

# Dean Valley Community Primary School



Dean Valley  
Community Primary

## RSE Policy

Person responsible for Policy

Written/Reviewed

Date for next Review

Deb Lester

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## **Relationships and Sex Education (RSE) Policy**

### Intent

At Dean Valley Community Primary School, we intend to deliver a Relationships and Sex (SRE) curriculum that supports and teaches children to be healthy, safe and prepared for modern life. The curriculum will focus on teaching the fundamental blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults. We want our children to show respect towards themselves and others and recognise when they are not being treated in this way both in the real and online world. We want all pupils to feel valued and understand the positive contributions they can make within their families, friendship groups and wider society.

### Definition

Relationships and sex education is a lifelong process whereby children and young people acquire knowledge, understanding and skills, and develop beliefs, attitudes and values about their relationships and sexuality within a moral and ethical framework. It is about understanding the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sexuality and sexual health, healthy lifestyles, diversity and personal identity. RSE is not a means of promoting any form of sexual orientation or sexual activity.

### Statutory Requirements

Current regulations and guidance from the Department of Education (DfE) state that, as from September 2020, all primary schools must deliver relationships education (see Appendix 1 – what pupils should know by the end of Primary School).

As a primary school, we are not required to provide sex education but we must teach the elements of sex education contained within the science curriculum. However, the DfE recommend that primary schools have a sex education programme that is tailored to the age and the physical and emotional maturity of the pupils.

### Principles

The following principles underpin the development of Dean Valley's policy:

RSE is one element of the school's health education programme and should be viewed within the health-promoting ethos of the school.

RSE should contribute to the physical, emotional, moral and spiritual development of all young people within the context of today's society.

Education about relationships and sexuality should reflect the cultural, ethnic and religious influences within the home, the school and the community.

RSE should be non-discriminatory and sensitive to the diverse backgrounds and needs of all young people.

RSE starts informally at an early stage with parents/carers and continues through to adulthood both within the home and at all stages of school life.

### Aims

At Dean Valley C. P. School, we aim to:

- provide a framework in which sensitive discussions can take place;
- establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage;

- provide opportunities for pupils to develop personal and interpersonal skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;
- foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- create a positive culture relating to issues around relationships and family life, gender, sexuality and sexual orientation;
- develop an awareness about different types of adult relationships, including lesbian, bisexual, gay and transgender, and to discuss these with confidence and respect;
- raise awareness of inappropriate relationships (sexual abuse) and what pupils should do if they are worried about any sexual matters;
- provide pupils with accurate and relevant information about the physical and emotional changes they will experience throughout their formative years and into adulthood;
- develop an understanding about the way human beings reproduce;
- teach pupils the correct vocabulary to describe themselves and their bodies.

### Implementation

Dean Valley's RSE programme will be delivered predominantly within our PSHCE (personal, social, health, citizenship and economic) lessons and through the National Curriculum Science (2014), but should also be firmly embedded in all areas of the curriculum.

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

Families and friendships (including caring for others)

Safe relationships (including online relationships)

Respecting ourselves and others

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).

In line with the government guidance, we have implemented a graduated RSE age-appropriate programme (The Christopher Winter Project – see Appendix 2) to be taught from Foundation Stage to Year 6. Lessons are delivered using the planning and resources from this scheme. We have also implemented the 'No Outsiders' scheme of work by Andrew Moffat (see Appendix 3), which fits alongside The Christopher Winter Project in teaching the Relationships element of RSE. This scheme of work is delivered using carefully chosen, age-related picture books and 'promotes an ethos of inclusion and tolerance, and aims to prepare children for life in modern Britain'.

Each class will receive 6 'No Outsiders' lessons and 3 Christopher Winter's lessons per school year as part of our weekly PSHCE lessons. Additional resources/websites approved by the PSHE Association may also be used to further enhance teaching and learning in this area.

Sex education sessions are delivered by the class teacher in mixed gender classes. However, in upper Key Stage Two, there may be occasional single sex lessons according to the need, subject matter and cohort.

Sex education focuses on external body parts and changing bodies. By the end of Key Stage 2, both boys and girls should understand how babies are conceived and born, how their bodies change during puberty, why males' voices break, what menstruation is and how it affects females, when these changes are likely to take place and what issues may cause anxiety, and how they can be dealt with (refer to Appendix 2 and 3 for a breakdown of our Relationships and Sex Education lessons).

