



# Relationships and Sex Education Policy

Date of policy	15 <sup>th</sup> September 2021
Review date	
Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

## **Introduction**

Glade Academy is situated in the town of Brandon in Suffolk and is part of the Eastern Multi Academy Trust. Pupils at Glade Academy are aged 4 -11 years and come from a wide range of backgrounds. The school has pupils whose families have lived in the local area for many years, families that are relatively new to the town and pupils for whom English is an additional language. With three USAF bases nearby, the school also welcomes children from US military families. This mix of experiences and cultures enriches Glade Academy and we are proud to be a diverse, open and accepting school.

This Relationships and Sex Education policy reflects the Trust wide RSE policy which can be found on Glade Academy's website. Guidance from the DfE, PSHE Association and Suffolk Health were also used to inform this document.

## **Our School Vision**

Glade will be a safe and inclusive academy of excellence; empowering and encouraging every member of its community to discover and celebrate their talents, strengths and interests.

Our children will be articulate, respectful, adaptable to a range of situations, and resilient; they will have a positive 'Can Do' attitude in school and beyond.

Children will leave Glade Academy as independent learners with high levels of self-confidence, they will be tolerant and understanding of the needs and beliefs of those around them, and they will have the skills and attitudes necessary to build successful and fulfilling relationships; to play a valued role within their future families and communities, with the courage and commitment to strive to achieve their dreams.

## **Definition of Relationships and Sex Education (RSE)**

- ❖ RSE is about helping children to understand the characteristics of safe, positive and healthy relationships.
- ❖ RSE is about the physical, emotional, moral, social and cultural development of pupils.
- ❖ RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- ❖ RSE involves a combination of sharing information and exploring issues and values.
- ❖ Our RSE curriculum is designed to support children growing up in an increasingly complex and digital world. RSE will help pupils to make the right decisions and keep themselves safe and happy.
- ❖ RSE is not about the promotion of sexual activity.

## **Legislation:**

Primary schools must provide relationships education to all pupils as per **section 34 of the Children and Social Work Act 2017**. This policy and the attached appendices have been written with regard to the statutory guidance for **Relationships Education, Relationships and Sex Education (RSE) and Health Education 2019** from the Department for Education (DFE). In addition, this policy and our practice in school is influenced by legislation and guidance including:

***The Education Act 1996***

***The Equality Act 2010***

***Keeping Children safe in Education 2021***

## **The Right to Withdraw**

- ❖ In primary schools parents do not have the right to withdraw their children from relationships education.
- ❖ Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
- ❖ Requests for withdrawal should be discussed with and put in writing to the Headteacher.
- ❖ Alternative work will be given to pupils who are withdrawn from sex education.

## **Aims of RSE**

At Glade Academy we are aware that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this current environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way.

At Glade Academy we aim to:

- ❖ Work in partnership with parents to develop the knowledge and skills of pupils.
- ❖ Offer pupils a planned programme of education about human development, healthy relationships and sexuality which is age and developmentally appropriate to the maturity of the child.
- ❖ Teach sexuality in a moral framework which emphasises stable relationships and a healthy family life.

- ❖ Encourage pupils to develop a positive view of themselves, to respect others, and to consider how their choices affect their own wellbeing and that of others.
- ❖ Help pupils understand that they have rights over their own bodies.
- ❖ Help pupils recognise pressure in all its forms and develop strategies to resist and overcome this.
- ❖ Give pupils skills to recognise and manage risks both in the real and online worlds, ensuring they are keeping themselves safe.
- ❖ Support pupils to understand how to keep their bodies and minds healthy and what they can do to improve their health and wellbeing.
- ❖ Provide opportunities for all pupils to access learning appropriate to their needs.
- ❖ Support pupils to understand and make sense of the real-life issues they are experiencing in the world around them and manage and explore difficult feelings and emotions.

### **Policy Development**

Glade Academy will consult with parents, pupils and staff when developing or making changes to this RSE policy. This will be through:

1. Review – PSHE Lead will pull together all relevant information including relevant national and local guidance. The draft policy will be reviewed by members of the Senior Leadership team.
2. Staff consultation – all school staff will have the opportunity to look at the policy and make recommendations.
3. Parent/carer consultation – the policy will be shared with parents/carers and their comments or suggestions welcomed.
4. Pupil consultation – Through school council and small group interviews pupils will have the opportunity to give their opinions and say what they want from RSE lessons.
5. Ratification – once any amendments are made, the policy will be shared with governors and ratified.

### **RSE Curriculum at Glade Academy**

The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. The DfE has set out what pupils should know by the end of primary ([Appendix 1](#)).

Sex education is not compulsory in primary schools, however at Glade we deliver a unit of sex education during the first half of the Summer Term. This is taught with sensitivity to children and families and is age appropriate. Glade PSHE long term plan ([Appendix 2](#)) and PSHE overview ([Appendix 3](#)) give details of what is taught at what age. The Sex Education element in the overview is in purple and includes the vocabulary used in teaching.

