



Moorside Primary School and Nursery Relationships and Sex Education Policy 2023-2025

| Date: | Review Date: | Coordinator: | Nominated Governor: | |
|---------------------|--------------|--------------|---------------------|----------|
| January 2023 | January 2025 | Miss M Ryder | Dr K Hammersley | |
| Headteacher: | | Mrs C Rowett | Date: | 23.01.23 |
| Chair of Governors: | | Mr C Lea | Date: | 30.01.23 |

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

The aims of our RSE policy are strongly aligned with our PSHCE curriculum; both are echoed through our school's vision:

-A culture of success and achievement for all

All children are supported to access the PSHCE curriculum in line with their peers. They show success through developing their understanding of key issues, enhancing their ability to express views and opinions in a positive way and growing their emotional and social skills.

-An aspirational and inspirational curriculum

We aim to inspire our children through providing opportunities for children to make real decisions about their lives, to take part in activities, which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.

-Strong relationships between the school, families, pupils and our community

The children in our school have a range of family backgrounds and life experiences. It is important that we build upon these experiences to provide understanding of the diversity in our country as a whole in terms of race, religion, relationships. Our intent is to develop tolerant, respectful young people, prepared for their future lives. PSHCE also develops the understanding of health, fitness and how to deliver basic first aid. In our school, we will give children the knowledge to be able to make informed choices with regards to diet and exercise and teach them basic first aid skills.

In our increasingly technological world, the children in Moorside Primary and Nursery School use online resources frequently both in and outside of school. Our intent is to ensure all children are able to stay safe, making the correct choices about their use of technology.

Communities benefit from having a school that wants to be at the heart of the community and demonstrates its central role in children and young people's lives.

-A whole school inclusive and nurturing ethos

The pupil is at the heart of the school focus and their learning is understood developmentally. At Moorside Primary School and Nursery we support children and young people with their specific needs, while delivering teaching and learning in a way that all can access. Teachers benefit from having an opportunity to focus on their pupil's individuality whilst ensuring the best social, emotional and academic outcome. Teachers will also enable a culture where the voices of children, all staff members, parents, families and community members count. As a whole school, we are committed to developing an ethos and culture that is inclusive and supports everyone in our wider community.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

How does RSE relate to other statutory duties that schools must fulfil?

Safeguarding - RSE plays a very important part in fulfilling the statutory duties all schools have to meet. RSE helps children understand the difference between safe and abusive relationships and equips them with the skills to get help if they need it.

State-funded schools have responsibilities for safeguarding and a legal duty to promote pupil well-being (Education and Inspections Act 2006 Section 38). Government safeguarding guidance is available (Keeping Children Safe in Education) and is regularly updated – all school staff understand and follow this guidance in school.

Equalities - The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education have produced advice on The Equality Act 2010 and schools (DfE 2014b).

At Moorside Primary School and Nursery we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils, parents and school governors. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to complete an online questionnaire and send any further additional feedback to the school.
4. Pupil consultation – we investigated what exactly pupils want from their RSE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and 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.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per **Appendix 1**, however we may need to adapt it as and when necessary to be responsive to the ever-changing needs of our school community, including developing their understanding of online safety (linked to our safeguarding policy).

We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner using the vocabulary in **Appendix 2** so they are fully informed and don't seek answers online.

6. Delivery of RSE

RSE is embedded in both the PSHCE and Science curriculum and delivered through topic-based work as part of lessons taught on a weekly basis. The issues of safety and abuse are built into the programme and embedded within the PSHCE curriculum throughout the school. These issues are covered each year in all year groups.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

RSE is taught termly. Each year, we begin with teaching our bespoke Moorside PANTS curriculum. This has been developed using the Childline PANTS key messages and resources. Each year group's planning is progressive (see Appendix 3) and aims to revisit and build upon the learning from the previous year. We deliver the PANTS curriculum in the first term to ensure that even our youngest children are learning very quickly about the importance of keeping safe, being body aware, appropriate and inappropriate touching and how to ask for help and support. Vocabulary used in PANTS lessons (see appendix 4) is progressive and links closely to the RSE language introduced in the KAPOW lessons.

In the Spring term, RSE is taught through our KAPOW PSHCE lessons. This again promotes and re-visits key messages and learning so the children know how to keep themselves safe.

In the Summer term, we teach RSE using The PSHE Association SRE resources. Again, these are progressive and will review key messages whilst also introducing some new content to our KS2 children such as sending and receiving images.

