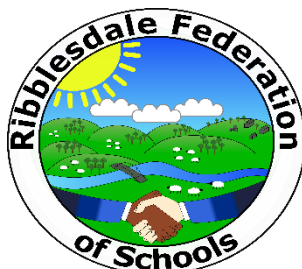


Ribblesdale Federation of Schools

Do Everything in Love (1 Corinthians 16:14)



PSHE, Relationships, Health and Sex Education Policy

Document Status			
Date of policy creation/review	Reasons for review	Date of adoption by the Governing Board	Date of next review
Signed and dated: 11.03.24			
Executive Headteacher	C. Maddock	Chair of Governors	James Bradley

The Ribblesdale Federation of Schools
(Personal, Social, Health and Economic (PSHE) Education Policy
incorporating Sex and Relationships Education (SRE)
Policy

Introduction

Personal, social, health and economic (PSHE) education helps to give children and young people the knowledge, skills and understanding they need to lead confident, healthy and independent lives. It aims to help them understand how they are developing personally and socially, tackling many of the moral, social and cultural issues that are part of growing up. It offers learning opportunities across and beyond the curriculum, in specific lessons as well as in assemblies, circle time, special school projects and other activities that enrich pupils' experiences. All of which incorporates the context of our schools and the surrounding area.

Statutory requirements

This policy has been developed from statutory guidance from the Department for Education, issued under Section 80A of the Education Act 2002 and from The Relationships Education, Relationships and Sex Education, and Health Education Regulations 2019. The revised Department for Education statutory guidance states that from September 2021, all schools must deliver statutory Relationships Education in primary schools.

The government wants pupils to be able “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. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.” The 13 areas of learning under the statutory guidance are;

- Families and People Who Care for Me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe
- Internet Safety and Harms
- Health and Prevention
- The Changing Adolescent Body
- Physical Health and Fitness
- Basic First Aid
- Drugs, Alcohol and Tobacco
- Mental Wellbeing
- Healthy Eating

Our Federation Values/ Ethos

Our ethos and values support a safe learning environment for PSHE and SRE, which will reflect the values of the school.

- An awareness, understanding and respect for self, including self-confidence and self-esteem
- An awareness and respect for others and their views
- Taking responsibility for choices and actions
- The promotion of understanding and empathy to enable all pupils to treat others with fairness and respect
- The development of relationships based on mutual understanding and trust
- Develop a regard for family life, friends and the wider community

The policy is based on DfE guidance from 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' February 2019.

The policy has also been informed by:

- Education Act 1996
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century
- Keeping Children Safe in Education – statutory safeguarding guidance (2016)
- Children and Social Work Act (2017)
- The Equality and Human Rights Commission Advice and Guidance
- SEND Code of Practice 0-25 years (statutory guidance)

Keeping Children Safe in Education 2023

Opportunities to teach safeguarding.

129. Governing bodies and proprietors should ensure that children are taught about how to keep themselves and others safe, including online. It should be recognised that effective education will be tailored to the specific needs and vulnerabilities of individual children, including children who are victims of abuse, and children with special educational needs and/or disabilities.

130. In schools, relevant topics will be included within Relationships Education and Health Education. In teaching these subjects, schools must have regard to the statutory guidance.

131. Schools play a crucial role in preventative education. Preventative education is most effective in the context of a whole school or college approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment. The school will have a clear set of values and standards, upheld and demonstrated throughout all aspects of school/college life.

These will be underpinned by the school's behaviour policy and pastoral support system, as well as by a planned programme of evidence based RSHE delivered in regularly timetabled lessons and reinforced throughout the whole curriculum. Such a programme should be fully inclusive and developed to be age and stage of development appropriate (especially when considering the needs of children with SEND and other vulnerabilities). This program will tackle, at an age-appropriate stage, issues such as:

- healthy and respectful relationships

- boundaries and consent
- stereotyping, prejudice and equality
- body confidence and self-esteem
- how to recognise an abusive relationship, including coercive and controlling behaviour
- the concepts of, and laws relating to – sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, so-called ‘honour’-based violence such as forced marriage and Female Genital Mutilation (FGM), and how to access support, and what constitutes sexual harassment and sexual violence and why these are always unacceptable

Rationale and Ethos

The Ribblesdale Federation of Schools consider that Relationships, Health and Sex Education (RHSE) is an integral part of the Personal, Social, Health and Economic Education (PSHE) and is linked to Science. We aim to offer pupils a carefully planned programme on human development, relationships, sexuality and family life within a safe, comfortable atmosphere and in a relaxed relationship between teacher and pupil.