RSE at Glade Academy is embedded in the school's PSHE curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education will focus on friendships, family relationships, and relationships with other peers and adults in an age appropriate way. Throughout these areas of learning care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, LGBT parents amongst other structures)

Sex education will focus on how the human body grows and changes, including puberty, how a baby is conceived and born, body ownership, and safeguarding. All of this helps to keep children safe.

Content is matched to the age of the children and knowledge builds as they move through their school year groups.

The RSE curriculum at Glade school aims to:

- ❖ Provide a framework in which sensitive discussions can take place.
- ❖ Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene, whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- ❖ Help students develop feelings of self-respect, confidence and empathy...to understand that love and care is required in relationships.
- ❖ Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- ❖ Teach students the correct vocabulary to describe themselves and their bodies.
- ❖ To know about the risks of being online and how to stay safe.
- ❖ To know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- ❖ To know where and how to seek information and advice when they need help.
- ❖ To be able to recognise when something is risky or unsafe.
- ❖ To support pupils to stay safe and prepare for life in modern Britain.

## **Teaching of RSE**

### ***Safe & effective practice:***

A unit of work that specifically looks at RSE Relationships and Sex education is taught in summer term one. This is:

- ❖ Taught by a member of teaching staff who is known to the pupils - the class teacher or a member of the teaching staff they have regular contact with.
- ❖ Delivered in a familiar and comfortable environment.
- ❖ Taught from the school's agreed curriculum content which is age and stage appropriate.
- ❖ Taught using resources and teaching methods which have been approved by the PSHE lead and the SLT.
- ❖ Taught through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps.
- ❖ Delivered across a sequence of lessons which build knowledge and understanding at a gentle pace.

### ***Teachers ensure that the learning environment is safe by:***

- ❖ Setting clear ground rules which are to be adhered to by all staff and pupils present.
- ❖ Organising seating so that pupils do not feel threatened or embarrassed.
- ❖ Making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby).
- ❖ Ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate.
- ❖ Providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content.
- ❖ Providing opportunities through the class *Listening Box* or the *RSE Questions Box* for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered.
- ❖ Giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation).

**Ground rules include:** [\(Appendix 3\)](#)

- ❖ Allowing others to speak without interruption or judgement.
- ❖ Avoiding giving personal information or asking others to do so.
- ❖ Accepting that people will hold a range of views.
- ❖ Being respectful to everyone in the lesson at all times.
- ❖ Discussing and challenging viewpoints respectfully.
- ❖ Accepting that people will have a range of knowledge and understanding.

**De-personalisation techniques are used to:**

- ❖ Allow pupils to share and explore different aspects of RSE without fear of being judged or labelled.
- ❖ Allow pupils to consider issues that they have not had experience of.
- ❖ Support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences.
- ❖ Teach pupils that all issues which affect society, such as discrimination, are relevant to everyone.

**Inclusivity and Equality of Opportunity**

In the teaching of RSE at Glade Academy we will consider the needs of our school community; pupils' ability, age, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identity and sexual orientation. Through conversation and consultation with pupils, school council, parents and staff we become aware of the specific needs of our students.

Our RSE programme will ensure that all students can access our RSE provision. We recognise the right for all students to have access to factually correct, age appropriate and relevant RSE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

We promote diversity and inclusion and consider all pupils' needs by using materials which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

## ***Parents***

Parents are key partners in the provision of RSE and PSHE and regular information will be provided about curriculum content and when parents can expect topics to be delivered.

Parents are encouraged to talk to their children about the RSE and PSHE they receive at school to put this into context within the family home, in line with their own values and beliefs.

Parents are encouraged to speak to the class teacher in the first instance if they have any questions about any aspect of the programme of work.

## ***Safeguarding***

At Glade Academy we recognise that effective RSE explores appropriate actions in relationships and can lead to disclosures from students requiring a safeguarding referral to the DSL (designated safeguarding lead). In the event of a disclosure staff must follow the school's safeguarding referral procedure.

Prior to teaching of RSHE commencing, teachers consult with DSL to ensure relevant issues can be addressed and student needs met. While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure.

All staff at Glade Academy have undergone safeguarding training and the safety and well-being of children is paramount.

## **Roles & Responsibilities:**

### ***Governors will:***

- ❖ Approve the RSE policy and hold the Headteacher accountable for its implementation.
- ❖ Ensure the curriculum is well led, effectively managed and well planned.
- ❖ Evaluate the quality of provision through regular and effective self-evaluation.
- ❖ Ensure teaching is delivered in ways that are accessible to all pupils with SEND.
- ❖ Provide clear information for parents on subject content and their rights to request that their children are withdrawn.
- ❖ Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.



