides children with accurate information and essential skills for building positive, enjoyable, respectful and safe relationships (both online and offline);
- To provide a framework in which sensitive discussions can take place;
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- To help pupils develop feelings of self-respect, confidence and empathy including developing their character;
- Provide opportunities for reflection in order to nurture personal values based on mutual respect and care;
- To create a positive culture around issues of sexuality and relationships;
- To teach pupils the correct vocabulary to describe themselves and their bodies;
- To ensure children are clearly informed of their rights, such as how they can access confidential advice and health services within the boundaries of safeguarding;
- To prepare learners for life in modern Britain.

Legislation

- As a primary academy school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.
- The Children and Social Work Act 2017 states that all pupils learn about:
 - i. Safety in forming and maintaining relationships
 - ii. The characteristics of healthy relationships
 - iii. How relationships may affect physical and mental health and well being
- Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019)
- In teaching RSE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

What is RSE?

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

At Yarborough Academy, we will teach:

Relationship Education - the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other peers and adults.

Health Education - aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

Sex Education – A programme tailored to age and physical and emotional maturity of pupils delivered by our RSE specialist provider BigTalk Education annually.

Ofsted say that schools should:

- develop responsible, respectful and active citizens who are able to play their part and become actively involved in public life as adults
- develop and deepen pupils' understanding of the fundamental British values of democracy, individual liberty, the rule of law and mutual respect and tolerance
- promote equality of opportunity so that all pupils can thrive together, understanding that difference is a positive, not a negative, and that individual characteristics make people unique
- promote an inclusive environment that meets the needs of all pupils, irrespective of age, disability, gender reassignment, race, religion or belief, sex or sexual orientation
- develop pupils' character, which we define as a set of positive personal traits, dispositions and virtues that informs their motivation and guides their conduct so that they reflect wisely, learn eagerly, behave with integrity and cooperate consistently well with others. This gives pupils the qualities they need to flourish in our society
- develop pupils' confidence, resilience and knowledge so that they can keep themselves mentally healthy
- enable pupils to recognise online and offline risks to their well-being – for example, risks from criminal and sexual exploitation, domestic abuse, female genital mutilation, forced marriage, substance misuse, gang activity, radicalisation and extremism – and making them aware of the support available to them
- enable pupils to recognise the dangers of inappropriate use of mobile technology and social media
- develop pupils' understanding of how to keep physically healthy, eat healthily and maintain an active lifestyle, including giving ample opportunities for pupils to be active during the school day and through extra-curricular activities
- develop pupils' age-appropriate understanding of healthy relationships through appropriate relationships and sex education

Procedures

Delivery

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education, computing and Physical Education. These will be integrated into projects wherever possible. Morning meetings, Presley the Pug and other stand-alone sessions will also be used to deliver these lessons. They will also be included in homework activities.

Pupils also receive stand-alone sex education sessions called 'Growing up safe' delivered by Big Talk Education. Our Personal Development curriculum using the Secrets of Success also overlap with RSE where the children move from - becoming me – becoming a friend – becoming a citizen.

The areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Equality

Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect.

All pupils, regardless of ability and disability, culture and faith, gender and sexual orientation will receive quality RSE. This will be achieved through teaching to the needs of the cohort and where appropriate, with advice from parents/carers and specialists.

Children and their families are all different. When teaching RSE we will acknowledge these differences and not allow anyone feel ashamed that their family situation is not the same as others.

Pupils with special needs will receive RSE. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND, so these subjects are important. Teachers may find that they have to be more explicit and plan work in different ways in order to meet the individual needs of those children with special educational needs, learning difficulties and pupils at different developmental stages.

As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age-appropriate, and developmentally appropriate and delivered with reference to the law.

Home/School Partnership

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We believe that parents have the primary role in delivering relationship and sex education. We aim to provide a programme in partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations.

Children are exposed to information and messages from T.V, internet, film, music videos, books and magazines. They are influenced by family and friends and significant adults. Part of our role is to ensure that children are able to understand and not misinterpret the information they acquire and to provide contexts where they are able to consider and evaluate the information they receive.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships. RSE activities will be set as homework to encourage this home/school partnership.

We provide parents with opportunities to discuss the school's policy and practice. Parents are informed about the timing of the delivery and offered an opportunity to look at resources and attend a yearly meeting. Parents are encouraged to discuss and ask questions.