We also believe that RSHE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and in the wider society. It should prepare pupils for the opportunities, responsibilities and experience of adult life.

We want our Relationships Education to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts including online. It is a vital part of our safeguarding duty to ensure that children recognise what makes a relationship healthy, and what to do if they feel it is unhealthy. Teaching about mental wellbeing is central to this, especially as children’s happiness is a priority. We acknowledge that young people are increasingly experiencing challenges. We believe that Relationships Education will give children the knowledge and capability to take care of themselves and receive support if problems arise.

We are very aware that for many children the distinction between the online world and real life is less marked than for many adults. They often operate freely in the online world and some spend a substantial amount of time online. As part of our Relationships Education we will take this into account when planning how to support them in distinguishing between different types of online content and making well-founded decisions. We will educate pupils to see the good in the benefits of the internet and social media, but also to use them discriminately. Keeping safe online will play a major part in our teaching.

In line with SIAMS expectations, for our church school, we have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to other.

Definition and objectives for SRE

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. SRE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and others’ attitudes and values and builds their self-esteem and confidence to view their own sexuality positively.

SRE is not about the promotion of sexual activity.

The objective of SRE is life-long learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should help pupils to learn to respect themselves and others by acquiring accurate information, developing skills and forming positive beliefs, values and attitudes. SRE is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health and to enable pupils to take responsibility for their sexual health and well-being.

Delivery of SRE and the Curriculum

RSE is taught within the personal, social and health (PSHE) education curriculum. Some biological aspects of sex education are taught within the science curriculum. Many aspects are taught through cross-curricular links and as part of everyday class activities. At The Ribblesdale Federation, we follow a scheme of work for Years 1-6 based on the PSHE Association programme of study.

At The Ribblesdale Federation, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Pupils should receive teaching on LGBT relationships, for example, through teaching about different types of family, including those with same sex parents.

Pupils, parents/carers, teachers and governors have all been consulted in the design of our PSHE and SRE programme of study and will have regular updates.

Objectives

The aims of PSHE and RSE at The Ribblesdale Federation are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle
- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships,
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online.
- Prepare pupils for puberty, and give them an understanding of sexual

development and the importance of health and hygiene

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

PSHE curriculum planning:

We have developed a long-term overview and planning for the delivery of PSHE. There is an overarching school theme for each half term, with age appropriate lessons planned from the three PSHE areas:

Core Theme 1 - Health and Well-being

- What is meant by a healthy lifestyle?
- To maintain physical, mental and emotional health and wellbeing
- To manage risks to physical and emotional health and wellbeing
- ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- To make informed choices about health and wellbeing and to recognise sources of help with this
- To respond in an emergency
- To identify different influences on health and wellbeing

Core Theme 2 – Relationships

- To develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- To recognise and manage emotions within a range of relationships
- To recognise risky or negative relationships including all forms of bullying and abuse
- To respond to risky or negative relationships and ask for help
- To respect equality and diversity in relationships.

Core Theme 3 - Living in the Wider World

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect equality and to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- How money plays an important part in people's lives
- A basic understanding of enterprise.

We teach PSHE in a variety of ways. We feel that preparing children for the demands of the real world are very important and we want to equip them to be responsible, respectful and active citizens who are ready for life in modern Britain and beyond. We also develop PSHE through activities and whole school events. Our children are constant collaborators with teaching staff in making suggestions and decisions about our school. Pupil voice is very strong and there is evidence of its

power all over school. We also fundraise for charities such as Children in Need at school fairs and special school events.