***The Headteacher will:***

- ❖ Oversee the overall implementation of this policy
- ❖ Ensure staff are suitably trained to deliver the subjects
- ❖ Ensure that parents are fully informed of this policy
- ❖ Review requests from parents to withdraw their children from the subjects
- ❖ Discuss requests for withdrawal with parents
- ❖ Organise alternative education for pupils, where necessary, that is appropriate and purposeful
- ❖ Report to the governing board on the effectiveness of this policy

***The PSHE Lead will:***

- ❖ Ensure the curriculum meets national requirements.
- ❖ Develop the PSHE curriculum (including the RSHE programme) in conjunction with the senior leadership team, teachers, pupils and parents.
- ❖ Monitor teaching and learning of RSHE across the school.
- ❖ Ensure that planning matches the agreed curriculum at Glade.
- ❖ Action plan for future development.
- ❖ Ensure effective use of resources.

***Class teachers will:***

- ❖ Deliver high-quality and age-appropriate lessons in line with statutory requirements and the school's agreed curriculum.
- ❖ Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- ❖ Ensure they do not express personal views or beliefs when delivering the programme.
- ❖ Model positive attitudes to relationships, health and sex education.
- ❖ Respond to any safeguarding concerns in line with the Safeguarding and Child Protection policy.
- ❖ Act in accordance with planning, monitoring and assessment requirements for the subject.

- ❖ Liaise with the SENCO to identify and respond to individual needs of pupils with SEND.
- ❖ Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision.

***Parents/carers will:***

- ❖ Support school staff to shape the curriculum for relationships, health and sex education
- ❖ Communicate openly and constructively with school staff regarding relationships, health and sex education
- ❖ Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships, health and sex education.

***Pupils will:***

- ❖ Be expected to engage fully in RSE and when discussing issues related to RSE, treating others with respect and sensitivity.

**Monitoring arrangements**

The delivery of RSE will be monitored by the PSHE lead, SLT and the curriculum lead through:

- ❖ Lesson visits
- ❖ Planning scrutiny
- ❖ Work scrutiny
- ❖ Pupil conversation

Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

**Staff Training**

All staff responsible for the delivery of RSE will be supported on the delivery of RSE by SLT and the PSHE subject lead. RSE will be included on the school's continuing professional development calendar. Visitors from outside school such as the school nurse may also be invited to provide support and training to staff teaching RSE as required.

# Appendix 1

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## Appendix 2

Glade Academy PSHE long term plan (including RSE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Y1</b>	<p><u>Who is special to us?</u> Ourselves and others; people who care for us; groups we belong to; families</p>	<p><u>Who helps us to stay safe?</u> <u>(+ Anti-bullying week)</u> Keeping ourselves safe; people who help us stay safe.</p>	<p><u>What helps us to stay healthy</u> Being healthy; hygiene; medicines; people who help us with health.</p>	<p><u>What can we do with money?</u> <u>(+ Aspirations week)</u> Money; making choices; needs and wants.</p>	<p><u>What is the same and different about us</u> <u>(including SRE)</u> Ourselves and others; similarities and differences; individuality; our bodies. <b>SRE</b> Myself and others. Family. Friendships. Choices. Body parts.</p>	<p><u>How can we look after each other and the world?</u> Ourselves and others; the world around us; caring for others; growing and changing.</p>
<b>Y2</b>	<p><u>What makes a good friend?</u> Friendship; feeling lonely; managing arguments.</p>	<p><u>What is bullying?</u> <u>(including Anti-bullying week)</u> Behaviour; bullying words and actions; respect for others.</p>	<p><u>What can help us grow and stay healthy?</u> Being healthy; eating; drinking, playing and sleeping.</p>	<p><u>What jobs do people do?</u> <u>(+ Aspirations week)</u> People and jobs; money; role of the internet.</p>	<p><u>How do we recognise our feelings?</u> <u>(including SRE)</u> Feelings; mood; times of change; loss and bereavement; growing up. <b>SRE</b> Differences- male and female. Differences- boys and girls. Looking after</p>	<p><u>What helps us to stay safe?</u> Keeping safe; recognising risks, rules.</p>

					your body. Different body parts.	
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Y3	<u>What are families like?</u> Families; family life; caring for each other.	<u>How can we be a good friend?</u> <u>(+Anti-Bullying week)</u> Friendship; making positive friendships; managing loneliness; dealing with arguments.	<u>Why should we eat well and look after our teeth?</u> Being healthy, eating well, dental care.	<u>What makes a community?</u> <u>(+ Aspirations week)</u> Community; belonging to groups; similarities and differences; respect for others.	<u>What keeps us safe? (including SRE)</u> Keeping safe at home and school; hygiene; medicines and household products. <u>SRE</u> Family differences. Challenging stereotypes. Differences - male and female. Decision making. Safety.	<u>Why should we keep active and sleep well?</u> Being healthy; keeping active; taking rest.
Y4	<u>What strengths, skills and interests do we have?</u> Self-esteem; self-worth; personal qualities; goal setting; managing setbacks.	<u>How do we treat each other with respect?</u> <u>(+Anti-Bullying week)</u> Respect for self and others; courteous behaviour; safety; human rights.	<u>How can we manage our feelings?</u> Feelings and emotions; expression of feelings; behaviour.	<u>How can our choices make a difference to others and the environment?</u> <u>(+ Aspirations week)</u> Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions.	<u>How will we grow and change? (including SRE)</u> <u>SRE</u> Growing and changing. Body changes and reproduction. What is puberty. Changing relationships Basic facts about pregnancy.	<u>How can we manage risk in different places?</u> Keeping safe; out and about; recognising and managing risk.

