



South Lake Primary School

Relationships and Sex Education Policy

Version	Date	Approved by Governors	Description
1.	Autumn 2021	14.10.21	Re-write to reflect new legislation, following consultation process.

This policy is due for review on: Autumn 2022

1. Aims

At South Lake Primary School, our curriculum provides our children with:

- Aspiration, and the resilience to achieve.
- A rich bank of knowledge and a thirst for knowing more.
- An extensive vocabulary and the ability to understand complex texts.
- The ability to articulate their thoughts, make themselves understood and have a voice.
- An understanding of world issues and their responsibilities for the future.
- A respect for law and our responsibilities as a society.
- Tolerance of and respect for those who differ from them.

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

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

2. Statutory requirements

Relationships Education is compulsory for all pupils receiving primary education. This is laid out in the [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.

At South Lake Primary School, we teach relationships and sex education (RSE) as set out in this policy.

3. Policy development

This policy has been developed by reviewing the current curriculum and seeking the views from staff, parents and governors. A parental consultation was completed in summer 2021, parental views were gathered through an online poll and discussions.

4. Definition

Relationship and Sex Education is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

5. Roles and responsibilities

5.1 The governing board

The governing board will approve the RSE policy, and hold the Headteacher to account for its implementation.

5.2 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 7).

5.3 Class teachers

Class teachers 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.

5.4 Pupils

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

6. Curriculum

At South Lake Primary School, we teach RSE through our PSHE lessons (Personal, Social, and Health Education)

We use 'The Jigsaw Programme' which offers a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Being Me in My World covers a wide range of topics, including a sense of belonging, welcoming others and being part of a school community, a wider community, and a global community; it also looks at children's rights and responsibilities, working and socialising with others, and pupil voice
Autumn 2:	Celebrating Difference	Celebrating Difference focuses on similarities and differences and teaches about diversity, such as disability, racism, power, friendships, and conflict; children learn to accept everyone's right to 'difference', and most year groups explore the concept of 'normality'. Anti-bullying, including cyber and homophobic bullying, is an important aspect of this Puzzle.
Spring 1:	Dreams and Goals	Dreams and Goals aims to help children think about their hopes and dreams, their goals for success, what their personal strengths are, and how to overcome challenges, using team-work skills and tasks. There is also a focus on enterprise and fundraising. Children learn about experiencing and managing feelings of pride, ambition, disappointment, success; and they get to share their aspirations, the dreams and goals of others in different cultures/countries, and their dreams for their community and the world.
Spring 2:	Healthy Me	Healthy Me covers two main areas of health: emotional/mental health (relaxation, being safe, friendships, mental health skills, body image, relationships with food, managing stress) and Physical health (eating a balanced diet, physical activity, rest and relaxation, keeping clean, drugs and alcohol, being safe, first aid).
Summer 1:	Relationships	Relationships starts with building a respectful relationship with self and covers topics including families, friendships, pets and animals, and love and loss. A vital part of this Puzzle is about safeguarding and keeping

		children safe; this links to online safety and social networking. Children learn how to deal with conflict, build assertiveness skills, and identify their own strengths and strategies for building self-esteem and resilience. They explore roles and responsibilities in families and friendship groups, and consider stereotypes.
Summer 2:	Changing Me	Changing Me deals with change of many types, from growing from young to old, becoming a teenager, assertiveness, puberty, self-respect and safeguarding. Each year group thinks about looking ahead, moving year groups or the transition to secondary school and how to cope positively with such changes. Life cycles and human reproduction are taught in some year groups.

Relationships Education

Relationships Education at South Lake Primary School will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

We believe children should understand the facts about human reproduction before they leave primary school so our teaching will ensure that both boys and girls are prepared for 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.

Our proposed curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. Parents will receive each term a letter informing them of what objectives are being covered in PSHE so they discuss with their children topics if they wish.

7. Parents' right to opt out

Parents do not have the right to opt out of their children from relationships education.

Parents have the right to opt their children out from the non-science components of sex education within RSE.

