



Intent

As a Church of England School, we are committed to the spiritual, moral, social and cultural development of all children, as well as having a robust approach to safeguarding. High-quality RSE is crucial to both of these.

Relationships Education at Twyford C of E School will support pupils to;

- Build positive, respectful relationships with other people
- Understand the importance of positive and healthy relationships on their wellbeing
- Recognise positive friendships and how to be a good friend
- Recognise diversity and difference within relationships and show respect for others beliefs and life choices
- Develop skills and attributes to keep themselves healthy and safe online and when or how to report concerns
- Develop an attitude of a responsible global citizen
- To show tolerance of others beliefs, religions and life choices

Sex Education

Through RSE, children will learn a moral code which they can use as they grow and develop through puberty, and they will also be able to think critically about safe and unsafe relationships and experiences, empowering them to take action when needed.

High quality Sex Education at Twyford School will support pupils to;

- Have correct information about how a baby is conceived and born
- Provide a safe and managed environment for sensitive discussions to take place and pupils to ask questions
- Have an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual
- Recognise and establish personal boundaries and understand the need for privacy relating to their own bodies
- Know the scientific vocabulary for body parts

Implementation

Relationships Education

Relationships Education at Twyford C of E School will be delivered through discrete weekly PSHE lessons, taught in classes, by class teachers. The long term planning for the delivery of a statutory relationships education has been developed by the PSHE lead in guidance with The PSHE Association. It takes a thematic approach to primary PSHE education. The programme of study encompasses three core themes;

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each core theme is broken down into three topics;

Health and Wellbeing

- Physical Health and Mental Wellbeing
- Growing and Changing
- Keeping Safe

Relationships

- Families and Friendships
- Safe Relationships
- Respecting Ourselves and Others

Living in the Wider World

- Belonging to a Community
- Media Literacy and Digital Resilience
- Money and Work

Each topic area is carefully adapted to meet planning requirements, pupils' stage of development and due to our mixed age classes, topics will be planned on a two-yearly cycle so that appropriate time can be spent on the delivery of each core theme. We also recognise that planning must be adapted year on year to reflect the context and needs of the school and local community.

In some instances, additional qualified experts such as emergency services and school nurse may be used to support and complement aspects of our PSHE curriculum to offer additional learning opportunities. Collective Worship sessions may also be planned to cover any additional sessions that would benefit the whole school.

Sex Education

Sex Education at Twyford C of E School is delivered through explicit lessons taught in specific year groups from Years 2 to Year 6 during the Summer term.

The long term planning for the delivery of Sex Education has been developed by the PSHE Lead in guidance with the PSHE Association and the Christopher Winter Project. It will comprise of;

- Statutory Science Curriculum content – *see appendix 1*
- Statutory Health Education – *see appendix 2*
- Statutory Relationships Education – *see appendix 3*
- Non statutory Sex Education content – *see appendix 4*

The Science curriculum content identified in appendix 1 will be taught in termly science lessons.

As part of statutory requirements for Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Years 5 and 6.

In addition to the above statutory elements, our pupils will receive a tailored sex education programme delivered explicitly through sex education sessions in accordance with DfE guidance (2019). This programme of study has been specifically tailored to the age and the physical and emotional maturity of pupils. This is taught from Years 2 to Year 6 and comprises of:

- naming body parts
- recognising differences
- for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother.

- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means.
- how a baby develops in the womb and how babies are born.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons.

The resources we use when teaching the non-statutory sex education units can be made available for parents/carers to view upon request to the PSHE Lead.

Impact

A high quality Relationships Education will enable our pupils to:

- Develop healthy and positive relationships with others and be able to recognise ways in which relationships are not healthy
- Keep themselves healthy and safe
- Build tolerance and sense of responsibility of being a global citizen
- Understand the different lifestyles that people may live and be respectful towards those leading different lives to themselves

Sex Education

High quality Sex Education at Twyford C of E School will enable our pupils to;

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life and how these must be based upon respect and consent
- Have sensitive discussions and know who to talk to if they have further questions
- Know that they will continue to learn about Sex Education in Secondary School
- Recognise inappropriate behaviour or behaviour which makes them feel uncomfortable including online

Recording and Assessment

PSHE and Sex Education session outcomes will be documented through samples of work, thoughts, questions and evidence of class discussion. A selection of these will be collated in a class PSHE Learning Journal. The learning journal will demonstrate the knowledge and understanding pupils have acquired through their PSHE sessions and show progression within the three core themes.

Appendix 1: Statutory Science Curriculum Content

The following statutory science curriculum content will be taught within science lessons to all pupils from the Early Years Foundation Stage to Year 6.

Phase	Science Curriculum Content
Early Years Foundation Stage	Children will learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.
Key Stage 1	Children will learn: <ul style="list-style-type: none">• To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.• To notice that animals, including humans, have offspring which grow into adults.• To find out about and describe the basic needs of animals, including humans, for survival (water, food and air).• To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Key Stage 2	Children will learn: <ul style="list-style-type: none">• To 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.• To identify that humans and some other animals have skeletons and muscles for support, protection and movement.• To describe the simple functions of the basic parts of the digestive system in humans.• To identify the different types of teeth in humans and their simple functions.• To describe the life process of reproduction in some plants and animals.• To describe the changes, as humans develop to old age.• To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.• To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.• To describe the way nutrients and water are transported within animals, including humans.• To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Appendix 2: Statutory Health Education Curriculum Content

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <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.
Internet Safety and Harms	<p>Pupils should know</p> <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

Physical Health and Fitness	<p>Pupils should know</p> <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.
Healthy Eating	<p>Pupils should know</p> <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).
Drugs, Alcohol and Tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and Prevention	<p>Pupils should know</p> <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.
Basic First Aid	<p>Pupils should know</p> <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.
Changing Adolescent Body	<p>Pupils should know</p> <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.

Appendix 3: Statutory Relationships Education Content

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring Friendships	<p>Pupils should know</p> <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

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 Relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
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 4: Non-Statutory Sex Education Curriculum Content

YEAR 2	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Differences	<p>Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females</p> <p>Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies</p>
Lesson 2 Male and Female Animals	<p>Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle</p> <p>Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female</p>
Lesson 3 Naming Body Parts	<p>Learning Intention To focus on sexual difference and name body parts</p> <p>Learning Outcomes Describe the physical differences between males and females Name the different body parts</p>
<p>Key Vocabulary Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva</p>	

YEAR 3	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Body Differences	<p>Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies</p> <p>Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words</p>
<p>Key Vocabulary Stereoetypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship</p>	

YEAR 4	
Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Changes	<p>Learning Intention To explore the human lifecycle To identify some basic facts about puberty</p> <p>Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty</p>
Lesson 2 What is Puberty?	<p>Learning Intention To explore how puberty is linked to reproduction</p> <p>Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to</p>

Key Vocabulary

Puberty, lifecycle, reproduction, physical, sperm, breasts, egg, pubic hair, emotional, feelings

YEAR 5

Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Talking about Puberty	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence
Lesson 2 The Reproduction System	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production
Lesson 3 Puberty Help and Support	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty
Key Vocabulary Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings	

YEAR 6

Lesson Title	Learning Intentions and Learning Outcomes
Lesson 1 Puberty and Reproduction	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence
Lesson 2 Communication in Relationships	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important
Lesson 3 Families, Conception and Pregnancy	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy
Key Vocabulary Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information	