Y5	<p><u>How can we help in an accident or emergency?</u> Basic first aid; accidents; dealing with emergencies.</p>	<p><u>How can friends communicate safely? (+Anti-Bullying week)</u> Friendships; relationships; becoming independent; online safety.</p>	<p><u>How can drugs common to everyday life affect health?</u> Drugs; alcohol and tobacco; healthy habits</p>	<p><u>What decisions can people make with money? (+ Aspirations week)</u> Money; making decisions; spending and saving.</p>	<p><u>What makes up our identity? (including SRE)</u> Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes. <b>SRE</b> Puberty- physical and emotional changes. Puberty and hygiene. Menstruation and wet dreams. Respectful relationships.</p>	<p><u>What jobs would we like?</u> Careers; aspirations; role models; the future.</p>
Y6	<p><u>How can we keep healthy as we grow? (+Anti-Bullying week)</u> Looking after ourselves; growing up; becoming independent; taking more responsibility.</p>		<p><u>How can the media influence people?# (+ Aspirations week)</u> Media literacy and digital resilience; influences and decision making;</p>		<p><u>What will change as we become more independent? (including SRE)</u> Different relationships; changing and growing; adulthood; independence; moving to secondary school. <b>SRE</b> Puberty and reproduction. Relationships and reproduction. How babies are made -conception and pregnancy. Being a good parent.</p>	



## Appendix 3

### Glade Academy PSHE learning objectives overview (including RSE)

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y1	<p><u>Who is special to us?</u></p> <ul style="list-style-type: none"> <li>• That family is one of the groups they belong to, as well as, for example, school, friends, clubs.</li> <li>• About the different people in their family / those that love and care for them.</li> <li>• What their family members, or people that are special to them, do to make them feel loved and cared for.</li> <li>• How families are all different but share common features – what is the same and different about them.</li> </ul>	<p><u>Who helps us to stay safe? (including anti-bullying week)</u></p> <ul style="list-style-type: none"> <li>• That people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people.</li> <li>• Who can help them in different places and situations; how to attract someone’s attention or ask for help; what to say.</li> <li>• How to respond safely to adults they don’t know.</li> <li>• What to do if they feel unsafe or worried for themselves or others; and</li> </ul>	<p><u>What helps us to stay healthy</u></p> <ul style="list-style-type: none"> <li>• What being healthy means and who helps them to stay healthy (e.g. parent, dentist, doctor).</li> <li>• That things people put into or onto their bodies can affect how they feel.</li> <li>• How medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy.</li> <li>• Why hygiene is important and how simple hygiene routines can stop germs from being passed on.</li> </ul>	<p><u>What can we do with money? (+ Aspirations week)</u></p> <ul style="list-style-type: none"> <li>• What money is - that money comes in different forms.</li> <li>• How money is obtained (e.g. earned, won, borrowed, presents).</li> <li>• How people make choices about what to do with money, including spending and saving.</li> <li>• The difference between needs and wants - that people may not always be able to have the things they want.</li> </ul>	<p><u>What is the same and different about us? (incl SRE)</u></p> <ul style="list-style-type: none"> <li>• Know and value the different groups to which they belong.</li> <li>• What they like/dislike and are good at.</li> <li>• What makes them special and how everyone has different strengths.</li> <li>• How their personal features or qualities are unique to them.</li> <li>• How they are similar or different to others, and what they have in common.</li> </ul> <p><u>Their bodies capabilities and uniqueness.</u></p>	<p><u>How can we look after each other and the world?</u></p> <ul style="list-style-type: none"> <li>• How kind and unkind behaviour can affect others.</li> <li>• How to be polite and courteous.</li> <li>• How to play and work co-operatively.</li> <li>• The responsibilities they have in and out of the classroom.</li> <li>• Understand that they have choices.</li> <li>• Recognise that choices and responses will be affected by different factors.</li> </ul>