We use PSHE as an opportunity for understanding that difference is a positive, not a negative, and that individual characteristics make people unique – with special reference made to The Equalities Act 2010

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

Research indicates the following aspects ensure the delivery of good quality SRE (key sources are the Sex Education Forum and Family Planning Association):

- Structured learning opportunities with consistent messages that are built on year by year
- Age and culturally appropriate SRE which starts in primary school
- Pupils involved in identifying their needs for their SRE curriculum
- Being provided within a learning environment that is safe
- Support for pupils to develop and clarify their individual, family and community values
- Preparing pupils for the physical and emotional changes of puberty and adolescence
- Supporting pupils to develop skills in communication, refusal and negotiation
- A range of sexualities are incorporated into an inclusive SRE curriculum
- Pupils learn about social norms and that the majority of young people do not have sexual relationships before the age of 16
- Young people need to be able to easily access sexual health and contraceptive services in places that are convenient to them, and be supported in their emotional development and self-esteem
- SRE is delivered by competent and confident educators who use active teaching and learning methods and provide opportunities for all pupils to engage with and discuss sensitive issues

Assessing, monitoring, evaluating and reviewing PSHE and SRE

SRE will be assessed in accordance with the school's policy for Assessment, Monitoring, Evaluating and Reviewing of Curriculum Subjects. Assessment of PSHE and SRE should:

- Be planned from the beginning as an integral part of teaching and learning
- Provide regular opportunities for pupils to give and receive feedback on their

- progress and achievements, helping them to identify what they should do next
- Involve pupils in discussion about learning objectives and desired outcomes
- Include pupils as partners in the assessment process e.g. through self-assessment and peer-assessment
- Enable pupils to identify and gather evidence of their progress in developing knowledge, skills, understanding and attitudes
- Reflect the principles of inclusion and the range of pupils learning styles enabling all pupils to demonstrate their achievement.

The school's Curriculum Lead will be responsible for monitoring the provision of PSHE and SRE in and for reporting the results to the Senior Leadership Team, and via the Headteacher to the Governors' Curriculum Committee. The PSHE co-ordinator is responsible for evaluating the programme of work, reporting the findings on an annual basis, and for making recommendations for changes to the programme.

Monitoring and Evaluation

The PSHE and SRE programme is regularly monitored and evaluated. The views of pupils, parents/carers and teachers are used to make changes and improvements to the programme on an ongoing basis. The policy will be formally reviewed every two years for the following purposes:

- To review and plan the content and delivery of the programme of study for sex and relationships education
- To review resources and renew as appropriate
- To update training in line with current guidance and staff identified needs

Child Protection and Confidentiality

SRE can be a sensitive issue. To protect privacy and engender respect for all, teachers will be expected to develop ground rules with pupils at the onset of work. Pupils should be informed about the remit of confidentiality and that teachers cannot offer or guarantee pupils unconditional confidentiality.

If pupils ask particularly sensitive questions that appear to be inappropriate in the circumstances, teachers will deal with this outside the classroom on a one-to one basis. If the teacher judges it necessary the pupil could be advised to speak to the school nurse, provided with information about where to get further help or, if the matter is considered a potential Child Protection issue, the staff member responsible for this should be notified.

It is the responsibility of the school to support its pupils and to carry out its functions with a view to safeguarding and promoting the welfare of pupils. In fulfilling this duty they must have regard to guidance around safeguarding. Whilst pupils have the same rights to confidentiality as adults no pupil should be guaranteed absolute confidentiality. Staff will report any information or disclosure which raises concern that a child or children may be at risk of significant harm to the school's senior member of staff, with designated responsibility for Child Protection. The Designated person will then, in line with the School's Child Protection policy and the North Yorkshire Safeguarding Children Board guidance and procedures, take action as appropriate. Pupils will be made aware of the law relating to sexual offences and of those circumstances where confidentiality cannot be maintained. Staff should ensure when making notes that they are factual and based on

evidence, in line with the Freedom of Information Act.

Roles and Responsibilities

The PSHE Leadership

The Federation has a leader for PSHE who is responsible for all aspects of the subject including SRE. In respect of SRE, responsibilities are to:

- Ensure the implementation and quality of long term and medium term SRE schemes of work
- Ensure that all staff are confident in the skills to teach and discuss SRE issues
- Consider the needs of all pupils, and to achieve this recognise that the school might need to address some specific issues

- Consult with pupils to inform SRE provision
- Access appropriate training
- Monitor and advise on SRE organisation, planning and resource issues across the school
- Ensure procedures for assessment, monitoring and evaluation are included.
- Liaise with the named governor for SRE
- Liaise with any service provision to support aspects of sexual health
- Review / update the policy on a two-year cycle or sooner if necessary.

