



Sex and Relationships Education Policy

Chair of Governors: Mr G Shrivastava	Headteacher: Miss Cotchin
Date Approved by FGB:	February 2024
Next Review Date:	February 2027
Version Control:	V1.0

Sex Education

1. Policy Statement

At William Harding school we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory Relationships Education and Health Education will be part of the taught curriculum within PSHE. This is an essential part of a child's education and contributes to their personal development. Sex Education is not statutory at primary, but recommended by the DfE. We teach Sex Education as part of our Relationships Education within the planned PSHE curriculum.

2. Aims of the Sex Education policy

All primary schools offering Sex Education are required to define any sex education they choose to teach other than that covered in the science curriculum, outline the subject content, how it will be taught and who is responsible for teaching it, and state the parental / carers right to withdraw from non-statutory sex education lessons and the protocols established by the school to facilitate this. Schools are also required to consult with parents with regards to the policy and to work with parents, offering support in talking to their children about sex education and how to link this to what is being taught in school. It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date Sex Education Policy.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching of Sex Education
- Help parents and carers to understand what is covered in Sex Education and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching Sex Education

Legal Requirements

To comply with The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education. They also make Health Education compulsory in all schools except independent schools.

To comply with the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance from the DfE (June 2019)

To comply with the requirements to have an up to date Sex Education policy /RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on Relationships Education, RSE and Health Education (June 2019)

To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school

age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.

To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from Relationships/ Sex Education teaching are identified and followed in accordance with the school safeguarding policy

3. Parents'/ carers right to withdraw

At William Harding school we teach Sex Education as part of our Relationships and PSHE curriculum. As Sex Education is not statutory at primary we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents/ carers to make an appointment to come in and speak to the class teacher in the first instance about Requests for withdrawal should be put in writing.

Parents and carers do not have the right to withdraw their child from PSHE which includes statutory Relationships Education and Health Education (including the changing adolescent body/puberty). The science curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full PSHE curriculum.

4. Development of the policy

This policy was developed by the PSHE lead in consultation with school governors and the PSHE lead for Buckinghamshire County Council.

This policy links to the PSHE policy, Relationships Education Policy, Child Protection Policy, Anti-Bullying Policy, Equalities policy and the School Behaviour policy.

We aim to work collaboratively with parents/ carers to ensure pupils receive Sex Education lessons that are relevant and age appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

5. Definition of Sex Education

Sex Education at William Harding school is taught through the PSHE curriculum as part Relationships Education. Sex education is taught in addition to the statutory science curriculum and provides factual and age appropriate knowledge about conception and birth. In preparation for the secondary RSE (Relationships and Sex Education) curriculum, sex education teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. In Year Six, this includes age-appropriate explanations of sexual and non-sexual touching and that consensual sexual intercourse is a feature of some committed adult relationships and a part of procreation. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotion personal space, how to keep themselves safe, and how to report concerns or issues. Puberty Education is part of statutory Health Education and parents/cares do not have the right to withdraw their child from this aspect of the curriculum. The development of a foetus from conception to birth (without reference to sexual intercourse) is taught through the Science curriculum and as such parents/carers do not have the right to withdraw their child from this aspect of the curriculum. Sexual intercourse between consenting adults is only discussed as part of designated "Sex Education" lessons and parents/carers will always be made aware of when these will be taking place and their contents.

6. Subject Intent, implementation, impact

Intent

Why teach Sex Education?

The DfE states in the statutory Relationships, Relationships and Sex Education and Health Education guidance (page 23)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools

school have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge from the national curriculum for science – how a baby is conceived and born’.

High quality Sex Education will support pupils to:

- Be taught factual and correct information about this how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approaches to this
- Recognising and establish their own personal boundaries, and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts
- Dispel myths and incorrect information about sex and how a baby is conceived and born
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse, (including signposting to trusted online support services such as Childline)
- Ask a trusted adult rather than go on line with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations

Implementation

Sex Education is delivered through the Relationships curriculum as part of PSHE education.

Within this, the children will learn the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. At William Harding, we have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. As part of this, the children learn about the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

We ensure the curriculum we are providing the children with is age appropriate, using the Jigsaw accredited PSHE scheme and the Christopher Winter project to support the planning and delivery of lessons. To ensure the content and delivery of sex education is appropriate and relevant to our pupils, we use simple baselines to ascertain what pupils already know and what they need to learn.

Distancing techniques are used in PSHE education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

These sessions will be taught by adults who know the children well and children will be expected to use the appropriate vocabulary during discussions (see Appendix 1 for key vocabulary). In Year 6 there will be two members of staff present during these sessions.