	<ul style="list-style-type: none"> <li>• About different features of family life, including what families do / enjoy together.</li> <li>• That it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried. Describe who a friend is and what a friend does. Understand some skills needed to make and maintain friendships.</li> </ul>	<p>the importance of keeping on asking for support until they are heard.</p> <ul style="list-style-type: none"> <li>• How to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say.</li> </ul>	<ul style="list-style-type: none"> <li>• What they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing.</li> </ul>	<ul style="list-style-type: none"> <li>• How to keep money safe and the different ways of doing this.</li> </ul>	<p>Identify similarities and differences between themselves and the opposite gender. Recognise and name, using the proper terminology the main external parts of the body and what those parts do. That the parts of bodies covered with underwear are private. <u>SE Vocabulary</u> similar, different, family, boy, girl, penis, vagina, male, female.</p>	<ul style="list-style-type: none"> <li>• Recognise that some choices will be wrong and other choices will be right.</li> <li>• Identify a simple way of decision making.</li> <li>• How people and animals need to be looked after and cared for.</li> <li>• What can harm the local and global environment; how they and others can help care for it.</li> <li>• How people grow and change and how people's needs change as they grow from young to old.</li> <li>• How to manage change when moving to a new class/year group.</li> </ul>
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y2	<p><u>What makes a good friend?</u></p> <ul style="list-style-type: none"> <li>• Appreciate that everyone needs caring for. Identify ways to show care towards each other. Understand that we all have different needs and need different types of care (depending on our circumstances and also the different stages in our lives)</li> <li>• How to make friends with others.</li> <li>• How to recognise when they feel lonely and what they could do about it.</li> <li>• How people behave when they are being friendly and what makes a good friend.</li> <li>• How to resolve arguments that can occur in friendships.</li> <li>• How to ask for help if a friendship is making them unhappy.</li> </ul>	<p><u>What is bullying? (including anti-bullying week)</u></p> <ul style="list-style-type: none"> <li>• How words and actions can affect how people feel.</li> <li>• How to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them feel uncomfortable or unsafe.</li> <li>• Why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable.</li> <li>• How to respond if this happens in different situations.</li> <li>• How to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so.</li> </ul>	<p><u>What can help us grow and stay healthy?</u></p> <ul style="list-style-type: none"> <li>• That different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest.</li> <li>• That eating and drinking too much sugar can affect their health, including dental health.</li> <li>• How to be physically active and how much rest and sleep they should have everyday.</li> <li>• That there are different ways to learn and play.</li> <li>• How to know when to take a break from screen-time.</li> <li>• How sunshine helps bodies to grow and how to keep safe and well in the sun.</li> <li>• How to look after parts of the body.</li> <li>• Why it is important to keep clean.</li> <li>• Describe and know how to carry out basic hygiene.</li> <li>• Know what to take responsibility for and when to ask for help.</li> </ul>	<p><u>What jobs do people do?</u></p> <ul style="list-style-type: none"> <li>• How jobs help people earn money to pay for things they need and want.</li> <li>• About a range of different jobs, including those done by people they know or people who work in their community.</li> <li>• How people have different strengths and interests that enable them to do different jobs.</li> <li>• How people use the internet and digital devices in their jobs and everyday life.</li> </ul>	<p><u>How do we recognise our feelings? (including SRE)</u></p> <ul style="list-style-type: none"> <li>• How to recognise, name and describe a range of feelings.</li> <li>• What helps them to feel good, or better if not feeling good.</li> <li>• How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group).</li> <li>• How feelings can affect people in their bodies and their behaviour.</li> <li>• Ways to manage big feelings and the importance of sharing their feelings with someone they trust.</li> <li>• How to recognise when they might need help with feelings and how to ask for help when they need it.</li> </ul> <p><u>Describe some differences between male and female animals.</u></p>	<p><u>What helps us to stay safe?</u></p> <ul style="list-style-type: none"> <li>• How rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/household products and online).</li> <li>• How to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them.</li> <li>• How to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets.</li> <li>• How not everything they see online is true or trustworthy and that people can pretend to be someone they are not.</li> <li>• How to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them.</li> </ul>