The aspects of RSE, which are taught as part of the statutory science curriculum 2014, require children to:

#### Key Stage 1

- notice that animals, including humans, have offspring which grow into adults
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

#### Key Stage 2

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals
- describe the changes as humans develop to old age
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

#### Statutory Duty of the School

##### The Role of Governors

The governors will support the Headteacher in implementing and monitoring an effective relationships and sex education programme.

##### The Role of the Headteacher and Teachers

The Headteacher must ensure that pupils are protected from teaching materials which are inappropriate, having regard to the age and cultural background of the pupils concerned.

The Headteacher and teachers have a responsibility to ensure the safety and welfare of pupils. As teachers act in loco parentis, parents may need to be reassured that the personal beliefs and attitudes of teachers will not influence the teaching of RSE within the PSHE and Citizenship framework.

Staff are responsible for:

Delivering RSE in a sensitive way;

Modelling positive attitudes to RSE;

Monitoring progress;

Responding to the needs of individual pupils.

#### Safeguarding

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this case, teachers are required to adhere to the school's policy on confidentiality between themselves and pupils, especially when they believe that a pupil has embarked on a course of conduct that would place him or her at moral or physical risk or in breach of the law. Teachers cannot offer or guarantee absolute confidentiality. It is only in the most exceptional circumstances that schools should be in the position of having to handle information without parental knowledge. Where younger pupils are involved this will be grounds for serious concern and child protection issues will need to be addressed. The school's policy on confidentiality may encourage pupils to talk to their parents or carers and give them support to do so. If there is evidence of abuse the school's child protection procedure should be adhered to, ensuring that pupils are informed of sources of confidential help, for example, the school nurse, a GP or local young person's advice service.

### The Role of Pupils

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

### The Role of Parents

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from some components of sex education within RSE but not from the teaching of the biological aspects of human growth and reproduction and the naming of external body parts necessary under Science National Curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. Both the parents and the school must take into account the child's views given the child's statutory right to education.

Alternative work will be given to pupils who are withdrawn from sex education.

Our aim is to build a positive and supporting relationship with parents through mutual understanding, trust and co-operation. In promoting this objective, we:

Inform parents about the school's relationships and sex education policy and practice.

Answer any questions that parents may have about the relationships and sex education of their child;

Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;

Encourage parents to be involved in reviewing the school policy and making modifications as necessary;

Encourage parents to view the materials/resources used during RSE lessons;

Notify parents when RSE lessons will be taught;

Inform parents about best practice with regard to RSE so that the teaching in school supports the key messages which parents give to children at home. In this way, pupils will benefit from being given consistent messages about their changing body and their increasing responsibilities.

### Impact

### Monitoring and Assessment

The delivery of RSE is monitored by Deb Lester (PSHE Lead) through:

Planning scrutiny, learning walks, pupil voice and book scrutiny.

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

### Resources

No Outsiders by Andrew Moffat

Christopher Winter Project (RSE)

PSHE Association SoW

PSHE Association approved resources, e.g. videos, websites

Variety of age appropriate picture books

Statutory Primary Science Curriculum 2014

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## Appendix 1: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>

<p>Online relationships</p>	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>