Science curriculum in relation to SRE Statutory – no right to withdraw pupils	Sex education in relation to SRE Non-statutory at primary school age – parents have the right to withdraw their child (after consultation with the school)
<u>Content</u> Main external parts of the body Changes in the human body from birth to old age Puberty* Reproduction in plants Reproduction in animals <i>*Including physical and emotional changes and menstrual wellbeing (statutory SRE guidance physical health mental wellbeing: Primary)</i>	<u>Content</u> Conception Birth of the baby

The following lessons are non-statutory at primary school; therefore, parents have the right to withdraw their child from them. They are highlighted in yellow in the curriculum map, see appendix 1

Jigsaw Changing Me Unit

Year 5, Lesson 4 (Conception)

- Learning objective: I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby

Year 6, Lesson 4 (Conception, birth)

- Learning objective: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

Requests for Opting out should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Pupils who are withdrawn from sex education will join another class for the duration of the lessons.

A copy of requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

9. Training

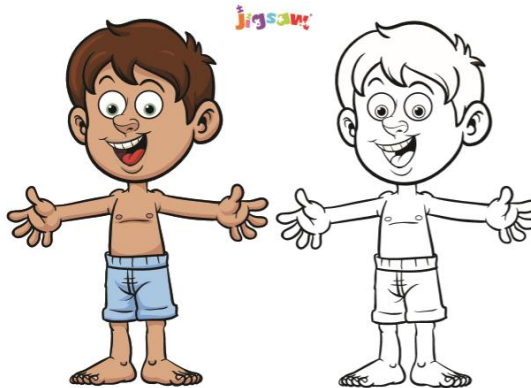
Training for the delivery of the Jigsaw program will be given to all staff.



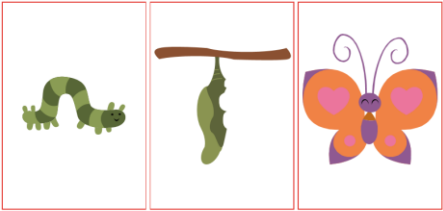
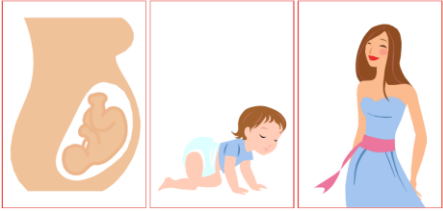
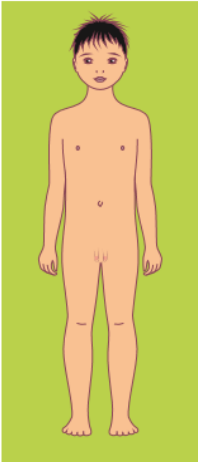
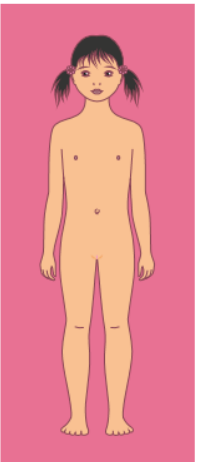
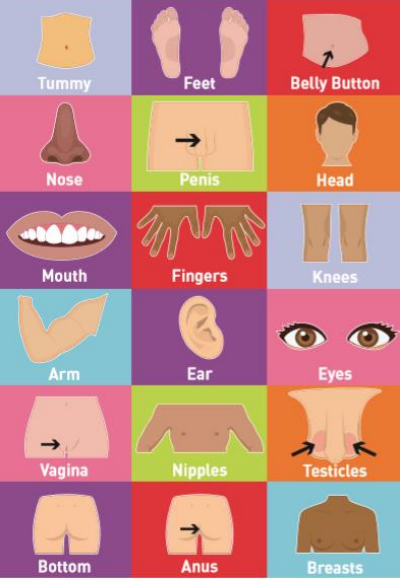
10. Monitoring arrangements