Right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Primary schools are required to teach National Curriculum science, which includes some elements of sex education. Parents do not have a right to withdraw from this.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. This will be relevant for the Big Talk Growing up safe sessions that take place. To do this, parents should attend the

annual RSE Parents Session jointly hosted by school and our RSE specialist providers BigTalk Education. Once parents have reviewed the resources used to teach children about reproduction at the parents' session, if they still wish to withdraw their child they must notify the headteacher in writing prior to the day of delivery.

Before granting such a request, the headteacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Discussions around the benefits of receiving this important education will take place as well as any detrimental effects that withdrawal might have on the child. This could include social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes rather than coming from the adults. Records of any withdrawal requests will be kept.

Alternative work will be given to pupils who are withdrawn from sex education.

Answering Difficult Questions

Establishing a safe, open and positive learning environment, built on trusting relationships between all members of the class community is vital to successful and effective teaching and learning within this subject.

A set of ground rules is established so that both teachers and pupils are working within a safe environment where they will not feel embarrassed or anxious during discussions.

There are many ways that the children can ask questions including the use of the worry monster if they feel they cannot air them aloud.

Questions raised by children should be answered honestly and with a degree of detail appropriate to the child's age and stage of development.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion.

Teachers will use their professional skill and discretion before answering questions and if necessary will deal with questions on an individual basis after the lesson. Where pupils' questions require a response that goes beyond the prescribed programme of study for the year group, they are encouraged to ask the question at home. Where appropriate, teachers will discuss a child's concerns with the child's parents.

Teachers are aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, can lead to the disclosure of a safeguarding issue.

Any concerns will be reported to the Safeguarding Lead.

Curriculum Content

Relationship Education

By the end of Year 6

	Pupils should know	How they could be delivered
Families and people who care for me	<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. 	<ul style="list-style-type: none"> *Shaky Hand Gang *Morning Meetings *PSHE sessions *Through Projects *R.E. Curriculum *Family activities *Stories and Novel studies *Assemblies *Theme weeks *Kapow lesson plans
Caring friendships	<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"> *Shaky Hand Gang *Morning Meetings *PSHE sessions

	<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. 	<ul style="list-style-type: none"> *Through Projects *Expect Respect programme *Relax Kids *GLO Circles *Repair and connect *Move this World *Peace Corners *Sunshine Circles *Assemblies *Theme weeks *Kapow lesson plans
Respectful relationships	<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. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Expect Respect programme *Personal Development – Understand Others *Computing Curriculum *R.E. Curriculum *Presley the Pug *Move this World *Anti-bullying week *Assemblies *Theme weeks *Kapow lesson plans
Online 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. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Computing Curriculum *Safer Internet week *Acceptable Use Agreements *Assemblies *Theme weeks *Kapow lesson plans
Being safe	<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. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Big Talk Education *Assemblies *Theme weeks *Kapow lesson plans

Health Education

By the end of year 6

	Pupils should know	How they could be delivered
Mental wellbeing	<ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	<ul style="list-style-type: none"> *Morning Meeting *PSHE sessions *Through Projects *Relax Kids *Presley the Pug *P.E. curriculum *Personal Development – Understand Others *Move This World *R.E. Curriculum *Peace Corner *Move this World *Stormbreak *Binnie the Baboon *Gilly the Giraffe *NeuroKind activities *Assemblies *Theme weeks *Kapow lesson plans
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Personal Development – Understand Others *Computing Curriculum *Acceptable Use Agreements *Assemblies *Theme weeks *Kapow lesson plans
Physical health and fitness	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *P.E. curriculum *Science Curriculum *Stormbreak *Travel Tracker *Extra-Curricular Activities *Bikeability *Assemblies

		<ul style="list-style-type: none"> *Theme weeks *Kapow lesson plans
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Science Curriculum *D.T. Curriculum *Extra-Curricular Activities *Community breakfasts and lunches *Conversations about healthy eating during lunchtimes *Assemblies *Theme weeks *Kapow lesson plans
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Science Curriculum *Assemblies *Theme weeks *Kapow lesson plans
Health and prevention	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Science Curriculum *COVID risk assessment *Assemblies *Theme weeks *Kapow lesson plans
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Assemblies *Theme weeks *Kapow lesson plans
Changing adolescent body	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. 	<ul style="list-style-type: none"> *Morning Meetings *PSHE sessions *Through Projects *Science Curriculum *Big Talk Education *Assemblies *Theme weeks *Kapow lesson plans