Teachers are also skilled at delivering bespoke lessons tailored to cohort specific needs (if and when needed) and this will be recorded on our PSHCE LT plan.

For more information about our RSE curriculum, see Appendices 1-4.

The vocabulary detailed in Appendix 2 will be used in all RSE lessons and to talk to children where incidental opportunities arise throughout school. It is part of our safeguarding obligation in school to use medically recognised language to name body parts in discussions with children.

7. Roles and responsibilities

7.1 The Governing Board

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board will review and approve the content of this policy annually. The delegated monitoring governor is Dr. K Hammersley.

7.2 The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-science] 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 headteacher.

All staff are responsible for teaching RSE at Moorside Primary School and Nursery.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity through our PRIDE ethos.

8. Parents' right to withdraw

At Moorside Primary School and Nursery, we put great emphasis on the importance of developing healthy relationships and being confident and comfortable with the way their bodies and feelings change as they develop. Parents do not have the right to withdraw their children from 'Relationships' education.

We do not cover the non-statutory 'Sex Education' element of RSE. However, we do have resources to deliver the non-statutory Sex Education element if and when a parent requests that this is delivered OR delivery is recommended as part of a safe-guarding plan. We would ensure that all parents are notified if it was deemed necessary to deliver non-statutory content and give consent or withdraw following the letter in Appendix 3.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE as appropriate.

10. Confidentiality

As a general rule, a pupil's confidentiality is maintained by the teacher or member of staff concerned. However, where there are safe-guarding concerns, the member of staff involved will confer with a member of staff responsible for child protection (following our school CP policy). The pupil concerned will be informed that the confidentiality will be breached and the reasons why and that the pupil will be supported by a member of staff. Currently the staff responsible are Claire Rowett, Michelle Ryder and Sally Price.

The school follows the LA policy and procedures for child protection, including sexual abuse. RSE may bring about safeguarding issues and all staff are familiar with the procedures for reporting their concerns. In these cases, the school's safeguarding children policy will be referred to.

Ground rules specific to RSE are established at the start of each scheme of work and referred to at the beginning of each lesson:

- Respecting other people's ideas.
- There are no 'silly' questions
- Keeping what is said, in the room
- That we are all different and this is OK

11. Monitoring arrangements

The delivery of RSE is monitored by Subject Leaders, Key Stage leaders and Headteacher through planning scrutiny, pupil conferencing and observations.

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

This policy will be reviewed by Michelle Ryder annually. At every review, the policy will be approved by the governing board.

Appendix 1 KAPOW PSHCE Curriculum (including RSE)

| YEAR 1 | |
|-------------------------------------|---|
| Family and relationships | |
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | What is family? |
| Lesson 3 | What are friendships? |
| Lesson 4 | Recognising other peoples' emotions |
| Lesson 5 | Working with others |
| Lesson 6 | Friendship problems and how to overcome them |
| Lesson 7 | Healthy friendships |
| Lesson 8 | Stereotyping - gender |
| Safety and the changing body | |
| Lesson 1 | Communicating safely and effectively with adults at school |
| Lesson 2 | Communicating safely and effectively with adults outside of school |
| Lesson 3 | What to do if I get lost |
| Lesson 4 | Making a call to emergency services |
| Lesson 5 | Appropriate contact - acceptable and unacceptable physical contact |
| Lesson 6 | Safety with substances - what should and shouldn't go on or in the body |
| Lesson 7 | Safety at home - potential hazards in the home |
| Lesson 8 | People who help to keep us safe in our local community |
| Health and wellbeing | |
| Lesson 1 | Understanding my feelings |
| Lesson 2 | What am I like? - identifying strengths and qualities |
| Lesson 3 | Ready for bed - effects of good quality sleep |
| Lesson 4 | Relaxation - laughter and progressive muscle relaxation |
| Lesson 5 | Hand washing & personal hygiene |
| Lesson 6 | Sun safety |
| Lesson 7 | Allergies |
| Lesson 8 | People who help us stay healthy |

YEAR 2

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Families offer stability and love |
| Lesson 3 | Families are all different |
| Lesson 4 | Other peoples' feelings |
| Lesson 5 | How to deal with unhappy friendships |
| Lesson 6 | Introduction to manners and courtesy |
| Lesson 7 | Introduction to change and Loss |
| Lesson 8 | Stereotyping - gender |