The Executive Headteacher

The EHT has responsibility for the day-to-day management of all aspects of the school's work, including teaching and learning. The Headteacher's responsibilities in respect of SRE are to:

- Liaise with the PSHE Leader
- Keep the governing body fully informed of provision, issues and progress in SRE
- Act upon any concerns which may arise from pupil disclosure during SRE sessions.

The Governing Body

The governing body has responsibility to ensure a school has an up-to-date SRE policy that describes the content and organisation of SRE outside of the national curriculum science. The policy should also clearly reference any on site sexual health services. The governing body, in co-operation with the Headteachers, is expected to involve families, pupils, health and other professionals to ensure that SRE addresses the needs of pupils, local issues and trends. The governing body need to ensure pupils are protected from teaching and materials which are inappropriate, having regard to the age, religious and cultural background of the pupils. It is good practice to identify a link governor for SRE. The governing body will continue their involvement through regular evaluation of provision and policy.

Parents / Carers

The school aims to work in active partnership with families, value their views and keep them informed of the SRE provision. If a parent/carer has any concerns about the SRE provision then time will be taken to address their concerns. Families are invited to review the resources and can contact the Headteacher with any queries or concerns.

The Parental Right to withdraw their child from SRE lessons

Parents have the right to withdraw their children from all, or part, of sex and relationship education, which is not part of the National Curriculum. Under section 405 of the Education Act 1996, parents may opt to withdraw their children from SRE lessons.

Parents will be notified in writing of the programme and the content for SRE and reminded of their right to withdraw their children. Parents wanting to exercise this right are invited to see the Headteacher or PSHE Co-ordinator who will explore their concerns.

If a child is withdrawn they will be provided with alternative work for the duration of the lessons.

External agencies

Whilst the responsibility for organising and delivering most, if not all, of the SRE programme rests with the school, there may be times when an external contributor can add value and bring to the classroom additional experience, skills or knowledge that teachers may not always have. However, they may not possess the skills of organising teaching and learning or managing behaviour. The Partners in Education form (see Appendix three) is strongly recommended to be used when planning, and for evaluating the input of an external contributor. By using this it is more likely that clear learning outcomes will be established, the learning processes to achieve these, and that the work will be tailored to the target audience. It is essential to ensure that at all times a teacher is present when an external contributor is working with pupils. All external visitors should have a DBS check.

Additional guidance to inform a school's SRE policy

Diversity

Children and young people from all faiths and cultures have an entitlement to sex and relationships education (SRE). Teaching effective SRE means being sensitive to the range of different values and beliefs within a multi-faith and multi-cultural society. It is important when developing the SRE curriculum to work in partnership with parents/carers and the wider community. Research has shown that if parents/carers and faith leaders work together to examine assumptions and beliefs and ensure effective communication that reduces misunderstandings and allows for the development of a values framework for SRE.

Lesbian, Gay and Bisexual (LGB)

All families are different so it is important to avoid using language which focuses on the conventional mum and dad family structure and instead talk about families more broadly and provide pupils with the opportunities to learn about different family structures. For older pupils, when discussing sexual relationships and partners, we ensure reference and resources are used that relate to LGB people.

Curriculum Design and Intent

EYFS Guidance – Children will:

- Learn to respect themselves and others.
- Develop a positive self-image.
- Learn about relationships.
- Learn about friendship – sharing, taking turns and playing co-operatively.
- Learn to resolve minor disagreements through listening to each other to come up with a fair solution.
- Understand what bullying is and that it is unacceptable behaviour.
- Learn to discuss their feelings, and know some ways to manage their feelings.
- Find out about past and present events in their own lives, and in those of their families.
- Talk about their own and others' behaviour and its consequences.

Science Links to Relationships Education, Relationships and Sex Education (RSE) and Health Education

In Key Stage 1 children learn:

- That animals and humans move, feed, grow, use their senses and reproduce.
- To recognise and compare the main external parts of the bodies of humans.
- That animals and humans can reproduce offspring and these grow into adults.
- To recognise the similarities and differences between themselves and others.
- To treat others with sensitivity.

In Key Stage 2 children learn:

- That life processes common to humans and other animals include nutrition, growth and reproduction.
- About the main stages of the human life cycle.

Relationships Education - Statutory

Families and People who care for me

Pupils should know:

- That families are important for children growing up because they can give love, security and stability.
- The characteristics of a 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 two people who love and care for each other can be in a committed relationship and not be married or in a civil partnership.
- How to recognise if relationships are making them feel unhappy or unsafe and how to seek help or advice from others if needed.