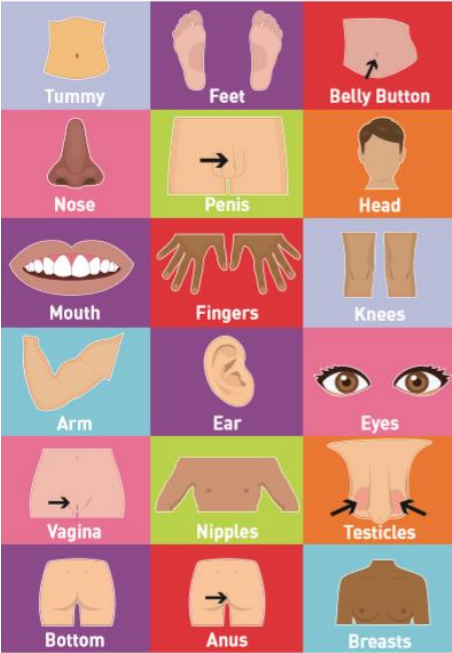
The delivery of RSE is monitored by Claire Waite, Deputy Headteacher, through:

- Monitoring planning and lesson delivery
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

Appendix 1: Sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/MATERIALS USED
Reception	3	I can name parts of the body. I understand that we all grow from babies to adults	 <div> <div>eye</div> <div>ear</div> <div>knee</div> <div>finger</div> <div>foot</div> <div>mouth</div> <div>nose</div> <div>stomach</div> <div>eyebrow</div> <div>arm</div> <div>tongue</div> <div>toe</div> <div>forehead</div> <div>chest</div> <div>hand</div> <div>leg</div> </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/MATERIALS USED
Year 1	3	<p>I am starting to understand the life cycles of animals and humans can tell you some things about me that have changed and some things about me that have stayed the same</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p>	<div>   </div> <div>   </div> <div>   </div> <div>  </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES/MATERIALS USED
2	3	<p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private</p>	<p>Vocabulary: Male Female Vagina Penis Testicles Vulva Anus Public Private</p> 

Year 3

3

I understand that in animals and human's lots of changes happen between conception and growing up, and that usually it is the female who has the baby.

I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow

understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.

I can identify how boys' and girls' bodies change on the outside during this growing up process.

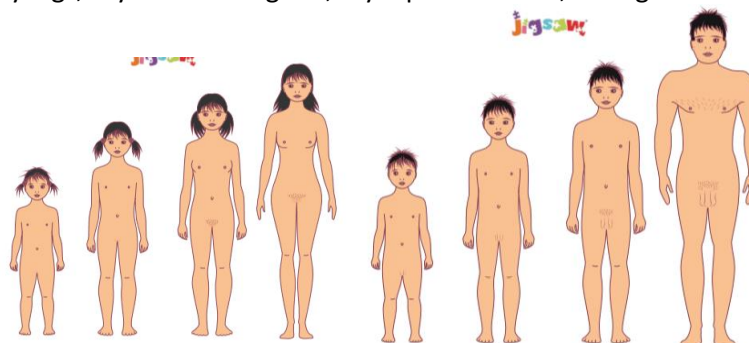
I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

I can start to recognise stereotypical ideas I might have about parenting and family roles.

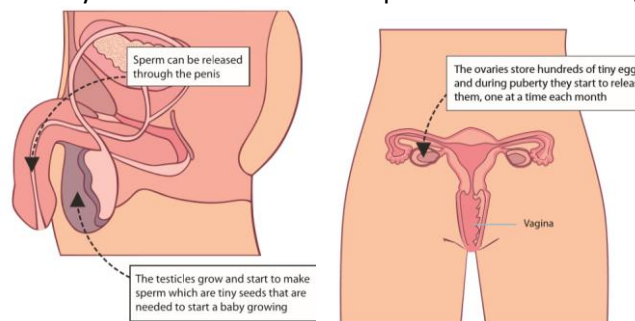
Vocabulary: Changes Birth Animals Babies Mother Growing up, Baby Grow Uterus Womb Nutrients Survive Love Affection Care



Outside Body change cards including statements – I will grow taller, I will develop pubic hair between my legs, My breast will grow, my hips will widen, I will grow hair on my face.



Puberty Male Female Testicles Sperm Penis Ovaries Egg Ovum/ Ova Womb/ Uterus Vagina



Year 4

3

I understand that some of my personal characteristics have come from my birth parents.