Safety and the changing body

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|----------|--|
| Lesson 1 | Introduction to the internet |
| Lesson 2 | Communicating online - not sharing personal information |
| Lesson 3 | The difference between secrets and surprises |
| Lesson 4 | My Private Parts - the concept of privacy and the correct vocabulary for these <i>(vocabulary: penis and vulva)</i> |
| Lesson 5 | My private parts are private - safe and unsafe touches <i>(vocabulary: penis, vulva, testicles)</i> |
| Lesson 6 | Road Safety 1 |
| Lesson 7 | Road Safety 2 |
| Lesson 8 | Safety with medicines |

Health and wellbeing

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|----------|---|
| Lesson 1 | Experiencing different feelings |
| Lesson 2 | Being active |
| Lesson 3 | Relaxation - breathing exercises |
| Lesson 4 | Steps to success - setting achievable goals |
| Lesson 5 | Growth mindset - overcoming difficulties |
| Lesson 6 | Healthy diet |
| Lesson 7 | Looking after our teeth |

YEAR 3

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Healthy families |
| Lesson 3 | Friendship - conflict and resolution |
| Lesson 4 | Friendship - conflict v bullying |
| Lesson 5 | Effective communication to support relationships |
| Lesson 6 | Learning who to trust |
| Lesson 7 | Stereotyping - in everyday life |
| Lesson 8 | Where do stereotypes come from? |

Safety and the changing body

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|----------|--|
| Lesson 1 | Emergencies and calling for help |
| Lesson 2 | Basic first aid - bites & stings |
| Lesson 3 | Communicating safely online |
| Lesson 4 | Cyberbullying |
| Lesson 5 | Fake emails |
| Lesson 6 | Making choices for myself |
| Lesson 7 | Who and what can influence my decisions and how to make the right choices for me <i>(there is an optional scenario which features a character being persuaded to try some alcohol whilst at a friend's house)</i> |
| Lesson 8 | Road safety |

Health and wellbeing

| | |
|----------|---|
| Lesson 1 | My Healthy diary - physical activity, rest and diet |
| Lesson 2 | Relaxation - stretches |
| Lesson 3 | Wonderful me! |
| Lesson 4 | My superpowers |
| Lesson 5 | Breaking down problems |
| Lesson 6 | Diet and dental health |

YEAR 4

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Respect and manners |
| Lesson 3 | Healthy friendships - physical and emotional boundaries |
| Lesson 4 | How my behaviour affects others |
| Lesson 5 | Bullying - the effects of bullying and the responsibility of the bystander |
| Lesson 6 | Stereotypes - in fictional characters |
| Lesson 7 | Stereotypes - negative effects of |
| Lesson 8 | Families in the wider world - respecting differences |
| Lesson 9 | Change and loss - bereavement |

Safety and the changing body

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|----------|---|
| Lesson 1 | Internet safety - age restrictions |
| Lesson 2 | Internet safety - share aware |
| Lesson 3 | Basic first aid - asthma |
| Lesson 4 | Privacy and secrecy - the difference between the two |
| Lesson 5 | Consuming information online - being a discerning consumer of online information |
| Lesson 6 | Growing up - that the changes from being a child to an adult is called puberty |
| Lesson 7 | Introduction to puberty <i>(vocabulary: breasts, genitals, penis, testicles)</i> |
| Lesson 8 | Tobacco - the risks of smoking |

Health and wellbeing

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|----------|---|
| Lesson 1 | Looking after our teeth |
| Lesson 2 | Relaxation - visualisation |
| Lesson 3 | Celebrating mistakes |
| Lesson 4 | My role - my strengths and helping others |
| Lesson 5 | My happiness |
| Lesson 6 | Emotions |
| Lesson 7 | Mental health |

YEAR 5

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Build a friend - what makes a good friend |
| Lesson 3 | Friendship skills |
| Lesson 4 | Marriage - different types of marriage and the history of marriage |
| Lesson 5 | Respecting myself |
| Lesson 6 | Family life |
| Lesson 7 | Bullying - the effects of bullying and what might motivate a bully |
| Lesson 8 | Stereotyping - how attitudes to gender have changed over time |
| Lesson 9 | Stereotyping and discrimination |