Science Curriculum

The following Science objectives overlap into the RSE requirements

Years 1 and 2	To understand animals and humans - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	To understand animals and humans - Notice that animals, including humans, have offspring which grow into adults.	To understand animals and humans - Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.
	To understand evolution and inheritance - Identify how humans resemble their parents in many features.		
Years 3 and 4	To understand animals and humans - Identify that animals, including humans, need the right types and amounts of nutrition, that they cannot make their own food and they get nutrition from what they eat.	To understand animals and humans - Identify that humans and some animals have skeletons and muscles for support, protection and movement.	To understand animals and humans - Describe the simple functions of the basic parts of the digestive system in humans
	To understand animals and humans - Identify the different types of teeth in humans and their simple functions.	To understand evolution and inheritance - Identify how plants and animals, including humans, resemble their parents in many features.	
Years 5 and 6	To understand animals and humans - Identify and name the main parts of the human circulatory system, and explain the functions of the heart, blood vessels and blood.	To understand animals and humans - Describe the changes as humans develop from birth to old age.	To understand animals and humans - Recognise the importance of diet, exercise, drugs and lifestyle on the way the human body functions.
	To understand animals and humans - Describe ways in which nutrients and water are transported within animals, including humans	To understand animals and humans - Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird (birth, growth, development, reproduction and death)	To understand animals and humans - Describe the life process of reproduction in some plants and animals.
	To understand evolution and inheritance - Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.		

Computing Curriculum

The following Computing objectives overlap into the RSE requirements

Years 1 and 2	Participate in class social media accounts.	Understand online risks and the age rules for sites.	
Years 3 and 4	Contribute to blogs that are moderated by teachers.	Give examples of the risks posed by online communications.	Understand the term 'copyright'.
	Understand that comments made online that are hurtful or	Understand how online services work	

	offensive are the same as bullying.		
Years 5 and 6	Collaborate with others online on sites approved and moderated by teachers.	Give examples of the risks of online communities and demonstrate knowledge of how to minimise risk and report problems.	Understand and demonstrate knowledge that it is illegal to download copyrighted material, including music or games, without express written permission, from the copyright holder.
	Understand the effect of online comments and show responsibility and sensitivity when online.	Understand how simple networks are set up and used.	

Personal Development Curriculum

The following Secrets of Success objectives overlap into the RSE requirements

Years 1 and 2	To understand others - Show an awareness of someone who is talking.	To understand others - Show an understanding that ones own behaviour affects other people.	To understand others - Listen to other people's point of view.
Years 3 and 4	To understand others - Listen to others, showing attention.	To understand others - Think of the effect of behaviour on others before acting.	To understand others - Describe the points of view of others.
Years 5 and 6	To understand others - Listen first to others before trying to be understood.	To understand others - Change behaviours to suit different situations.	To understand others - Describe and understand others' points of view

Early Years Curriculum

The following EYFS objectives overlap into the RSE requirements

Foundation Stage	ELG: Self-Regulation- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;	ELG: Managing Self -Explain the reasons for rules, know right from wrong and try to behave accordingly;	ELG: Managing Self -Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
	ELG: Building Relationships - Work and play cooperatively and take turns with others;	ELG: Building Relationships - Form positive attachments to adults and friendships with peers;	ELG: Building Relationships - Show sensitivity to their own and to others' needs.
	ELG: Past and Present - Talk about the lives of the people around them and their roles in society;	ELG: People, Culture and Communities - Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class;	ELG: Gross Motor Skills - Negotiate space and obstacles safely, with consideration for themselves and others;
	ELG: Gross Motor Skills - Move energetically, such as running, jumping, dancing, hopping, skipping and climbing.		

BIG TALK EDUCATION

Our Academy provides funds for the 'Growing Up Safe: Whole School Approach programme' to be delivered once a year to all pupils from Nursery to Year 6 by the professional company Big Talk Education.

This includes a parent session, staff CPD training and specialist sessions delivered to the children.

Topics Taught by Big Talk Education and followed up by School Staff	
From age three (nursery)	Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.
Age four to six (reception – year 1)	From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.
Age six to eight (year 2 – 3)	Understanding the importance of boundaries within friendships and personal relationships is important, including online and through technologies such as mobile phones and games. They should know what films, programmes and online content they should and shouldn't be watching, in addition to who to tell, if someone encourages them to watch inappropriate content (this is a grooming tactic).
Age eight to nine (year 4)	By this age children need to be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies and the onset of puberty. We find that some girls may even be starting their periods in year 4, so it is critical that they have this knowledge at this age. We also recommend giving a gentle introduction to reproduction, this is the point at which we find we are able to tell children before they have received a muddled version from an older sibling or peers have been looking online for the definition of "sex". Whilst some parents and teachers may question this age, it is important to know that 'sex' is spoken and sung about, widely in the media including in pop music aimed at children (e.g. Little Mix). If children type this simple word into the internet to find out what it means they will be presented with graphic and often disturbing images, so it is better to educate the children in a gentle age appropriate manner, than to leave them hungry for information.
Age nine to 11 (year 5 – 6)	At these ages it is important to review the previous information taught, as children tend to absorb and retain elements of the information when it is of relevance to them. So we allow children to ask more questions in these year groups, to ensure they understand what they have been taught and fill in any gaps in knowledge. They will often want more details on conception, how babies develop (including twins) and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