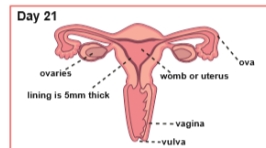
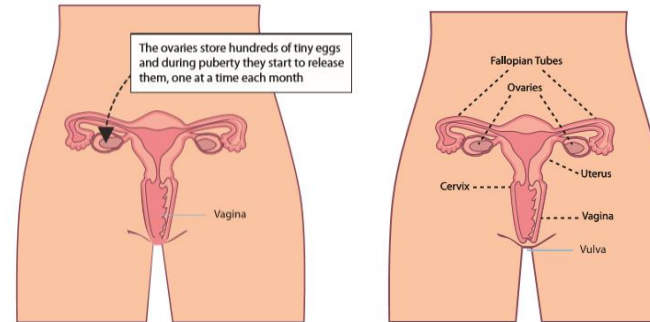
I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.

I know how the circle of change works and can apply it to changes I want to make in my life.

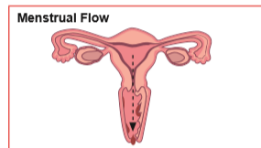
I can identify changes that have been and may continue to be outside of my control that I learnt to accept.

I can identify what I am looking forward to when I move to a new class.

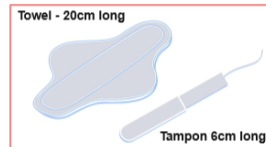
Vocabulary: Sperm Egg/ Ovum Penis Testicles Vagina/ Vulva Womb/ Uterus Ovaries



However, every month the womb has to get ready in case the egg is fertilised. It makes a thick, soft, spongy lining with an extra supply of blood to provide the food and oxygen that a baby would need.



If the egg is not fertilised the extra lining isn't needed so it breaks up. For a few days the womb lining and the spare blood it contained will come out of the body through the vagina. This is what is called 'having a period'.



Girls and women need to soak up the menstrual flow as it comes out of the vagina. They use either an absorbent towel which they wear in their pants or a tampon which they insert into the vagina. Both need to be changed regularly.



The amount of blood leaving the body varies from person to person but on average it's about two tablespoons or an eggcup full. Most women have periods until they are in their fifties, when they gradually stop.

One way my body will change during puberty is...

I'm looking forward to being a teenager because...

Something that worries me about getting older is...

What I like about being the age I am now is...

The trouble with being the age I am now is...

Compared with my friends, I think the rate at which I'm growing is...

Drawn Animation – Female



Year 5

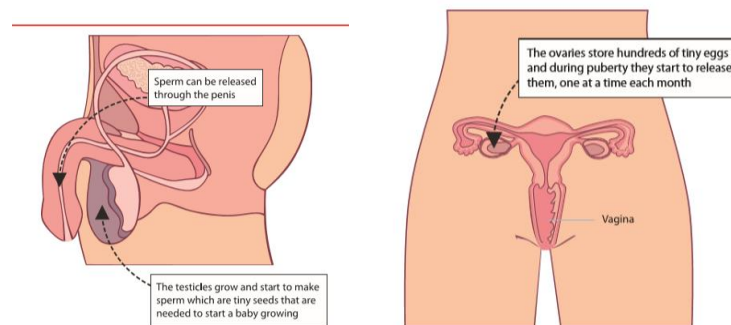
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I am aware of my own self-image and how my body image fits into that
I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally
I can describe how boys' and girls' bodies change during puberty

I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby

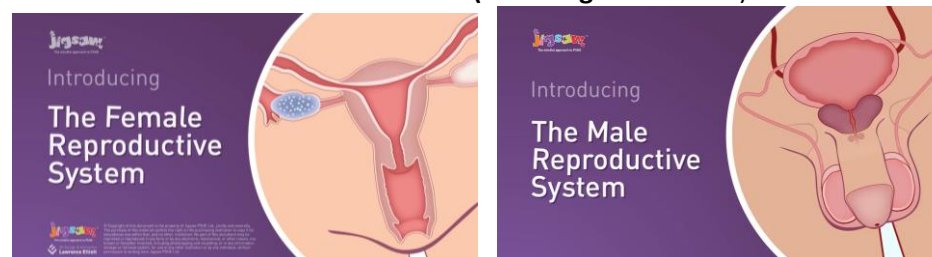
I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)
I can identify what I am looking forward to when I move to my next class.