Safety and the changing body

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|----------|---|
| Lesson 1 | Online friendships |
| Lesson 2 | Staying safe online |
| Lesson 3 | Puberty <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts, nipples, menstruation)</i> |
| Lesson 4 | Menstruation <i>(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)</i> |
| Lesson 5 | Emotional changes in puberty |
| Lesson 6 | First Aid - bleeding |
| Lesson 7 | Drugs, alcohol and tobacco - understanding the influence others can have on us <i>(includes cigarettes and alcohol)</i> |

Health and wellbeing

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|----------|---------------------------------------|
| Lesson 1 | Relaxation - yoga |
| Lesson 2 | The importance of rest |
| Lesson 3 | Embracing failure |
| Lesson 4 | Going for goals |
| Lesson 5 | Taking responsibility for my feelings |
| Lesson 6 | Healthy meals |
| Lesson 7 | Sun safety |

YEAR 6

Family and relationships

| | |
|----------|--|
| Lesson 1 | Introduction to RSE and setting ground rules |
| Lesson 2 | Respect - how this can be gained and lost |
| Lesson 3 | Developing respectful relationships |
| Lesson 4 | Challenging stereotypes |
| Lesson 5 | Different types of stereotyping |
| Lesson 6 | Resolving conflict - negotiation and compromise |
| Lesson 7 | Change and loss - the emotions relating to grief |

Safety and the changing body

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|----------|--|
| Lesson 1 | The risks associated with alcohol |
| Lesson 2 | Critical digital consumers |
| Lesson 3 | Social media |
| Lesson 4 | Physical and emotional changes of puberty <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)</i> |
| Lesson 5 | First Aid - choking |
| Lesson 6 | Basic life support |

Health and wellbeing

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|----------|--|
| Lesson 1 | What can I be? - setting long term goals |
| Lesson 2 | Relaxation - mindfulness |
| Lesson 3 | Taking responsibility for my health |
| Lesson 4 | Resilience toolbox |
| Lesson 5 | The facts about immunisation |
| Lesson 6 | Physical health concerns - where to get help |
| Lesson 7 | Habits - positive and negative |

Appendix 2 - KAPOW RSE Vocabulary Progression

| Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|-----------------|-----------------|--------------------------------|-------------------|--|---|---|
| <i>genitals</i> | <i>genitals</i> | <i>penis, vulva, testicles</i> | No new vocabulary | <i>breasts, genitals, penis, testicles</i> | <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts, nipples, menstruation)</i> | <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)</i> |
| | | | | | <i>(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)</i> | |

Appendix 3 2023 - 24 PSHCE LT Plan with additional lessons & solution circles

| | Autumn 1 | Autumn 2 | Spring 1 | Spring 2 | Summer 1 | Summer 2 |
|---------|---|---|--|---|---|---|
| Nursery | <p>Mental Health Day Jeans for Genes PANTS - Moorside Planning Show more confidence in new social situations. Increasingly follow rules, understanding why they are important. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</p> | <p>Oral Health</p> | <p>Safer Internet Day PANTS</p> | <p>Oral Health</p> | <p>PANTS Children's mental Health Week</p> | <p>Refugee week Oral Health</p> |
| Rec | <p>Self-Regulation: My Feelings Mental Health Day Jeans for Genes PANTS - Moorside Planning Age Disability</p> | <p>Building Relationships: Special Relationships Oral Health Age Marriage & Civil partnerships Religion & belief Gender</p> | <p>Managing Self: Taking on Challenges Internet safety - Safer Internet Day PANTS</p> | <p>Self-Regulation: Listening & following instructions Oral Health Age Disability</p> | <p>Building Relationships: My Family and Friends PANTS Children's mental Health Week Age Gender</p> | <p>Managing Self: My Wellbeing Refugee week Oral Health Age Gender Disability Religion & belief</p> |
| Year 1 | <p>Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health Day Jeans for Genes PANTS - Moorside Planning Marriage & Civil Partnership Race Religion/Beliefs Sexual orientation</p> | <p>Antibullying Week Family & relationships Health & wellbeing Marriage and Civil Partnerships, Religion and Belief</p> | <p>Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body Sexual Orientation Age (appropriate)</p> | <p>Safety & the changing body Citizenship</p> | <p>Internet safety Citizenship Economic wellbeing PANTS Children's mental Health Week Religion</p> | <p>Economic wellbeing Transition Refugee week</p> |
| Year 2 | <p>Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health</p> | <p>Antibullying Week Family & relationships Health & wellbeing Marriage and Civil Partnerships, Religion and</p> | <p>Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body Age Sex</p> | <p>Safety & the changing body Citizenship Equality, Age, Disability Race, Religion Sex, Sexual orientation Marriage & Civil</p> | <p>Internet safety Citizenship PANTS Children's mental Health Week</p> | <p>Economic wellbeing Transition Refugee week</p> |