Resources used to deliver Sex education

At William Harding school use the Christopher Winter project to deliver our Relationships and Sex Education programme which is delivered during the second half of the summer term. The Christopher Winter project is age appropriate and in line with the science curriculum. Lessons on puberty form part of the statutory health education (which is covered in years 5 and 6).

In addition to this, the children in Year 6 learn to have age appropriate discussions about adult sexuality and how a baby is conceived and born.

Sex education lessons delivered in Year 6 focus on puberty, relationships and reproduction. Please see appendix 1 for an overview of the content taught during these sessions.

Impact

High quality sex education will enable our pupils to:

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships

- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe on line, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

7. Managing Difficult Questions

All aspects of PSHE are underpinned by shared and understood ground rules (see Appendix 2) with lessons being delivered in a safe and well managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

8. Confidentiality and safeguarding

Whilst it is vital to have trust and openness, we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures

9. Roles and responsibilities

The Governing Body will approve the policy and hold the Headteacher to account for its implementation.

The Headteacher is responsible for ensuring PSHE including Sex Education is taught consistently across the school and for managing requests with regards to the parental right to withdraw from non-statutory Sex Education.

The PSHE lead is responsible for leading and managing the subject. Teachers are responsible for delivering PSHE.

Pupils are expected to fully engage with PSHE provision including sex education and treat others with respect.

10. Working with parents and carers

We keep parents/ carers informed about when sex education will take place. For additional information about our PSHE lessons and how this relates to the statutory guidance for relationships and health education please refer to the **Relationships Education, Health Education and Sex Education in the Primary School leaflet** which is available on the school website. Parents /carers are welcome to make an appointment to view materials used to teach sex education.

Please see the link below for further from the Department for Education

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

11. Inclusion

The school aims to provide a broad and balanced education for all children so that they achieve as highly as they can in PSHE according to their individual abilities.

Through our teaching we provide learning opportunities that enable all pupils with special education needs, those with disabilities, those with gifts and talents, and those learning PSHE as an additional language, and we take all reasonable steps to achieve this.

12. Equal Opportunities

At William Harding, we are committed to equality of opportunity. All pupils will have equal opportunity to reach their full potential across the PSHE Curriculum regardless of their race, gender, cultural background, ability or any physical or sensory disability.

13. Monitoring, evaluation and training

Sex education will be monitored and evaluated by the PSHE lead, SLT and Governors in line with the monitoring cycle agreed by the school. The Sex Education policy will be reviewed annually .

To ensure staff are confident to deliver all aspects of the PSHE curriculum including sex education, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

14. Promoting British Values and SMSC

At William Harding we promote these values and they are reinforced regularly and in the following ways;

- Democracy; a respect for democracy and support for participation in the democratic process
- The Rule of Law; respect for the basis on which the law is made and applies in England and supports equality of opportunity for all
- Individual Liberty; support and respect for the liberties of all within the law
- Mutual Respect (School value link)
- Tolerance of Those with Different Faiths And Beliefs

15. Links with other policies

This policy links to the following policies and procedures:

- Teaching and Learning Policy
- SEN Policy
- Safeguarding Policy
- PSHE policy
- Relationships Education policy
- Sex Education policy

Appendix 1 Sex Education Curriculum

National Curriculum Science		
S1	<p>Key Stage 1 (age 5-7 years) Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense 	<p>Year 1 Lesson 2 Year 2 Lesson 3</p>
S2	<p>Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> notice that animals, including humans, have offspring which grow into adults 	<p>Year 2 Lesson 1 & 2</p>
S3	<ul style="list-style-type: none"> describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene 	
S4	<p>Key Stage 2 (age 7-11 years) Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> describe the life process of reproduction in some plants and animals 	<p>Year 4 lesson 1 & 2</p>
S5	<ul style="list-style-type: none"> describe the changes as humans develop to old age 	<p>Year 4 lesson 1 & 2 Year 6 lesson 3</p>
S6	<p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents 	<p>Year 6 lesson 3</p>

Year 1

<h1 style="text-align: right;">Growing & Caring For Ourselves <small>Key Stage 1</small></h1>			
<h2 style="text-align: left;">Scheme of Work</h2>			
<p>Word Box: Friends, feelings, similar, different, family, boy, girl, male, female, private parts, penis, vulva</p>			
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
<p>Relationships Education Respectful relationships (3a,3e) Healthy Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To understand that we are all different but can still be friends Learning Outcomes Know that we can be friends with people who are different to us</p>	<p>Lesson 1 Different Friends</p>	<p>Talking object Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils.</p>
<p>Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body</p>	<p>Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves</p>	<p>Lesson 2 Growing and Changing</p>	<p>Talking object Story bag containing Pictures of newborn babies, Lifecycle picture cards, Lifecycle word cards, Lifecycle whiteboard summary</p>
<p>Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Caring friendships (2e) Respectful relationships (3a,3e) Being Safe (5d,5e) Health Education Mental wellbeing (6b,6c)</p>	<p>Learning Intention To explore different types of families and who to ask for help To identify who can help when families make us feel unhappy or unsafe Learning Outcomes Know there are different types of families Know which people we can ask for help</p>	<p>Lesson 3 Families and Care</p>	<p>Talking object Story bag - containing a ball and a school jumper Families pictures <i>The Family Book</i>, Todd Parr</p>