Puberty Vocabulary: Sperm Semen Testicles/Testes Erection Ejaculation Wet dream Larynx Facial hair Growth spurt Hormone. Menstruation Periods Sanitary towels Sanitary pads Tampons Ovary/ Ovaries Vagina Oestrogen Vulva Womb/Uterus



Vocabulary: Relationships Conception Making love Sexual intercourse Fallopian tube Fertilisation Pregnancy Embryo Umbilical cord Contraception Fertility treatment (IVF)

Drawn Animation – Female and Male (Including intercourse)



If a couple makes love, it doesn't necessarily mean they will have a baby.

True

If people want to make love but not start a baby they can use various forms of contraception to stop the sperm and the egg meeting. Also, there are many days each month when there is no egg in the fallopian tube for the sperm to fertilise, and even when fertilised the egg might not successfully implant itself in the womb.

Fertilisation happens when the sperm meet the egg in the vagina.

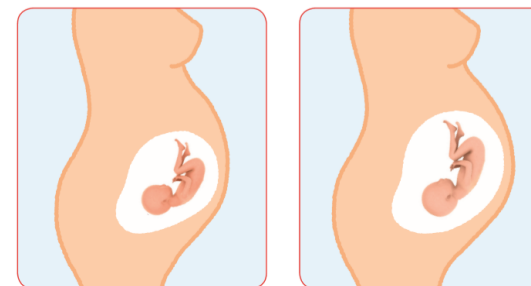
False

Fertilisation normally happens in the fallopian tube, which carries the egg from the ovary towards the womb. If the egg is not fertilised when it reaches the womb it dies and passes out through the vagina, along with the extra womb lining that is not needed.

One of the first signs to tell a woman she is pregnant is that her periods stop.

True

The extra womb lining needs to stay in place as the embryo (the tiny growing baby) is implanted in it, so a woman does not have periods when she is pregnant. She may notice other changes, like starting to feel a bit sick at certain times of day. A doctor can test her urine to show whether she is pregnant, or she can buy a kit to do this for herself at home.



Year 6

3

I am aware of my own self-image and how my body image fits into that. I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.

I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.

I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.

I am aware of the importance of a positive self-esteem and what I can do to develop it.

I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.

Vocabulary: Public hair, voice breaks, menstruation, semen, growing taller, hips widen, facial hair, erection, tampon, breasts, hormones, wet dream, ovulation, masturbation, sanitary towel, clitoris, testicles, sperm, underarm hair, penis, feeling moody, vagina, womb, fallopian tube, vulva.

If you get spots during puberty it's because you have a bad diet.
Myth! The changes in hormone levels in your blood mean you're more liable to spots - but you can help by eating well and washing and cleansing your skin thoroughly.

Girls get hairy legs, just like boys do.
Truth! Girls and women do grow hair on their legs, though probably not so much as boys. You might not realise it, since they often shave their legs because they think they look better without hair.

A girl should avoid having baths when she has a period.
Myth! Keeping clean is more important than ever when you have a period, so bathing and hair washing are the right thing to do - and swimming and other forms of exercise are fine too.

Most boys have wet dreams at some time during puberty.
Truth! Wet dreams are a very common part of the way the body adjusts to new feelings and to changes like starting to produce semen. It usually settles down after a while - there's nothing wrong with it.

When I was a baby in the womb I could stand on my head
TRUE
(You were probably head down when you were ready to be born)

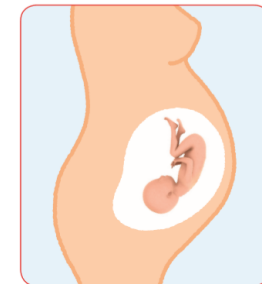
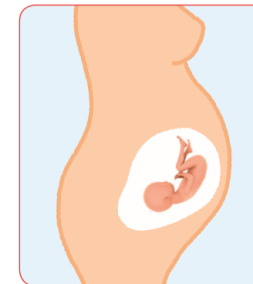
When I was a baby in the womb I could watch TV
FALSE

When I was a baby in the womb I could float underwater
TRUE
(You were floating in a bag of fluid)

When I was a baby in the womb I could play games
FALSE

When I was a baby in the womb I could listen to my Mum talking
TRUE
(You could hear her voice - although you couldn't understand it)