Caring Friendships

Pupils should know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Respectful Relationships

Pupils should know:

- The importance of respecting others, even when they are different from them (for example physically, in character, personality or background), or they 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, responsibility of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is and how stereotypes can be unfair, negative and destructive.
- The importance of permission seeking and giving in relationships with friends, peers and adults.

Online Relationships

Pupils should know:

- 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 risks associated with people they have never met.
- How information and data is shared and used online.

Being Safe

Pupils should know:

- What sort 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 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.

Drugs, Alcohol and Tobacco

Pupils should know

- Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Appendix A
Year 1 and Year 2

Learning objective	Learning outcomes
To learn the names for the main parts of the body (including external genitalia) and the bodily similarities and difference between boys and girls. (H 10)	I can name the main parts of boys' and girls' bodies.
To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable). (R 11) To learn to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) (R 8)	I understand how to respect my own and other people's bodies.
To learn ways in which we are unique. (L 8) To identify and respect the differences and similarities between people. (R 8)	I understand that we are all different and different people like different things.
To learn about the process of growing from young to old and how people's needs change. (H 8) To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. (H 9)	I can describe how I have changed since I was a baby.
To learn about the process of growing from young to old and how people's needs change. (H 8) To learn about growing and changing and new opportunities and responsibilities that increasing independence may bring. (H 9)	I can describe how I will change as I get older.
To learn about change and loss and the associated feelings (including moving home, losing toys, pets or friends) (H 5) To think about themselves and to learn from their experiences.	I can describe things that might change in a person's life and how it might make them feel.
Vocabulary: Female gay gender love male penis testicles vagina vulva	

Appendix B – Lower Key Stage 2

Learning objective	Learning outcomes
To learn how their body will, and emotions may, change as they approach and move through puberty (H 18)	I can describe how boys' bodies will change as they go through puberty.
To learn how their body will, and emotions may, change as they approach and move through puberty (H 18)	I can describe how girls' bodies will change as they go through puberty.
To learn how their body will, and emotions may, change as they approach and move through puberty (H 18) To recognise that they may experience conflicting emotions and when they need to listen to their emotions or overcome them.	I can describe the feelings that some people experience as they grow up.
To learn that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend the rest of their lives together and who are of a legal age to make that commitment. (R 5) To learn about the difference between sex, gender identity and sexual orientation. (R 17) To learn that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership. (R 19)	I understand that there are many different types of relationships and families.
To learn about human reproduction. (H 19)	I can describe male and female body parts and explain what these are for.
Vocabulary: Adoption Fostering Gay Lesbian Puberty Reproduction Same sex relationships Stereotypes	

Appendix C

Upper Key Stage 2 Sex Education Planning

Learning objective	Learning outcomes
To learn how their body will change as they approach and go through puberty (H 18) To understand that they have a right to protect their body from inappropriate and unwanted contact. (H20)	I can describe the changes people's bodies go through during puberty and how we can look after our changing bodies.
To learn about ways in which puberty can affect us emotionally. (H18)	I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings.
To understand the influences around us that affect body image and the way we see ourselves.	I can recognise many things that affect the way we feel about ourselves and I understand that there is no such thing as the ideal kind of body.
To learn about the difference between sex, gender identity and sexual orientation and the terms associated with these. (R 17) To learn that forcing anyone to marry is a crime; that support is available to protect and prevent people from being forced into marriage and to know how to get support for themselves or others. (R 20)	I understand what a loving relationship is and that there are many types of relationships.
To understand the term 'sexual relationship'	I can understand what a sexual relationship is and who can have a sexual relationship.
To learn about human reproduction. (H 19)	I can describe the process of human reproduction from conception to birth.
Vocabulary: Bisexual Civil partnership Conception Consent Heterosexual Mensuration or periods Sexual orientation Transgender	

Appendix two

Partners in Education Support Agreement Form

Please read this document fully before completing any section.

Uncoloured areas require a school response and shaded areas a response from the provider of services. Dark grey boxes contain words that may be helpful in describing intended outcomes.