					<p>Describe the ways boys and girls can be the same and different</p> <p>Understand that some people have fixed ideas about what boys and girls can do.</p> <p>Describe the difference between male and female babies</p> <p>Describe some differences between girls and boys.</p> <p>Describe the differences between males and female adults.</p> <p>Understand that making a new life needs a male and female.</p> <p>Name the male and female external body parts.</p> <p><u>SE Vocabulary</u> Similar, different, sex, boy, girl, male, female, body parts, penis, vagina.</p>	
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<p><b>Y3</b></p>	<p><u>What are families like?</u></p> <ul style="list-style-type: none"> <li>• How families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents).</li> <li>• How common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays.</li> <li>• How people within families should care for each other and the different ways they demonstrate this.</li> <li>• How to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe</li> </ul>	<p><u>How can we be a good friend? (including anti-bullying week)</u></p> <ul style="list-style-type: none"> <li>• See themselves as unique and special, recognising strengths, abilities and personal characteristics</li> <li>Build self-esteem and confidence by looking at their skills and achievements.</li> <li>Identify personal areas that need improving and who might help them with this.</li> <li>• How friendships support wellbeing and the importance of seeking support if feeling lonely or excluded.</li> <li>• How to recognise if others are feeling lonely and excluded and strategies to include them.</li> <li>• How to build good friendships, including identifying qualities that contribute to positive friendships.</li> <li>• That friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences.</li> </ul>	<p><u>Why should we eat well and look after our teeth?</u></p> <ul style="list-style-type: none"> <li>• How to eat a healthy diet and the benefits of nutritionally rich foods.</li> <li>• How to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist.</li> <li>• How not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health.</li> <li>• How people make choices about what to eat and drink, including who or what influences these.</li> <li>• How, when and where to ask for advice and help about healthy eating and dental care.</li> </ul>	<p><u>What makes a community?</u></p> <ul style="list-style-type: none"> <li>• How they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups.</li> <li>• What is meant by a diverse community; how different groups make up the wider/local community around the school.</li> <li>• How the community helps everyone to feel included and values the different contributions that people make.</li> <li>• How to be respectful towards people who may live differently to them.</li> </ul>	<p><u>What keeps us safe? (including SRE)</u></p> <ul style="list-style-type: none"> <li>• How to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe.</li> <li>• How to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers.</li> <li>• That their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable.</li> <li>• How to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online).</li> <li>• How everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly).</li> <li>• How to react and respond if there is an accident and</li> </ul>	<p><u>Why should we keep active and sleep well?</u></p> <ul style="list-style-type: none"> <li>• how regular physical activity benefits bodies and feelings.</li> <li>• how to be active on a daily and weekly basis - how to balance time online with other activities</li> <li>• how to make choices about physical activity, including what and who influences decisions</li> <li>• how the lack of physical activity can affect health and wellbeing</li> <li>• how lack of sleep can affect the body and mood and simple routines that support good quality sleep</li> <li>• how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried.</li> </ul>
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		<ul style="list-style-type: none"> <li>• How to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support.</li> <li>• Be able to use basic techniques to resist pressure.</li> <li>• Be able to identify potential dangers in different environments.</li> <li>• Recognise that pressure to behave in an acceptable or risky way can come from a variety of sources, including media and people they know.</li> </ul> <p>Be able to demonstrate simple decision-making strategies.</p>			<p>how to deal with minor injuries e.g. scratches, grazes, burns.</p> <ul style="list-style-type: none"> <li>• What to do in an emergency, including calling for help and speaking to the emergency services.</li> </ul> <p>Understand that males and females can do the same tasks and enjoy the same things</p> <p>Understand that there are stereotypes (fixed ideas) about what males and females can do.</p> <p>Recognise and challenge stereotypes.</p> <p>Recognise the difference between males and females including body parts.</p> <p>Name male and female body parts using agreed words.</p> <p><u>SE Vocabulary</u></p> <p>Similar, different, boy, girl, female, male, body parts, penis, testicles, vulva, vagina.</p> <p>Appropriate, inappropriate, Pressure, serious, uncomfortable feelings.</p>	
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<p><b>Y4</b></p>	<p><u>What strengths, skills and interests do we have?</u></p> <ul style="list-style-type: none"> <li>• how to recognise personal qualities and individuality</li> <li>• to develop self-worth by identifying positive things about themselves and their achievements</li> <li>• how their personal attributes, strengths, skills and interests contribute to their self-esteem</li> <li>• how to set goals for themselves</li> <li>• how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking.</li> </ul>	<p><u>How do we treat each other with respect? (including anti-bullying week)</u></p> <ul style="list-style-type: none"> <li>• how people’s behaviour affects themselves and others, including online</li> <li>• how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return</li> <li>• about the relationship between rights and responsibilities</li> <li>• about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)</li> <li>• the rights that children have and why it is important to protect these</li> <li>• that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination</li> </ul>	<p><u>How can we manage our feelings?</u></p> <ul style="list-style-type: none"> <li>• how everyday things can affect feelings</li> <li>• how feelings change over time and can be experienced at different levels of intensity</li> <li>• the importance of expressing feelings and how they can be expressed in different ways</li> <li>• how to respond proportionately to, and manage, feelings in different circumstances</li> <li>• ways of managing feelings at times of loss, grief and change</li> <li>• how to access advice and support to help manage their own or others’ feelings</li> </ul>	<p><u>How can our choices make a difference to others and the environment?