When I was a baby in the womb I could sing
FALSE




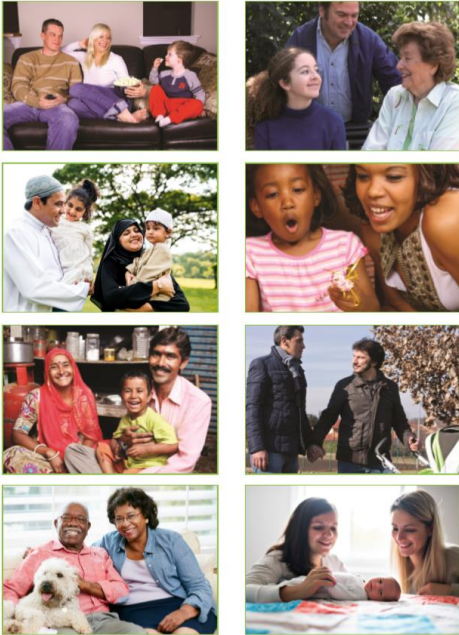

17. Now the mother can use muscles that she can control to help the contractions and push the baby down and out of the mother and the baby.
18. Finally the baby's head is born - this is the largest part and the rest of the body quickly follows: the mother is normally helped through all of this by a specially trained nurse called a _____.
19. The baby is still attached to its mother by the cord, but once it starts breathing for itself (and crying!) the cord can be clamped and cut - the remains of it will eventually shrivel to form the baby's _____.
20. The other end of the cord is connected to the placenta, and a few more contractions help the mother to push this out; now a new, independent life has begun and mother and baby can relax and start getting to know each other. Can you add one more word to describe how you think the mother might be feeling at this stage? _____















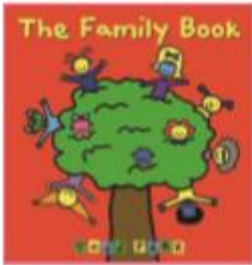
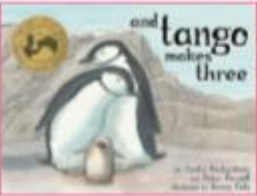
head	body parts	umbilical cord	vaginal opening
fertilises	labour	belly	fluid
contractions	hair	embryo	placenta
cervix	pregnancy	heart	womb
		blood	belly button







Appendix 2: Relationships curriculum map


YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	3	<p>I can identify some of the jobs I do in my family and how I feel like I belong</p> <p>I know how to make friends to stop myself from feeling lonely</p> <p>I can think of ways to solve problems and stay friends</p> <p>I am starting to understand the impact of unkind words</p> <p>I can use Calm Me time to manage my feelings</p> <p>I know how to be a good friend</p>	      <div>You are brilliant</div> <div>Go away</div> <div>Thank you very much</div> <div>I don't like you</div> <div>I like you</div> <div>You smell</div> <div>You are stupid</div> <div>I like what you have made</div> <div>Shut up</div> <div>You are clever</div> <div>You are funny</div> <div>Would you like to join us?</div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	3	<p>I can identify the members of my family and understand that there are lots of different types of families</p> <p>can identify what being a good friend means to me</p> <p>I know appropriate ways of physical contact to greet my friends and know which ways I prefer</p> <p>I know who can help me in my school community</p> <p>I can recognise my qualities as person and a friend</p> <p>I can tell you why I appreciate someone who is special to me</p>	 <p>The resources consist of nine comic panels arranged in a 3x3 grid. Each panel features colorful cartoon characters (Zargons) and a text box at the top. The text boxes describe different family structures and social situations. The illustrations show the characters in various settings, interacting with each other.</p> <ul style="list-style-type: none"> Panel 1 (Top Left): Text: "We have lots of friends and they all have different sorts of families." Illustration: A group of five Zargons of different colors and shapes standing together. Panel 2 (Top Middle): Text: "Several Zargon children live with their grandparents and some with their uncles and aunts. Some families don't have grandparents, and some have great-grandparents!" Illustration: A Zargon child standing next to a much larger, older-looking Zargon. Panel 3 (Top Right): Text: "Some Zargon children have two Mums and some have two Dads. That must be great!" Illustration: A Zargon child standing between two other Zargons, one of whom is holding a large horn. Panel 4 (Middle Left): Text: "Other friends only have a Mum, and some only have a Dad, just like us." Illustration: A Zargon child standing next to a single parent Zargon. Panel 5 (Middle Middle): Text: "Plenty of Zargon families have lots of children, others only have one and some don't have any at all." Illustration: A Zargon child standing next to a group of four other Zargon children. Panel 6 (Middle Right): Text: "There are different coloured Zargons in some families. These are our friends the Zangs." Illustration: A group of Zargons of various colors (green, blue, yellow, red) standing together. Panel 7 (Bottom Left): Text: "Some Zargon children live with their foster families. Our friends Zollo, Zilla and Zani were adopted by their Mum." Illustration: A Zargon child standing next to a large, purple Zargon (the mother) and two other Zargons. Panel 8 (Bottom Middle): Text: "A few of our friends have step-brothers and sisters." Illustration: A Zargon child standing next to a Zargon who is holding a large, round object, with another Zargon in the background. Panel 9 (Bottom Right): Text: "Some Zargons live by themselves like our Auntie Zeb. others have their pet Zings to keep them company. We don't have any pets, but we keep asking our Dad if we can get one!" Illustration: A Zargon child standing next to a small, grey, dog-like pet (a Zing).