School:	Agency:
Address:	Address:
P/code:	P/code:
Contact person:	Contact person:
Post held:	Post held:
Tel:	Tel:
e-mail:	e-mail:

Details of input: Tick target group	Numbers	Date(s)	Time(s)	Location e.g. Hall, classroom
Pupils/students []				
Age-range..... Key				
Stage.....				
Males, females or mixed group? (circle one) M F Mix				
Teachers []				
Governors []				
Non-teaching staff []				
Parents []				
Other (specify) []				

Visitors should be made aware of fire safety procedures, have access to a telephone for emergencies and know where to obtain emergency aid assistance.

Learning environment details: (Have regard to health & safety issues) Space required/available: (state preference for floor level if bringing equipment) Layout: Equipment needed:		<i>Lecture style</i> <i>Theatre</i> <i>style Formal</i> <i>seatin Circle</i> <i>No seating</i> <i>Hall</i> <i>Classroom</i> <i>Outdoor</i> <i>Spac Sports</i> <i>Hall Power</i> <i>points</i> <i>Extension</i> <i>cab Screen</i> <i>Tables</i> <i>OHP</i> <i>Wate</i> <i>r TV</i> <i>Video</i> <i>(VHS)</i> <i>Computer</i> <i>PowerPoint</i>
Provided by: (tick)	School Visitor	
•	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>
•	<input type="checkbox"/>	<input type="checkbox"/>

Intended learning outcomes: (Consider the information that may be gained, any skills that will be acquired or rehearsed, attitudes and values that may be explored or anticipated behaviour change. In other words, what will participants learn, feel or be able to do at the end of the session compared to before?)	<i>Know</i> <i>Understand</i> <i>Clarify</i> <i>Describe</i> <i>Explain</i> <i>Identify</i> <i>Appreciate</i> <i>Demonstrat</i> <i>e Explore</i> <i>Discuss</i> <i>Feel</i> <i>Sho</i> <i>w</i>
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How will the learning outcomes be achieved? What methods will be used?	<i>Group work</i> <i>Role-play</i> <i>Case</i> <i>Studies</i> <i>Survey</i> <i>Debate</i> <i>Peer led</i> <i>Participatory</i> <i>Drama</i> <i>Writing</i> <i>Problem</i> <i>solving</i> <i>Games</i> <i>Simulation</i>
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	Thought show Mind Maps Discussion
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Which people need to be informed about this activity?	Governors
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<p>Who is responsible for dealing with this and by when?</p> <p>Is a risk assessment needed? – e.g. for blindfold trust games etc?</p>	<p>Teacher Support Staff Parents Other pupils Caretaking staff Catering Staff LA Other agencies Neighbours Community</p>
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<p>Special and sensitive issues</p> <p>Are there any special needs or sensitive to be aware of? If so what? (Do not name Individuals).</p>	<p>Gender</p> <p>Capabilities – Hearing, sight, speech, Co-ordination, mobility Etc.</p> <p>Cultural, ethnic Background</p> <p>Religion</p>
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How have the following been addressed?	Comments/action	Context
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Context of the input in relation to ongoing work:		<i>Policies</i>
Understanding the application of school policies		<i>LA Guidelines</i>
Risk Assessment (if needed)		<i>Resources</i>
Application of national/local guidance		<i>Confidentiality</i>
Appropriateness of materials/ resources:		<i>Behaviour & discipline</i>
Level of confidentiality:		<i>Roles</i>
Ground rules/ boundaries for working:		<i>Risk Assessment</i>
Responsibility for behaviour management		<i>Responsibilities</i>
The role of the teacher: (Note: national & local guidance states that the teacher should always be present)		<i>Evaluation</i>
		<i>Follow Up</i>

Evaluation – responsibility for and feedback		
Follow-up work:		

Contingency arrangements in the event of late alteration of plans :

Payment arrangements (if appropriate) :
(Continue overleaf if necessary)

Signed by school representative:
Date:.....

Signed by visitor:
Date:.....

N.B. When complete a copy of this document to be held by both parties.

This policy links to:

- Safeguarding / child protection. North Yorkshire Safeguarding Children Board Procedures and Guidance (www.safeguardingchildren.co.uk)
- Confidentiality Policy
- Inclusion Policy
- Teaching and Learning
- Assessment
- Science

Dissemination of the policy

The policy is available to parents and carers and pupils via the school website. Parents and carers and pupils new to the school may be given a summary on request and there is a copy in the school reception area. The full policy is available to parents and carers and pupils on request and is also available via the school website.