</u></p> <ul style="list-style-type: none"> <li>• how people have a shared responsibility to help protect the world around them</li> <li>• how everyday choices can affect the environment</li> <li>• how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity)</li> <li>• the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues</li> <li>• how to show care and concern for others (people and animals)</li> <li>• how to carry out personal responsibilities in a caring and compassionate way</li> </ul>	<p><u>How will we grow and change? (including SRE)</u></p> <ul style="list-style-type: none"> <li>• about puberty and how bodies change during puberty.</li> <li>• how puberty can affect emotions and feelings</li> <li>• how personal hygiene routines change during puberty</li> <li>• how to ask for advice and support about growing and changing and puberty.</li> </ul> <p><u>Growing and changing: the human life cycle and how the body changes.</u></p> <p><u>Body changes and reproduction: That during puberty, the body changes from a child into a young adult. Why the body changes in puberty identify some basic facts about pregnancy</u></p> <p><u>What is puberty: To learn about the physical changes associated with puberty. Know that each person experiences puberty differently</u></p> <p><u>SE Vocabulary</u></p> <p>Similar, different, boy, girl, female, male, body parts, penis, testicles, vulva, vagina, pubic hair, life cycle,</p>	<p><u>How can we manage risk in different places?</u></p> <ul style="list-style-type: none"> <li>• how to recognise, predict, assess and manage risk in different situations</li> <li>• how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about)</li> <li>• how people can be influenced by their peers’ behaviour and by a desire for peer approval; how to manage this influence</li> <li>• how people’s online actions can impact on other people</li> <li>• how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online</li> <li>• how to report concerns, including about inappropriate online content and contact</li> <li>• that rules, restrictions and laws exist to help people keep safe and how</li> </ul>
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		<ul style="list-style-type: none"> <li>• how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns.</li> <li>• To know when assertiveness is required</li> <li>• Know how to be assertive in different situations.</li> </ul>			<p>reproduction, physical, pregnancy, puberty, child, adult,</p>	<p>to respond if they become aware of a situation that is anti-social or against the law.</p>
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Y5	<p><u>How can we help in an accident or emergency?</u></p> <ul style="list-style-type: none"> <li>• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions</li> <li>• that if someone has experienced a head injury, they should not be moved</li> <li>• when it is appropriate to use first aid and the importance of seeking adult help</li> <li>• the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services.</li> </ul>	<p><u>How can friends communicate safely? (including anti-bullying week)</u></p> <ul style="list-style-type: none"> <li>• about the different types of relationships people have in their lives</li> <li>• how friends and family communicate together; how the internet and social media can be used positively</li> <li>• how knowing someone online differs from knowing someone face-to-face</li> <li>• how to recognise risk in relation to friendships and keeping safe</li> <li>• about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family</li> <li>• how to respond if a friendship is making them feel worried, unsafe or uncomfortable</li> <li>• how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety</li> </ul>	<p><u>How can drugs common to everyday life affect health?</u></p> <ul style="list-style-type: none"> <li>• how drugs common to everyday life (including smoking/vaping- nicotine, alcohol, caffeine and medicines) can affect health and wellbeing</li> <li>• that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal</li> <li>• how laws surrounding the use of drugs exist to protect them and others</li> <li>• why people choose to use or not use different drugs</li> <li>• how people can prevent or reduce the risks associated with them</li> <li>• that for some people, drug use can become a habit which is difficult to break</li> <li>• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use</li> <li>• how to ask for help from a trusted adult if they have any worries or concerns about drugs</li> </ul>	<p><u>What decisions can people make with money?</u></p> <ul style="list-style-type: none"> <li>• how people make decisions about spending and saving money and what influences them</li> <li>• how to keep track of money so people know how much they have to spend or save</li> <li>• how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/credit cards; loans)</li> <li>• how to recognise what makes something 'value for money' and what this means to them</li> <li>• that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions.</li> </ul>	<p><u>What makes up our identity? (including SRE)</u></p> <ul style="list-style-type: none"> <li>• how to recognise and respect similarities and differences between people and what they have in common with others</li> <li>• that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes)</li> <li>• how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex)</li> <li>• about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others</li> <li>• how to challenge stereotypes and assumptions about others</li> </ul> <p><u>Puberty: The main physical and emotional changes that happen during puberty</u></p>	<p><u>What jobs would we like?</u></p> <ul style="list-style-type: none"> <li>• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime</li> <li>• that some jobs are paid more than others and some may be voluntary (unpaid)</li> <li>• about the skills, attributes, qualifications and training needed for different jobs</li> <li>• that there are different ways into jobs and careers, including college, apprenticeships and university</li> <li>• how people choose a career/job and what influences their decision, including skills, interests and pay</li> <li>• how to question and challenge stereotypes about the types of jobs people can do</li> <li>• how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions.</li> </ul>