Year 2

Scheme of Work		Differences <small>Key Stage 1</small>	
Word Box: Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva			
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a,3g) Key Stage 1 Science - Identify, name, draw and label the basic parts of the human body	Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	Lesson 1 Differences	2 large PE hoops Boy/Girl/Everyone labels Bag of objects and clothing to explore male and female stereotypes or Pictures of objects and clothing Clothed Babies picture cards Clothed Babies whiteboard summary Pictures of newborn babies Suggested reading: <i>Pearl Power and the Toy Problem</i> , Mel Elliott <i>Julian is a Mermaid</i> , Jessica Love <i>Are you a boy or are you a girl</i> , Sarah Savage and Fox Fisher <i>Princess Smartypants</i> , Babette Cole <i>William's Doll</i> , Charlotte Zolotow <i>Amazing Grace</i> , Mary Hoffman and Caroline Binch
Relationships Education Respectful relationships (3a) Key Stage 1 Science - Notice that animals, including humans, have offspring that grow into adults	Learning Intention To explore some of the differences between males and females and to understand how this is part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making a new life needs a male and a female	Lesson 2 Male and Female Animals	Talking object Pictures of male and female animals Cats and Kittens worksheet Anatomically correct toy farm animals
Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body	Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts	Lesson 3 Naming Body Parts	2 large PE Hoops Hoop labels Body Parts picture cards Female x-ray picture Body Parts worksheet Suggested reading: <i>Shapesville</i> , Andy Mills <i>It's OK to be Different</i> , Todd Parr

Year 3

Scheme of Work		Valuing Difference and Keeping Safe <small>Key Stage 2</small>	
Word Box: Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vulva, vagina, uterus, family, fostering, adoption, relationship			
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	Lesson 1 Body Differences	<i>It's OK to be different</i> , Todd Parr Pictures of male and female bodies Body Difference matching cards Additional Activities <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills
Relationships Education Caring friendships (2e) Respectful relationships (3b,3d,3f) Being safe (5a,5b,5c,5d,5f,5g)	Learning Intention To consider appropriate and inappropriate physical contact and consent Learning Outcomes Understand that each person's body belongs to them Understand personal space and unwanted touch	Lesson 2 Personal Space	PANTS cards Unwanted Touch scenarios Additional Activities <i>It's my body - a book about body privacy</i> , Louise Spielsbury and Mirella Mariani
Relationships Education Families and people who care for me (1a,1b,1c,1d,1f) Being safe (5d,5f,5g, 5h)	Learning Intention To explore different types of families and who to go to for help and support Learning Outcomes Understand that all families are different and have different family members Identify who to go to for help and support	Lesson 3 Help and Support	Families pictures Who can I talk to? worksheet <i>The Family Book</i> , Todd Parr Additional Activities <i>Tell Me Again About The Night I Was Born</i> , Jamie Lee Curtis <i>Who's in a Family?</i> Robert Skutch <i>Happy Families</i> , Allan Ahlberg <i>Spark Learns to Fly</i> , Judith Foxon <i>Stranger Danger</i> , Anne Fine

Year 4

Growing Up Key Stage 2

Scheme of Work

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

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Changing adolescent body (8a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals	Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty	Lesson 1 Changes	Lifecycle whiteboard summary Body Parts Bingo cards Bingo Flash cards Body Changes pictures Lifecycle Quiz slides Lifecycle Quiz answers Additional Activities Babies and Children worksheet
Health Education Mental wellbeing (6a,6b,6c,6d,6f) Health Education Changing adolescent body (8a, 8b) Menstruation (9a) Key Stage 2 Science - describe the life process of reproduction in some plants and animals -describe the changes as humans develop to old age	Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know about the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to	Lesson 2 What is Puberty?	Bag containing spot cream, deodorant, shaving foam, menstrual pads/tampon, a love heart Puberty Card Sort Puberty Card Sort whiteboard summary Body Changes worksheet Puberty Changes Teacher Guide Suggested Reading <i>Where Willy Went</i> , Nicholas Allan <i>Hair in Funny Places</i> , Babette Cole
Relationships Education Caring friendships (2b,2c,2d,2e) Respectful relationships (3a,3b,3d,3e,3f,3h) Online relationships (4b,4d)	Learning Intention To explore respect in a range of relationships To discuss the characteristics of healthy relationships Learning Outcomes Know that respect is important in all relationships including online Explain how friendships can make people feel unhappy or uncomfortable.	Lesson 3 Healthy Relationships	Healthy Friendships cards Relationship pictures Online Respect and Self-Respect video https://www.youtube.com/watch?v=mZtXwLzllpk