| | | | | | | |
|---------------|--|---|--|---|---|--|
| | <p>Day Jeans for Genes PANTS - Moorside Planning Marriage and civil partnership Sex, Disability Age, Race</p> | <p>Belief</p> | | <p>Partnership</p> | | |
| Year 3 | <p>Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health Day Jeans for Genes PANTS - Moorside Planning Age, disability, Race, Religion and Belief</p> | <p>Antibullying Week Family & relationships Health & wellbeing Age, disability, race, Religion and Belief, Marriage and Civil Partnerships</p> | <p>Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body. Age, disability, race, Religion and Belief, Marriage and Civil Partnerships</p> | <p>Safety & the changing body Citizenship. Age, disability, race, Religion and Belief, Marriage and Civil Partnerships</p> | <p>Internet safety Citizenship PANTS Children's mental Health Week Age, disability, race, Religion and Belief</p> | <p>Economic wellbeing Transition Refugee week Age, disability, race, Religion and Belief</p> |
| Year 4 | <p>Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health Day Jeans for Genes PANTS - Moorside Planning Age, Disability Sex, Sexual orientation</p> | <p>Antibullying Week Family & relationships Health & wellbeing Marriage and Civil Partnerships, Religion and Belief</p> | <p>Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body Pregnancy & Maternity Marriage & Civil Partnership Sexual Orientation, Sex</p> | <p>Safety & the changing body Age, Disability Sex, Sexual orientation</p> | <p>Internet safety Citizenship PANTS Children's mental Health Week Pregnancy & Maternity Marriage & Civil Partnership Sexual Orientation, Sex</p> | <p>Citizenship Economic wellbeing Transition Refugee week</p> |
| Year 5 | <p>Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health Day Jeans for Genes PANTS Disability, Race & Religion, Sex Gender reassignment Sexual Orientation Marriage & Civil Partnership, Age</p> | <p>Antibullying Week Family & relationships Health & wellbeing Marriage and Civil Partnerships, Religion and Belief 23.11.23 Solution Circle - Talking about others behind their back</p> | <p>Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body Pregnancy & Maternity Sex</p> | <p>Safety & the changing body Citizenship Age, Disability Sex, Sexual orientation</p> | <p>Internet safety Citizenship Economic wellbeing PANTS All protected characteristics Children's mental Health Week</p> | <p>Economic wellbeing Transition Refugee week</p> |

| | | | | | | |
|---------------|---|---|--|---|--|---|
| Year 6 | Internet safety - contextual safeguarding focus on peer pressure Introduction lesson Family & relationships Mental Health Day Jeans for Genes PANTS Age, Marriage & Civil Partnership, Religion Race, Sexual orientation Sex, Gender reassignment Contextual Safeguarding - additional sessions on: Safety in the Community (Vaping, gangs, alcohol, drugs, peer pressure) | Antibullying Week Health & wellbeing Age, Disability Sexual orientation | Internet safety - Safer Internet Day Health & wellbeing Safety & the changing body | Safety & the changing body Citizenship, Age Sexual Orientation Sex, Gender Reassignment Marriage & Civil Partnership Religion / Belief, Race | Internet safety Citizenship Economic wellbeing PANTS Age, Marriage, Pregnancy, Disability Race, Religion/Belief Sexual Orientation Gender Reassignment Children's mental Health Week | Economic wellbeing Identity Transition - dealing with change Refugee week Age, Race, Religion, Sexual Orientation, Gender Reassignment |
|---------------|---|---|--|---|--|---|

