

# PSHE - RSE POLICY

**Adopted: September 2020**  
**Next Review Date: September 2021**

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### **Appendix 1 – Curriculum Overview**



## 1. Aims of PSHE

Queen's Park Academy aims to teach Personal, Social and Health Education using a whole-school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002 and the Academies Act 2010, the PSHE curriculum must

- Promote the spiritual, moral, cultural, mental and physical development of pupils at the school and of society.
- Prepare pupils at the school for the opportunities, responsibilities and experiences of later life.

Queen's Park Academy takes a comprehensive approach towards PSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil.

PSHE makes a significant contribution to the promotion of young people's personal and social development. This is an essential aspect of education, supporting learning across all curriculum areas. Through the promotion of PSHE, skills are developed that our pupils need in order for them to grow and flourish as individuals and members of society. Studying PSHE contributes to helping children and young people to build their personal identities, confidence and self-esteem. It helps them to make career choices, understand managing their finances and what influences their decision making process. PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios. Overall, the PSHE curriculum at Queen's Park Academy supports the 'Personal Development' and 'Behaviour and Attitude' aspects required under the Ofsted Inspection Framework, as well as contributing significantly to the Safeguarding and Equality Duties, the Government's British Values agenda and the Spiritual, Moral, Social, Cultural (SMSC) opportunities provided to all pupils.

## 2. Statutory RSE and Health Education

Relationships education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Act 2017, make Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

"Today's children and 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 environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."



“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

*Secretary of State Foreword, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.*

“Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.8*

“All schools must have in place a written policy for Relationships and Sex Education.”

*Relationships Education, Relationships and Sex Education (RSE) and Health Education.  
DfE Guidance p.11.*

Queen’s Park Academy include the statutory Relationships, Sex and Health Education within the PSHE curriculum as our pupils need help and advice to help them develop healthy relationships.

We aim to help them understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

### **3. Safeguarding and Responsibility**

PSHE and RSE work with pupils’ real-life experiences and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other (only one person talks at a time)
- Keep to time
- Challenge the statement; not the individual making it
- The ‘right’ not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example make it anonymous
- Everyone has a right to his or her own space
- Right to Privacy



- If a question is not appropriate to discuss, children will be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters

Many issues covered in PSHE and RSE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All staff at Queen's Park Academy receive safeguarding training.

#### **4. Equality**

The PSHE and RSE policy at Queen's Park Academy promotes respect and value for each individual pupil. The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics.

At Queen's Park Academy, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSE and Health Education.

#### **5. SEND**

Queen's Park Academy prides itself on its inclusive policy and how we make provision for all pupils' needs. This is no exception for PSHE and RSE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

#### **6. Assessing**

As with any learning, the assessment of pupils' PSHE and RSE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass or fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways for example, posters and leaflets. Their progress is also monitored during class discussions, group work, questionnaires / surveys and peer assessment. Pupil voice via the School Council is also used to adapt and amend material for PSHE and RSE and ensure it is relevant and effective to both our learners and wider community.

#### **7. Roles and Responsibilities**

##### The Academies Advisory Committee

The PSHE and RSE policy will be approved by Queen's Park Academy AAC and they will hold the Principals to account for its implementation.

##### The Principal

It is the responsibility of the Principal to ensure that PSHE and RSE is taught consistently across the school.



It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSE

### Staff

The staff across Queen's Park Academy are responsible for:

- The delivery of PSHE and RSE in a sensitive way
- Modelling positive attitudes to PSHE and RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents / carers wish them to be withdrawn from the non-statutory components of RSE

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

### Pupils

There is an expectation that all pupils across the Queen's Park Academy fully engage in PSHE and RSE and follow the ground rules (as specified above) thus ensuring they treat others with respect and sensitivity.

### Parents

All parents have access to the PSHE and RSE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

## **8. Parents Right to Withdraw**

### 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. These components are highlighted in Appendix 1 and are currently only taught in the Year 6 curriculum.