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					<p>Puberty and hygiene: the impact of puberty on the body and the importance of physical hygiene. Ways to get help and support during puberty. How to stay clean during puberty. How emotions change during puberty. Describe different types of intimate relationships including marriage. The similarities and differences between friendships and intimate friendships</p> <p>Menstruation and wet dreams: understand that menstruation and wet dreams are a normal part of growing up Know how to manage periods and wet dreams. Explore menstruation issues in detail. Understand why girls and women have periods.</p> <p><u>SE Vocabulary</u></p> <p>Stereotype, assumptions traditionally, influence, attitude, challenge.</p> <p>Identity, ethnicity, preferences, gender, biological sex, culture, hobbies, individuality, unique, similarities, differences</p>	
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					Emotions, roller coaster, up and down, frustrated, angry, moody, sexy feelings, adolescent, advice, support Puberty, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, scrotum, breasts, pubic hair, larynx, Adam's apple. Relationship, intimate relationship, physical intimacy, marriage, civil partnerships, commitment. reproductive organs, uterus, fallopian tubes, ovary/ovaries, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, sperm, semen, erection, ejaculation, wet dream.	
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<p><b>Y6</b></p>	<p><u>How can we keep healthy as we grow?</u> (including Anti-Bullying week)</p> <ul style="list-style-type: none"> <li>• how mental and physical health are linked</li> <li>• how positive friendships and being involved in activities such as clubs and community groups support wellbeing</li> <li>• how to make choices that support a healthy, balanced lifestyle including: <ul style="list-style-type: none"> <li>» how to plan a healthy meal</li> <li>» how to stay physically active</li> <li>» how to maintain good dental health, including oral hygiene, food and drink choices</li> <li>» how to benefit from and stay safe in the sun</li> <li>» how and why to balance time spent online with other activities</li> <li>» how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep</li> <li>» how to manage the influence of friends and family on health choices</li> </ul> </li> <li>• that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one</li> <li>• how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them</li> <li>• how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school</li> <li>• that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on</li> <li>• that anyone can experience mental ill-health and to discuss concerns with a trusted adult</li> <li>• that mental health difficulties can usually be resolved or managed with the right strategies and support</li> </ul>	<p><u>How can the media influence people?</u></p> <ul style="list-style-type: none"> <li>• how the media, including online experiences, can affect people’s wellbeing – their thoughts, feelings and actions</li> <li>• that not everything should be shared online or social media and that there are rules about this, including the distribution of images</li> <li>• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions</li> <li>• how text and images can be manipulated or invented; strategies to recognise this</li> <li>• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts</li> <li>• to recognise unsafe or suspicious content online and what to do about it</li> <li>• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them</li> <li>• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range</li> <li>• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue</li> <li>• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have</li> <li>• to discuss and debate what influences people’s decisions, taking into consideration different viewpoints</li> </ul>	<p><u>What will change as we become more independent?</u> (including SRE)</p> <ul style="list-style-type: none"> <li>• that people have different kinds of relationships in their lives, including romantic or intimate relationships</li> <li>• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another</li> <li>• that adults can choose to be part of a committed relationship or not, including marriage or civil partnership</li> <li>• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime</li> <li>• how puberty relates to growing from childhood to adulthood</li> <li>• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for</li> <li>• that there are ways to prevent a baby being made</li> <li>• how growing up and becoming more independent comes with increased opportunities and responsibilities</li> <li>• how friendships may change as they grow and how to manage this</li> <li>• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing</li> </ul> <p>Puberty and reproduction: To explore the emotional and physical changes that occur during puberty.</p> <p>Relationships and reproduction: How babies are made</p> <p>Different types of adult relationships</p> <p>Conception and pregnancy: The process of conception and pregnancy. The decisions that have to be made before having a baby.</p> <p>Being a parent: Identify some of the skills and qualities needed to be a parent &amp; carer</p>
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			<p>Understand the variety of ways in which parents and carers meet the needs of babies and children  Recognise that both men and women can take on these roles and responsibilities.</p> <p><u>SE Vocabulary</u>  body image, self-esteem, media, ideal, appearance, stereotype, positive, negative, society  sex, heterosexual, homosexual, gay, lesbian, bisexual, sexual orientation, society, race, civil partnership, commitment  reproduction, penis, vagina, breasts, testicles, testes, testosterone, hormones, sperm, periods, erection, wet dreams, masturbation, discharge, acne, body odour, emotions, vulva  puberty, male, female, emotions, feelings, hormones, mood swings, anger, uncomfortable, difficult, lonely, confused, sad, nervous, stressed, crush  sexual, sexually transmitted infection, intercourse, egg, sperm, safe sex, consent, conceive, conception, condom, contraception, contraceptive pill, rape, incest, legal, illegal, physical contact  sexual intercourse, birth, sperm, egg, uterus, womb, zygote, embryo, foetus, umbilical cord, placenta, amniotic sac, nutrients, labour, vaginal birth, caesarean section (C-section), amniotic fluid, fertilise, umbilical cord</p>
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## Appendix 4

Glade Academy ground rules for RSE

### Ground Rules for RSE

- Allow others to speak without interruption or judgement
- Understand others' feelings; be sensitive, listen and respect differences.
- No put downs, discuss and challenge with respect.
- Ask questions if you are unsure about anything
- It is okay to 'pass' on questions
- No personal questions to others
- Use the correct vocabulary - ask if you can't remember
- Discuss puberty topics responsibly outside the RSE sessions
- Let an adult know if you want to speak to them privately