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	3	<p>I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate</p> <p>I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not</p> <p>I can identify some of the things that cause conflict with my friends</p> <p>I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret</p> <p>I recognise and appreciate people who can help me in my family, my school and my community</p> <p>I can express my appreciation for the people in my special relationship</p>	 <div> <p>My Happy Home Recipe</p>  </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	2	Celebrating differences I understand that everybody's family is different and important to them	   
	3	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can identify and put into practice some of the skills of friendship eg. taking turns, being a good listener I know and can use some strategies for keeping myself safe online I can explain how some of the actions and work of people around the world help and influence my life I understand how my needs and rights are shared by children around the world and can identify how our lives may be different. I know how to express my appreciation to my friends and family.	          <p>Suggested books to use</p>   <div> <div>Washing the car</div> <div>Decorating the house</div> <div>Mowing the lawn</div> <div>Building a wall</div> <div>Walking the dog</div> <div>Washing up</div> <div>Mending the leaky tap</div> <div>Hanging out the washing</div> </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	6	<p>I can recognise situations which can cause jealousy in relationships</p> <p>I can identify someone I love and can express why they are special to me</p> <p>I can tell you about someone I know that I no longer see</p> <p>I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends</p> <p>I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older</p> <p>I know how to show love and appreciation to the people and animals who are special to me</p>	     