For more information about Big Talk Education, please visit their website <https://www.bigtalkeducation.co.uk/>

Resources

Resources will be chosen ensuring that it is appropriate for the age and maturity of pupils, and sensitive to their needs.

Funded Resources

Kapow Primary – Subscription to lesson plans and resources – www.kapowprimary.com

Big Talk – Yearly workshop for every child – information at <https://www.bigtalkeducation.co.uk/>

National Online Safety – Subscription to lesson plans, training and resources <https://nationalonlinesafety.com/>

Move This World – Social and Emotional Learning programme <https://www.movethisworld.com/>

Relax Kids – Relaxation classes to help support children's emotional health and well-being

<https://www.relaxkids.com/>

Karen Treisman – Presley Pug (Regulating emotions and finding calm), Binnie the Baboon (Anxiety and Stress), Gilly the Giraffe (Self Esteem) <http://www.safehandsthinkingminds.co.uk/>

Free Resources

PSHE association www.pshe-association.org.uk – lesson plans and resources

Expect Respect Programme from Women's Aid - <https://www.womensaid.org.uk/what-we-do/safer-futures/expect-respect-educational-toolkit/>

Mentally Healthy Schools Website - <https://www.mentallyhealthyschools.org.uk/>

NSPCC - <https://www.nspcc.org.uk/keeping-children-safe/>

NSPCC - pants - <https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/>

Sex Education Forum - <https://www.sexeducationforum.org.uk/resources>

Thinkuknow – internet safety - <https://www.thinkuknow.co.uk/>

CEOP – information, resources and signposting young people to help them understand and how to report online abuse. - <https://www.thinkuknow.co.uk/professionals/>

Anti-bullying Alliance - <https://www.anti-bullyingalliance.org.uk/>

Red Cross - <https://www.redcross.org.uk/get-involved/teaching-resources/primary-teaching-resources>

First aid - St John's Ambulance - <https://www.sja.org.uk/get-advice/key-stage-first-aid-lesson-plans/key-stage-2-first-aid-lesson-plans/>

Stormbreak – helping pupil's mental health through movement - <https://www.stormbreak.org.uk/>

Values, Money and Me - <https://www.valuesmoneyandme.co.uk/>

Twinkl – lesson resources www.twinkl.co.uk

Elsa Emotional Literacy - <https://www.elsa-support.co.uk/category/free-resources/>

Assessment

Yarborough Academy will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. We will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Pupils will have the opportunity to reflect on their learning within lessons and teachers will assess through informal methods, such as observations and class or group discussions. Quizzes maybe used before and after a unit of work to aid assessment. These assessments will be used to identify where pupils need extra support or intervention.

Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Monitoring

Ofsted will monitor how RSE is taught in our school by:

- The breadth and balance of the curriculum and its impact on pupils' outcomes and their personal, development, behaviour and welfare;
- The children's resilience, confidence and independence;
- The children's knowledge of how to keep physically and mentally healthy;
- The importance of learners' discovery of their interests and talents;
- How schooling is preparing pupils for life;
- How schools are developing an age appropriate RSE/RE and Health Education.

We will monitor this through learning walks, lesson evaluations, work scrutiny's and pupil voice.

Responsibilities

Governors

The governing board will approve the RSE policy and hold the school to account for its implementation.

Headteacher

- Ensure that RSE is taught consistently across the school
- Manage requests to withdraw pupils from non-statutory components of RSE.
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and report to governors on the effectiveness of the policy

Staff

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring 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 RSE
- Working closely with parents and carers and involving them to help support their children

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

Pupils

- To engage fully in RSE
- To treat others with respect and sensitivity.

Related Policies

Behaviour and Relationships Policy

Safeguarding Policy

Equality Policy

Online Safety

Anti-Bullying

Confidentiality

Curriculum

Policy written: Summer 2021	
Policy review: Summer 2023	
Policy written by: Deputy Head Teacher	
Signed: 	Date: 22/06/2021