PC – Protective Characteristics focus linking to the KAPOW planning statements

Red – additional sessions based on SEMH needs as they arise

National PSHE focus

PANTS – Keeping Safe focus

Appendix 4 Moorside Primary School and Nursery PANTS planning and progressive vocabulary and 5FFs

| Nursery | Reception | Year 1 | Year 2 | Year 3 | Year 4 | Year 5 Year 6 |
|--|--|---|---|--|--|--|
| <p>Private - the toilet is a private place Always - get dressed before leaving the toilet.</p> <p>Speak - to an adult if you need help</p> <p>Private parts – the parts of our body covered by our underwear</p> | <p>PANTS Private Body Rules Trusted adults Personal space Body boundary</p> | <p>PANTS Trusted adults Secret Underwear Private Touch Good/bad (Use named body parts linked to KAPOW)</p> | <p>PANTS Body Boundary Respect Individual Different Consent Trusted adults Touch (Use named body parts linked to KAPOW)</p> | <p>PANTS Private Emotions and feelings Trusted Boundaries Secrets (Use named body parts linked to KAPOW)</p> | <p>PANTS Trusted Boundaries Secrets Private public Gender Differences Change Restrictions (Use named body parts linked to KAPOW)</p> | <p>(Year 5 & 6 to be taught the same objectives this year & to be re-written to show progression 2023-24)</p> <p>PANTS Consent, boundaries, respect, choices, healthy, unhealthy, mental health, harassment</p> |
| <p>1)Always get dressed after going to the toilet. 2)Hands to ourselves (personal space) 3)No means No. 4)Private parts are Private. 5)Speak to an adult if you need help.</p> | <p>1) Private means not showing people – it belongs to you 2) What's in your PANTS is private 3) Adults must always ask to see in your pants 4) My body belongs to me 5) We all have our personal space</p> | <p>1) Secrets can be good or bad. 2) There are trusted adults that we can talk to 3) Touches can be good or bad 4) There are areas of my body which are private 5) It is ok to say 'NO' about being touched</p> | <p>1) We all have our own body boundary 2) There are trusted adults that we can talk to 3) You must ask consent before you touch someone 4) People MUST ask your consent before they touch you 5) When online, people should ask for your consent to contact you</p> | <p>1) I can name some private body parts such as penis, vagina and anus. 2) I can name at least three trusted adults and these are... 3) I know that I can talk openly about my worries. 4) I know what the boundaries are of my own body. 5) I know about good and bad secrets.</p> | <p>1)People show emotions in different ways 2)I have 'Early Warning Signs' when I feel unsafe 3)I have a safety network 4)People must ask permission to come inside my body boundary 5)I know the difference between secrets and surprises</p> | <p>1)We all have a right to give consent and withdraw consent for physical contact with others. 2)When you feel uncomfortable there are a range of trusted people and organisations that can help you. 3)I have rights with regards to my own body and feelings and I can speak up if 4)I feel these are being abused. Childline is an online and phone service that I can contact to get help to deal with worries. 5)I know that a trusted adult is someone I feel comfortable to talk with and they would listen and act appropriately.</p> |

Appendix 5 - Example RSE Letter for Parents



Nurturing Children to Succeed and Achieve

Moorside
Primary School and Nursery
Harrogate Road
Ripon
HG4 1SU

Headteacher: Mrs C Rowett

Dear Parents/Carers,

As part of the school's Personal, Social and Health Education programme, your child will soon receive lessons on relationships, the human body and puberty.

The purpose of these sessions (also known as RSE) is to provide knowledge and understanding of the human body including changes during puberty. Discussions about relationships will always promote relationships based on love and respect. We aim to develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of a stable family life.

Nowadays there is a vast amount of information about relationships which young people may have access to via TV, the internet, magazines, console games and older siblings/children. Information from all of these different sources can often make children confused and concerned.

Young people who start their transition into adulthood with a clear understanding and knowledge about the changes they are experiencing, grow into more confident and healthy adults able to make positive choices. This starts with learning the basics about their bodies and how they change as they grow up; the sessions in school will reinforce discussions that you are already having at home.

The key aims of RSE are to:

1. Provide accurate and relevant information about the physical and emotional changes that children will experience as they get older and move toward adulthood.
2. Establish an awareness of the importance of stable family life and relationships.
3. Foster self-awareness and self-esteem.
4. Develop a sense of responsibility and respect for themselves and others.

The RSE policy and curriculum intent can be found on the Moorside Primary School and Nursery website <https://www.moorsideschools.org.uk/policies/relationships-sex-education-rse-policy/>.

The policy and curriculum intent have been agreed by school staff and Governors.

You are welcome to contact your child's class teacher to discuss the programme or to view any of the teaching materials used.

Kind regards,

Mrs C Rowett
Headteacher



Tel: 01765 604208
Email: admin@moorside-pri.n-yorks.sch.uk