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	6	<p>I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities</p> <p>I understand that belonging to an online community can have positive and negative consequences</p> <p>I understand there are rights and responsibilities in an online community or social network</p> <p>I know there are rights and responsibilities when playing a game online</p> <p>I can recognise when I am spending too much time using devices (screen time)</p> <p>I can explain how to stay safe when using technology to communicate with my friends</p>	<p style="text-align: center;"></p> <p style="text-align: center;">Mia's story</p> <p>Mia's 19 year-old sister said she could borrow her tablet for the afternoon if she wanted, but only if she was responsible with it. Mia started playing an App she had seen her sister playing. When she opened the App it asked Mia if she was over 18. Mia clicked yes but she lied because she was really only 10 years old. The game started off OK, and Mia was really good at it, but as she progressed to the harder levels it started to get more frightening and violent, with lots of swearing and images that scared her. She noticed a message icon appear on the screen from a user called GR8. She opened the message. It was very rude and abusive and accused Mia of killing GR8's avatar. As the afternoon went on GR8 kept on messaging but Mia tried to ignore it. In the end there were over 50 unread messages. Her sister would be so annoyed. GR8 ganged up with some other players to kill Mia's avatar over and over again, so in the end she stopped playing because she wasn't enjoying the game anymore. She couldn't get the images out of her head, and for the next few weeks she kept on having bad nightmares. Her sister was angry about all the messages and told Mia that she had broken her trust and she wouldn't let her use the tablet again.</p> <div style="display: flex; flex-wrap: wrap;"> <div style="width: 50%;"> <p>'Chat Attack'</p> <p>This game is for players aged 5-12. This is a puzzle game where players have to solve puzzles together to stop the alien creatures from taking over the planet Zarf. Players can message each other live in the game to suggest different strategies and team work ideas. Can be played on phone, PC and tablet.</p> </div> <div style="width: 50%;"> <p>'Blockage'</p> <p>This game is for players of all ages. Sequence the randomly shaped blocks that fall from the sky to build the highest possible tower. The game features a head phone chat option so players can chat live to others. Can be played on phone, tablet and PC.</p> </div> <div style="width: 50%;"> <p>'Zombie death race'</p> <p>This game is for players aged 18 and above. Can you win the Zombie death race? Build your Zombie car and race against others to compete for the ultimate prize. This game contains violent images and bad language. Live video link to other players is available. Private message with your friends via Instagram and Snapchat. Can be played on phone, tablet and PC.</p> </div> <div style="width: 50%;"> <p>'Ultimate survivor'</p> <p>Be the last person standing. Create your avatar, stock up at the magical weapons store and fight to the death. Join your friends in combat to wage war on others. No age limit has been agreed for this game yet. Messaging available through Snapchat. Win and trade new skins by gambling them in the magical casino. Can be played on phone, tablet and PC.</p> </div> </div>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	2 3	<p>Celebrating Difference I understand how being different could affect someone's life</p> <p>Relationships I know that it is important to take care of my mental health I know how to take care of my mental health I understand that there are different stages of grief and that there are different types of loss that cause people to grieve I can recognise when people are trying to gain power or control I can judge whether something online is safe and helpful for me I can use technology positively and safely to communicate with my friends and family</p>	<p>Life Story of Robert Cowell – A journey of gender transition</p> <div> <p>Just lately Allesia's friends have noticed she is quieter than usual in school and hasn't been chatting as much on social media. They know that Allesia's parents split up about 3 months ago but she doesn't like talking about it. When she was getting changed for PE (Physical Education), one of her friends noticed that Allesia had lots of fine cuts on her arms. Allesia saw and quickly tried to cover them up. When they asked her about it, she said it was nothing to worry about.</p> </div> <div> <p>Noah has stopped going to football practice after school. He really used to enjoy it. When his best friend Harry asked why he wasn't going any more, Noah said it was boring. Noah's been finding it difficult to concentrate on his work, and Harry has noticed that he tries to stay indoors at break times, and now gets his Dad to collect him after school. When Harry asks him why, Noah gets really angry. Last week Harry saw Noah break one of his toys on purpose by throwing it against a wall. Harry knows that Noah used to get bullied by someone and he is starting to wonder if it is happening again.</p> </div> <div> <p>Trent is always looking at pictures of celebrities online and on social media because he wants to look like them. He has a really fashionable and popular group of friends and they are always chatting about the latest clothes or cool things to do. Just lately Trent has put on a little bit of weight. He hasn't changed what he eats and he still exercises every day. His Mum said not to worry and that it was just his body going through a phase of growing up. He is worried and it's starting to keep him awake at night. He has started to miss eating lunch on purpose. Some of his friends joke by saying that he needs to go to a gym and that he will never get a girlfriend.</p> </div> <div> <p>Shari has had a growth spurt and she is now the tallest girl in the class. She feels awkward and hates getting changed in front of anyone else. Some of the other girls have started to tease her about her height. She has started to hang around with a group in school who have a tough reputation so that people leave her alone. They are always getting into trouble but she goes along with it to keep in with them. Inside she feels she doesn't know who she is any more. She doesn't see or speak to any of her old friends.</p> </div> <div> <p>Relationships Stages of Grief PowerPoint Slides 1-4 - Ages 10-11 - Piece 3</p> <div> <p>Stage 1: Denying Feelings of loss, numbness, pain, disbelief, shock</p> </div> <div> <p>Stage 2: Fighting Feelings of anger, guilt, sadness, pain, despair</p> </div> <div> <p>Stage 3: Overwhelmed Feelings of depression, sadness, hopelessness, misery</p> </div> <div> <p>Stage 4: Accepting Coming to terms, still upset but able to move on</p> </div> </div>

Appendix 3: Parent form: Opt out from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	