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. All objectives covered in the PSHE and RSE curriculum can be found in Appendix 1. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education (these components are highlighted in Appendix 1) other than that which is



part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter in the first part of Summer Term in advance of non-statutory sex education lessons being taught. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the Head of Year or the Principal who will explore any concerns and discuss resources being used. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be need to be put in writing to the Principal, and suitable alternative arrangements will be made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

## **9. Visitors**

Queen's Park Academy value working with external partners as they enhance the delivery of PSHE and RSE with specialist knowledge and different ways of engaging our pupils. As part of the PSHE and RSE educational package, outside visitors might be invited to deliver appropriate sessions to pupils within the Academy.

All visitors are subject to the Queen's Park Academy Child Protection and Safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. The Academy also ensures that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

As with all PSHE and RSE lessons, The Academy will ensure that guest speakers / visitors are aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the lead teacher will be dealt with in line with the QPA's Safeguarding Policy.

## **10. Curriculum Design**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner.



## **11. Policy Review**

This policy will be updated annually.

The PSHE and RSE policy at the Queen's Park Academy is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equalities Act 2010
- SEND code of practice: 0 to 25 years
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including cyberbullying
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools



## PSHE and RSE Overview

### Queen's Park Academy

#### Statutory Relationships Education/Health Education

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out below.

#### Appendix 1

| <b><u>Relationships Education</u></b>   |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
| <b>Families and people who care for me</b>  | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| <ul style="list-style-type: none"> <li>that families are important for children growing up because they can give love, security and stability.</li> </ul>   | ✓             |               |               |               |
| <ul style="list-style-type: none"> <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> </ul> | ✓             |               |               |               |
| <ul style="list-style-type: none"> <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> </ul>  |               | ✓             | ✓             | ✓             |
| <ul style="list-style-type: none"> <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> </ul>  | ✓             | ✓             |               |               |
| <ul style="list-style-type: none"> <li>that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>   |               |               |               | ✓             |
| <ul style="list-style-type: none"> <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>   | ✓             | ✓             | ✓             | ✓             |
| <b>Caring friendships</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |



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|   |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
| 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. | ✓             | ✓             | ✓             | ✓             |
| <b>Respectful relationships</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| 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.  | ✓             | ✓             | ✓             | ✓             |



| <b>Online relationships</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
|---|---------------|---------------|---------------|---------------|
| 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.   |               |               | ✓             | ✓             |
| <b>Being Safe</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| 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.   | ✓             | ✓             | ✓             | ✓             |

| <b>Health Education</b> |               |               |               |               |
|-------------------------|---------------|---------------|---------------|---------------|
| <b>Mental wellbeing</b> | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
|                         |               |               |               |               |



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|---|---------------|---------------|---------------|---------------|
| Mental wellbeing is a normal part of daily life, in the same way as physical health   | ✓             | ✓             | ✓             | ✓             |
| That there is a normal range of emotions (eg 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.  | ✓             | ✓             | ✓             | ✓             |
| <b>Internet Safety and Harms</b>  | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| 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.   | ✓             | ✓             | ✓             | ✓             |



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|   |               |               |               |               |
|---|---------------|---------------|---------------|---------------|
| 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   | ✓             | ✓             | ✓             | ✓             |
| <b>Physical Health and Fitness.</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| 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  | ✓             | ✓             | ✓             | ✓             |
| <b>Healthy Eating</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| 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 and health)            |               | ✓             |               | ✓             |
| <b>Drugs, Alcohol and Tobacco</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |



|  |               |               |               |               |
|--|---------------|---------------|---------------|---------------|
| The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.             |               |               | ✓             |               |
| <b>Health and Prevention</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| 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  |               |               | ✓             |               |
| <b>Basic First Aid</b>   | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |
| How to make a clear and efficient call to emergency services if necessary  | ✓             | ✓             | ✓             | ✓             |
| Concepts of first aid, for example dealing with common injuries, including head injuries.  | ✓             | ✓             | ✓             | ✓             |
| <b>Changing Adolescent Body</b>  | <b>Year 3</b> | <b>Year 4</b> | <b>Year 5</b> | <b>Year 6</b> |