Year 5

Scheme of Work

Word Box: Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings

Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c, 6d,6f) Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence	Lesson 1 Talking About Puberty	Puberty Changes Teacher Guide Puberty Changes worksheet Reproductive System slides Pupil Questions template
Health Education Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production	Lesson 2 The Reproduction System	Reproductive System slides Puberty Changes Teacher Guide Menstrual cycle animation Male Changes Powerpoint Puberty Card Game Puberty Card Game answer sheet Puberty Card Game whiteboard summary Model materials: spaghetti(fallopian tubes) and poppy seeds (eggs) Selection of menstrual product (tampons, pads, liners, re-usables) Pupil questions from Lesson 1 Additional Activities What is the Menstrual Cycle? cards What is the Menstrual Cycle? whiteboard summary Menstruation Card Game Menstruation Card Game whiteboard summary
Health Education Mental wellbeing (6a,6b,6c, 6d,6e,6f) Changing adolescent body (8a,8b) Menstruation (9a)	Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty Explain how emotions/relationships change during puberty Know how to get help and support during puberty	Lesson 3 Puberty Help and Support	Kim's Game items and a cloth to cover them (see lesson plan) Kim's Game Teacher Guide Year 5 Puberty Problem Page Year 5 Puberty Problem Page cut-outs Year 5 Problem Page Teacher Guide Pupil questions from Lesson 1 Additional Activities Puberty Bingo cards

Puberty, Relationships and Reproduction <small>Key Stage 2</small>			
Scheme of Work		Word Box: Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety	
Statutory Guidance	Learning Intentions and Learning Outcomes	Lesson Title	Resources
Health Education Mental wellbeing (6c,6d,6f,6g,6i,6j) Changing Adolescent body (8a,8b)	Learning Intention To consider puberty and reproduction Learning Outcomes Describe how and why the body changes during puberty in preparation for reproduction Talk about puberty and reproduction with confidence	Lesson 1 Puberty and Reproduction	Puberty Changes Teacher Guide Puberty Body Part cards Reproduction questions sheet Reproduction answer cards Reproduction whiteboard summary Additional Activities Year 6 Puberty Problem Page Year 6 Puberty Problem Page Cut-outs Year 6 Puberty Problem Page Teacher Guide
Relationships Education Families and people who care for us (1a,1b,1d,1f) Caring friendships (2a,2b,2c) Respectful relationships 3b,3d,3h) Being safe (5a,5b,5c,5d,5e)	Learning Intention Exploring the importance of communication and respect in relationships Learning Outcomes Explain differences between healthy and unhealthy relationships Know that communication and permission seeking are important	Lesson 2 Communication in Relationships	Communication and Touch cards Pupil Questions template
Relationships Education Families and people who care for us (1c,1d,1e) Key Stage 2 Science - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents	Learning Intention To consider different ways people might start a family Learning Outcomes Describe the decisions that have to be made before having children Know some basic facts about conception and pregnancy	Lesson 3 Families, Conception and Pregnancy	Couple pictures How does a baby start? cards (one set per group) How does a baby start? whiteboard summary Pupil Questions from previous lesson - typed Additional Activities Conception and Pregnancy statements Conception and Pregnancy Quiz Conception and Pregnancy Quiz Answers Reproductive System slides
Relationships Education Online relationships (4a,4b,4c,4d,4e) Being safe (5a,5b,5d,5e,5g,5h) Mental wellbeing (6h,6i)	Learning Intention To explore positive and negative ways of communicating in a relationship Learning Outcomes To have considered when it is appropriate to share personal/private information in a relationship To know how and where to get support if an online relationship goes wrong	Lesson 4 Online Relationships	Relationship Question cards Communication Scenario cards Communication Scenarios answers Communication Scenarios whiteboard summary Additional Activities Film clip from www.thinkuknow.co.uk

Appendix 2 Ground rules for lessons

Work with pupils to establish a list of ground rules that will increase their feelings of safety and comfort during puberty and sex education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

It may be helpful to frame the ground rules in a creative way, such as:

G...Giggling is okay but laughing at others is not

R...Respect for myself and others is important

O...Option to pass on answering questions is available to all

U...Use dictionary words when describing the body

N...No question is a silly question!

D...Do use "Someone I know..." instead of the person's name

Appendix

Jigsaw charter



We take turns to speak

We use kind and positive words

We listen to each other

We have the right to pass

We only use names when giving compliments or being positive

We respect each other's privacy

DfE information for parents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>