RSHE
(Relationships, Sex and Health Education)

Lyngford Park Primary School

RSHE set out by the DFE

- From September 2020, schools will have to teach Relationships and Health Education. You can read about these changes in this DfE guide for parents< here:
- https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

- The DFE also strongly encourages primary schools to deliver sex education to help prepare children for their transition to secondary school.

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"This compulsory subject has been introduced to help to keep children safe;

prepare them for the world in which they are growing up, including the laws as they relate to relationships, sex and health;

to help foster respect for others and for difference."

Damian Hinds – Secretary of State for Education
February 25th 2019

Relationships content that must be taught by the end of Primary School

Relationships Education

Families and people who care for me

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Relationships Education

Caring friendships

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

Relationships Education

Respectful relationships

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- **the importance of permission-seeking and giving in relationships with friends, peers and adults.**

Relationships Education

Online relationships

- **that people sometimes behave differently online, including by pretending to be someone they are not.**
- **that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.**
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- **how information and data is shared and used online.**

Relationships Education

Being safe

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

Physical, Health and Mental Well-being and how it links to DFE outcomes

Physical Health and Mental Wellbeing

Mental wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.

Mental Wellbeing

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Physical Health and Mental Wellbeing

Internet safety and harms

- that for most people the internet is an integral part of life and has many benefits.
- about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.
- why social media, some computer games and online gaming, for example, are age restricted.
- that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.
- where and how to report concerns and get support with issues online.

Physical Health and Mental Wellbeing

Physical health and fitness

- the characteristics and mental and physical benefits of an active lifestyle.
- the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).
- how and when to seek support including which adults to speak to in school if they are worried about their health.

Physical Health and Mental Wellbeing

Healthy eating

- what constitutes a healthy diet (including understanding calories and other nutritional content).
- the principles of planning and preparing a range of healthy meals.
- the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Physical Health and Mental Wellbeing

Drugs, alcohol and tobacco

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking.

Physical Health and Mental Wellbeing

Health and prevention

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- the facts and science relating to immunisation and vaccination.

Physical Health and Mental Wellbeing

Basic first aid

- how to make a clear and efficient call to emergency services if necessary.
- concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Physical Health and Mental Wellbeing

Changing adolescent body

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- about menstrual wellbeing including the key facts about the menstrual cycle.

Supporting great Learning – every day

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SCARF

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SCARF content- programme we use.

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Lyngford Park Primary School PSHE and wellbeing long-term plan based on SCARF
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Year/Half-termly unit titles	1 Me and my Relationships	2 Being my Best	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Valuing Difference	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Keeping by body healthy – food, exercise, sleep Growth Mindset	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Similarities and difference Celebrating difference Showing kindness	Cycles Life stages Girls and boys – similarities and difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Growth Mindset Healthy eating Hygiene and health Cooperation	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Being kind and helping others Celebrating difference People who help us Listening Skills	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Recognising and respecting diversity Being respectful and tolerant My community	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Having choices and making decisions about my health Taking care of my environment My skills and interests	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Aspirations and goal setting Managing risk Looking after my mental health	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Coping with changes Keeping safe Body Image Sex education Self-esteem

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Relationships Education will focus on:

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

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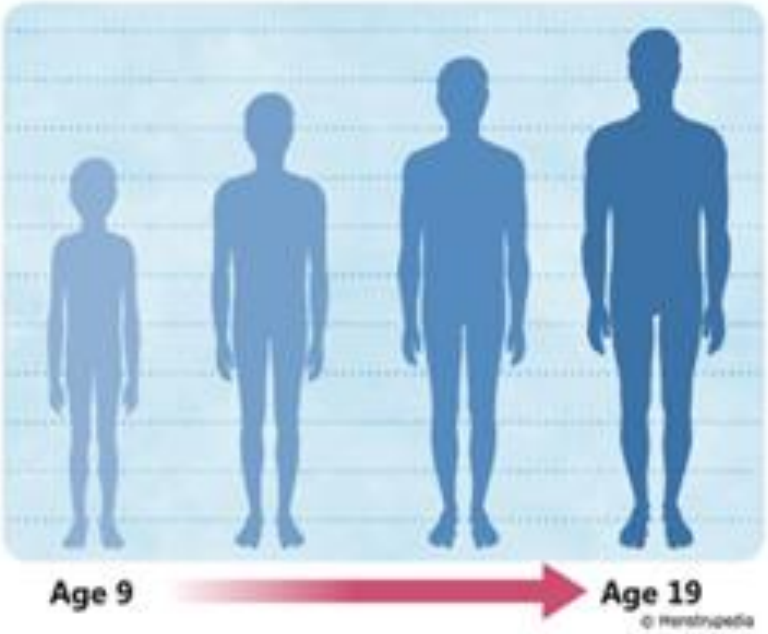
Relationships and Sex Education can also be found in the following Health Education units:

- Mental Wellbeing
- Internet Safety and harms
- Health and prevention
- Changing adolescent body



Relationships Education	Health Education
Families and people who care for me	Mental Wellbeing
Caring friendships	Internet safety and harms
Respectful relationships	Physical health and fitness
Online relationships	Healthy eating
Being safe	Drugs, alcohol and tobacco
Non-mandatory Sex Education – children will have the 'right to be excused'	Health and prevention
	Basic first aid
	Changing adolescent body, including puberty

Examples of sample lessons for each Year group that support RSHE Progressive model that is age-appropriate

- Reception- Getting bigger Getting bigger (coramlifeeducation.org.uk)
- Year 1- Keeping privates private Keeping privates private (coramlifeeducation.org.uk)
- Year 2- My body, your body My body, your body (coramlifeeducation.org.uk)
- Year 3- My changing body My changing body (coramlifeeducation.org.uk)
- Year 4- All change All change! (coramlifeeducation.org.uk)
- Year 5- Growing up and changing bodies/ changing bodies and feelings Growing up and changing bodies (coramlifeeducation.org.uk) and Changing bodies and feelings (coramlifeeducation.org.uk)
- Year 6- Making babies- Making babies (coramlifeeducation.org.uk)
- We have decided that we will not being teaching the HIV lesson in SCARF to our pupils, it is a non-statutory lesson. If we ever felt there was a need we would inform you first so could withdraw your child if you so wished.

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Reception Class content

- Seasons and change
- Life stages in plants, animals and humans
- Where do babies come from?
- Getting bigger
- Me and my body
- Looking after my special people
- Looking after my friends

Sample Learning Activities

- Role play how you can help your special people at home
- Read a book together about getting bigger
- Using the pairs cards, match up the baby animal with its adult equivalent
- Invite a midwife in to talk about her job
- Draw pictures of a friend. At the bottom of the picture write how they look after that friend or how their friend looks after them.

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Year 1 content

Extending learning from Reception.

New content includes:

- Our special people
- Caring behaviour
- Respecting others
- Safe touch
- Unsafe secrets
- Friendship
- Communication
- Bullying
- Boundaries
- Privacy including naming the genitals
- Feelings

Sample Learning Outcomes

- Recognise and name some of the qualities that make a person special to them
- Identify simple qualities of friendship
- Identify things they could do as a baby, a toddler and can do now
- Explain the difference between appropriate and inappropriate touch
- Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep
- Identify parts of the body that are private

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Year 2 content

Extending learning in year 1.

New content to include:

- How my behaviour (positive or negative) affects others
- Becoming more independent
- Keeping themselves and others safe
- Growing from young to old and how people's needs change

Sample Learning Outcomes

- Identify some of the ways that good friends care for each other
- Know and use words and phrases that show respect for other people
- Explain where someone could get help if they were being upset by someone else's behaviour
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify the types of touch they like and do not like
- Explain that our genitals help us make babies when we are older

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Year 3 content

Extending learning in year 2.

New content to include:

- Change including bereavement
- Images in the media
- Protecting personal information online
- Different types of relationships
- Healthy and unhealthy relationships (friendships),
- Discrimination and its consequences
- Understanding risk
- Making informed choices
- Resisting pressure
- Menstruation

Sample Learning Outcomes

- Explain some of the feelings someone might have when they lose something important to them
- Recognise and describe appropriate behaviour online as well as offline
- Identify when it is appropriate or inappropriate to allow someone into their body space
- Recognise who they have positive healthy relationships with
- Recognise that repeated name calling is a form of bullying
- Understand that for girls, periods are a normal part of puberty

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Year 4 content

Extending learning in year 3

New content to include:

- Body changes in puberty
- Conflicting emotions
- Good and not so good feelings
- Marriage and other relationships
- Consequences of our actions
- Recognise and challenge stereotypes
- Pressures to behave in an unacceptable, unhealthy or risky way

Sample Learning Outcomes

- Understand and explain why puberty happens
- Suggest reasons why young people sometimes fall out with their parents
- Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony
- Define what is meant by 'being responsible'
- Understand and identify stereotypes, including those promoted in the media
- Understand that we can be influenced both positively and negatively

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Year 5 content

Extending learning in year 4.