|  |   |   |  |   |
|--|---|---|--|---|
| <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>Year 4-6 Taught in single sex groups.</p> | <p><b>PANTS</b></p> <p>Know the PANTS rule and understand that our privates are private with only minor exception eg doctors</p> <p><b>Life Cycles</b></p> <p>Recognising life cycles: baby, toddler, adolescent, adult.</p> <p><b>Puberty</b></p> <p>Identify differences between male and female body parts</p> | <p><b>PANTS</b></p> <p>Know the PANTS rule and understand that our privates are private with only minor exception eg doctors</p> <p><b>Life Cycles</b></p> <p>Recognising life cycles: baby, toddler, adolescent, adult.</p> <p><b>Puberty</b></p> <p>Identify differences between male and female body parts</p> | <p><b>Puberty</b></p> <p>Identify physical and emotional changes that will happen during puberty (boy/girl specific)</p>   | <p><b>Conception, pregnancy and birth</b></p> <p>Know the changes experienced during puberty</p> <p>Understand how a baby is conceived, developed and born.</p>   |
| <p>About menstrual wellbeing including the key facts about the menstrual cycle</p> <p>Year 4-6 Taught in single sex groups.</p>  |   |   | <p><b>Menstruation and menstrual wellbeing</b></p> <p>Name the different parts of the female reproductive system and understand what happens at different stages of the menstrual cycle.</p> <p>Know that there are a range of sanitary products available</p> | <p><b>Menstruation and menstrual wellbeing</b></p> <p>Name the different parts of the female reproductive system and understand what happens at different stages of the menstrual cycle.</p> <p>Know that there are a range of sanitary</p> |



|   |  |  |  |  |
|---|--|--|--|--|
|   |  |  |  | products available   |
| Understand the importance of equality and respect – LGBTQ |  |  |  | <p>Understand that homophobia is a type of negative discrimination</p> <p>People do not always conform to stereotypes and are free to express themselves</p> |

Highlighted components are non-statutory (Y6 only).

**Including and valuing all children – what do we teach about LGBT at QPA?**

Why include LGBT in Relationships and Health Education?

- To ensure all children feel included. There are many different family types in British society and we want to ensure that no child feels that their family is less accepted.
- Children may already be aware that some people are LGBT and have questions or misunderstandings, or be using words such as 'gay' to insult others. We want children to have an accurate but age appropriate understanding of what these mean, and to know that using any word as an insult is hurtful and unkind.
- We teach children to accept difference and foster good relationships with others. LGBT is included in lessons about similarity and difference along with a range of other characteristics such as personality, physical appearance, opinions, beliefs, culture, ethnicity, ability and special needs. We teach children to respect and celebrate differences.
- The Equality Act requires all schools to eliminate discrimination and advance equality of opportunity. Part of the Equality 'duty' is to teach children about acceptance, empathy and understanding of others.
- We have a safeguarding duty towards children to protect them from bullying, including homophobic bullying and the inappropriate use of words like 'gay' to insult and upset others.

What Do We Teach?





- Year 3 – Children are taught to respect each other, no matter what their similarities or differences are.
- Year 4 – This builds upon 'respect' learnt in Year 3. Children are also taught to have a positive self-image, irrelevant of their similarities/differences to their peers. Children are introduced to how families may be different including disability, different cultures and opposite or same sex couples.
- Year 5 – Children look at different types of marriage ceremonies and discuss the commitment made that is intended to be life-long.
- Year 6 – Classes discuss how we change as we grow up and how our views/feelings may also change. Children learn that people do not always conform to stereotypes and can express themselves freely. The word 'homophobia' is also introduced as a type of unacceptable, negative discrimination.

### Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction. We therefore provide some non-statutory sex education for Y6, covering how human reproduction and conception occurs.

Children are taught:

- that 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 for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a very private part of a grown-up relationship
- 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.

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to "catch up" if they were not present for the previous year's lessons. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when



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they are older. 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 – please see the highlighted objectives in the relevant section of this policy in regard to this process.