New content to include:

- Body changes and feelings during puberty
- Changing feelings and the effect on those we live with
- Unhealthy relationships
- Risky behaviour
- Using social media safely
- Types of bullying including homophobic
- Keeping personal information private online

Sample Learning Outcomes

- Identify some products that they may need during puberty and why
- Recognise some of the feelings associated with feeling excluded or 'left out'
- Identify what things make a relationship unhealthy
- Explore and share their views about decision making when faced with a risky situation
- Recognise that people aren't always who they say they are online
- Recognise that some people can get bullied because of the way they express their gender
- Know how to protect personal information online

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Year 6 content

Extending learning in year 5.

New content to include:

- Body image
- Sharing images online
- Forced marriage
- Conception, reproduction & birth
- HIV

Sample Learning Outcomes

- Recognise that photos can be changed to match society's view of perfect
- Explore the risks of sharing photos and films of themselves with other people directly or online
- Describe ways in which people show their commitment to each other
- Know a variety of ways in which the sperm can fertilise the egg to create a baby
- Explain how HIV affects the body's immune system

Which parts of SCARF include Sex Education

We interpret sex education to mean puberty, conception, contraception, reproduction and birth. All of these themes, with the exception of conception and contraception, are included within either statutory Health Education or National Curriculum Science. The statutory RSHE guidance states that sex education should ensure children know how a baby is conceived. We interpret 'how a baby is conceived' as referring to what happens during sexual intercourse before an egg and sperm meet (reproduction). We therefore include sexual intercourse and IVF as well as some information about condoms in our Year 6 Making Babies lesson. In our What is HIV? Lesson there is also a reference to condoms. NB: these lessons can be adapted to ensure that no non-statutory sex education is taught (this would be by omitting the sexual intercourse and condom elements).

The DfE statutory guidance states (p. 23) the following in relation to Sex Education:

"The national curriculum for science also includes subject content in related areas, such as 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."

"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 should 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 of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."

We therefore include sexual intercourse as well as IVF in our Year 6 Making Babies lesson, to help children understand how babies are conceived, particularly before they transition to secondary school to support the pupils' ongoing emotional and physical development effectively, as stated by the DfE. Condoms are also included in this lesson to help pupils understand that pregnancy can be avoided and does not always have to be a consequence of sexual intercourse.

We also believe this to be a safeguarding issue, as children starting secondary school will be mixing with 16 year olds and possibly 18 year olds who will legally be able to have sex – and so by providing sex education in Year 6 we are laying the foundations to further sex education in secondary school, as well as helping children to identify what sexual intercourse is and its potential consequences (pregnancy), and how to avoid it, should anyone be trying to coerce them to engage in sexual activity.

We define menstruation, wet dreams and masturbation (all parts of puberty) as falling within Health Education (under the Changing Adolescent Body section) not Sex Education, and therefore part of the statutory requirements. Naming parts of the body, including genitalia, comes under statutory Relationships Education, within the Being Safe unit; requirement number 7: '*How to report concerns or abuse, and the vocabulary and confidence to do so',* It also comes under National Curriculum Science where children are required to be able to name the external body parts and so is again statutory. However, if you feel that your pupils are not ready for this information in the year group it has been suggested within the SCARF curriculum, then you have the flexibility to deliver the lesson in a later year, when you feel it would best meet your pupils' needs. See Q7 of this section for more information.

Question often asked..

What lessons can parents withdraw from?

- Lessons that include non-statutory Sex Education. (See SCARF and RSE content question 3.4 to see how SCARF defines Sex Education and what is non-statutory.) If you agree with SCARF's definition of what Sex Education is, then parents can withdraw their child from the Making Babies lesson in year 6; which shows what sexual intercourse is to show how a baby is made and briefly explains what a condom is, and some or all of the What is HIV? lesson, also in year 6 which briefly explains what a condom is. The DfE statutory guidance states (p. 23) the following in relation to Sex Education:
- *"The national curriculum for science also includes subject content in related areas, such as 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."*
- *"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 should 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 of the human life cycle set out in the national curriculum for science - how a baby is conceived and born."*

Extra RSHE workshops for Yr5 &6 we try to plan each year.

- As a school we welcome the leading children's health and wellbeing charity, Coram Life Education (CLE) into our school to deliver some of the relationships and sex education (RSE) aspect of our PSHE programme to years 5 and 6. This programme is designed to help children make healthy choices and keep themselves safe during their school years and beyond. **Visit dates to be confirmed.** From September 2020 relationships education became a legal requirement; parts of sex education were already legal requirements before this time, within the National Curriculum. The design of the programme has taken into account the requirements of the statutory guidance, up-to-date best practice guidance, and the needs of our children
- The workshops, led by an experienced, trained CLE educator, will be delivered to our Years 5 and 6 pupils and will focus on body changes and keeping safe.

The workshops focus on:

- Understanding the changes that place during puberty for both boys and girls so that children can approach these changes with confidence
- The products that they may need during puberty and why
- What menstruation is and why it happens
- Naming the reproductive organs
- Dispelling some of the myths associated with puberty
- Developing resilience to deal with situations they may face as they reach puberty
- Identifying ways of managing situations

Year 5 coverage

Your Year 5 child will be exploring these themes through examining the following questions:

- How will my body and emotions change as I approach and move through puberty?
- Why are girls and boys bodies different?
- How do I feel about growing up and changing?
- Which parts of my body are private?
- What kind of physical contact is unacceptable and how should I respond?
- How can I say ‘no’ to someone and keep myself safe but without hurting their feelings?
- What are personal boundaries?
- Who can I talk to if I feel uncomfortable, or if someone isn’t respecting my personal boundaries?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that children might ask during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability, and tailored to suit our children’s needs.

Year 6 coverage

Your Year 6 child will be exploring these themes through examining the following questions:

- What are personal boundaries?
- Who can I talk to if I feel uncomfortable or if someone isn't respecting my personal boundaries?
- What kind of physical contact is unacceptable and how should I respond?
- What language is appropriate and inappropriate when talking to my peers?
- How can I use my mobile phone in a responsible way and respect other people's boundaries?
- What is a stereotype and how can it be negative?
- How will my body and emotions change as they approach and move through puberty?
- How do I feel about growing up and changing?
- How do humans reproduce?
- Can people of the same sex love each other? Is this ok?
- What do I do if someone wants me to do something I know is wrong or makes me feel uncomfortable?
- How can I say 'no' to someone and keep myself safe without hurting their feelings?
- Who can I talk to if I want help and advice or am worried about someone else?

Appropriate questions that children might ask during the workshops will be answered honestly, factually and in the context of safe, supportive, loving, and caring relationships. Each pupil's privacy will be respected, and no one will be asked to reveal personal information. All resources that will be used have been reviewed by the school for their suitability, and tailored to suit our children's needs.

Scenarios used as part of the RSE workshop

YEAR 6 – Changing Bodies & Keeping Safe

Scenarios used in Broken Boundaries activity

- Josh is 11 and doing well at school. He is not very keen on sport but is very good at computers. Recently one of the boys in his class, Amwar, started to call him 'gay' during a PE lesson. The teacher ignored it and the other pupils all laughed. Now a group of pupils – both boys, and girls – have started chanting when he walks past, in, and outside of school. His best friend has started to avoid him because he is afraid of being treated the same way.
- Anna and Leroy have always been friends. They walk to school together. Mia likes Leroy too and says he is her boyfriend. She tells the other girls that Anna is trying to 'take Leroy away from her' and sends messages on her phone to others saying 'Anna is a slag.' [or other hateful word]. If Anna gives a wrong answer in class, Mia and her friends laugh at her. Anna has begun to get threatening messages on her phone.
- There is a group of 11-year-old boys in the playground at lunchtime who start talking about breasts and one of the boys, Finley, starts talking about some sexual pictures he saw on his tablet last night. Finley sees Sasha (also aged 11) walk past and asks her what size bra she wears, and then asks if he can touch her breasts. Tom, one of his friends, tells him 'that's out of order', while Sasha hurries off to find her friends.
- A class of 10 and 11-year-olds are on a coach heading to their swimming lessons. Rahim is sitting on the back seat with his friends. He is kneeling on the seat, facing the window with his back to the rest of the bus. Katie rushes up behind him and pulls down his trousers exposing his bottom to everyone. Everyone laughs, including his friends as he quickly pulls his trousers back up.
- Marcus asked Sophia out, but she wasn't interested. Since then in the lunch queue, he often stands behind her and jostles or touches her, but he always claims he was pushed. Numa is standing with Sophia one day, sees what Marcus is doing to Sophia and tells him to 'leave her alone'.
- Some 10 and 11-year-olds are playing in the park after school. A couple of the girls, Freya and Honor, are at the top of the climbing frame, chatting. A couple of boys, George and Levi, are standing nearby playing on their phones. Levi walks under the climbing frame and takes a photo under Freya's skirt. George laughs as they both walk off.

Our role as parents

Parents (and carers) are the **prime educators** for children on …these matters. Schools complement and reinforce this role…building on what pupils learn at home...

BBC Teach- The Big Talk

Amaze Junior

Sarah Sproule

Outspoken Sex Ed

- The RSHE policy is on the school website PSHE/RSHE | Lyngford Park Primary School

- If you have any more questions, I am happy to answer or class teachers are.

I hope you have found this useful and thank you for your time

Mrs Ingram