## Appendix 2

### Sex Education lessons from the Christopher Winters RSE scheme of work

Year	Statutory Guidance	Learning Intentions & Learning Outcomes	Resources	Vocabulary
1	Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body	Learning Intention To discuss how children grow and change Learning Outcomes Understand that babies need care and support Know that older children can do more by themselves	Story bag containing pictures of newborns babies, lifecycle picture cards, lifecycle word cards	boy, girl, male, female, private parts, penis, vulva
2	Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body Relationships Education Respectful relationships (3a, 3g)	Learning Intention To introduce the concept of gender stereotypes To identify differences between males and females Learning Outcomes Understand that some people have fixed ideas about what boys and girls can do Describe the difference between male and female babies	Boy/girl labels Bag of objects and clothing to explore male and female stereotypes Clothed babies picture cards Pictures of newborn babies	Different, similar, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vulva
	Key Stage 1 Science -Notice that animals, including humans, have offspring that grow into adults Relationships Education Respectful relationships (3a)	Learning Intention To explore some of the differences between males and females and to understand how this is a part of the lifecycle Learning Outcomes Describe some differences between male and female animals Understand that making new life needs a male and female	Pictures of male and female animals Cars and kittens worksheet Anatomically correct toy farm animals	
	Key Stage 1 Science -Identify, name, draw and label the basic parts of the human body	Learning Intention To focus on sexual difference and name body parts Learning Outcomes Describe the physical differences between males and females Name the different body parts	Body parts picture cards Female x-ray picture Body parts worksheet Suggested reading: <i>Shapesville</i> , Andy Mills <i>It's OK to be Different</i> , Todd Parr	
3	Relationships Education Respectful relationships (3a)	Learning Intention To identify that people are unique and to respect those differences To explore the differences between male and female bodies Learning Outcomes Know and respect the body differences between ourselves and others Name male and female body parts using agreed words	<i>It's OK to be Different</i> , Todd Parr Pictures of male and female bodies Body difference matching cards Additional Activities: <i>Cinderella's Bum</i> , Nicholas Allan <i>Shapesville</i> , Andy Mills	Male, female, private parts, penis, testicles, vulva, vagina, uterus

4	<p>Key Stage 2 Science -Describe the life processes of reproduction in some plants and animals Health Education Changing adolescent body (8a)</p>	<p>Learning Intention To explore the human lifecycle To identify some basic facts about puberty Learning Outcomes Understand that puberty is an important stage in the human lifecycle Know some changes that happen during puberty</p>	<p>Body parts bingo cards Body changes pictures Lifecycle quiz Babies and children worksheet</p>	<p>Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings</p>
	<p>Key Stage 2 Science -Describe the life processes of reproduction in some plants and animals Health Education Changing adolescent body (8a, 8b) Mental Wellbeing (6a, 6b, 6c, 6d, 6f) Menstruation (9a)</p>	<p>Learning Intention To explore how puberty is linked to reproduction Learning Outcomes Know some of the physical and emotional changes that happen in puberty Understand that children change into adults to be able to reproduce if they choose to</p>	<p>Bag containing sopt cream, deoderant, shaving foam, menstrual pads/tampon, a love heart Puberty card spot Body changes worksheet Suggested reading: <i>Where Willy Went</i>, Nicholas Allan <i>Hair in Funny Places</i>, Babette Cole</p>	
5	<p>Health Education Changing adolescent body (8a, 8b) Mental Wellbeing (6c, 6d, 6f) Menstruation (9a)</p>	<p>Learning Intention To explore the emotional and physical changes occurring in puberty Learning Outcomes Explain the main physical and emotional changes that happen during puberty Ask questions about puberty with confidence</p>	<p>Puberty cahnges worksheet Reproductive system slides Pupil questions template</p>	<p>Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet freams, semen, erection, sweat, brests, spots, public hair, facial hair, underarm hair, sexual feelings</p>
	<p>Health Education Changing adolescent body (8a, 8b) Menstruation (9a)</p>	<p>Learning Intention To understand male and female puberty changes in more detail Learning Outcomes Understand how puberty affects the reproductive organs Describe what happens during menstruation and sperm production</p>	<p>Reproductive system slides Menstrual cycle animation Male changes Powerpoint Puberty card game Selection of menstrual products (tampons, pads, liners, re-usables Menstruation card game</p>	
	<p>Health Education Changing adolescent body (8a, 8b) Mental Wellbeing (6a, 6b, 6c, 6d, 6e, 6f) Menstruation (9a)</p>	<p>Learning Intention To explore the impact of puberty on the body and the importance of physical hygiene To explore ways to get support during puberty Learning Outcomes Explain how to keep clean during puberty</p>	<p>Year 5 puberty problem page Puberty bingo cards</p>	

		<p>Explain how emotion/relationships change during puberty</p> <p>Know how to get help and support during puberty</p>		
6	<p>Health Education</p> <p>Changing adolescent body (8a, 8b)</p> <p>Mental Wellbeing (6c, 6d, 6f, 6g, 6i, 6j)</p>	<p>Learning Intention</p> <p>To consider puberty and reproduction</p> <p>Learning Outcomes</p> <p>Describe how and why the body changes during puberty in preparation for reproduction</p> <p>Talk about puberty and preproduction with confidence</p>	<p>Puberty body part cards</p> <p>Reproduction question sheet</p> <p>Year 6 puberty problem page</p>	<p>Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, friendship, love, consent, intimacy, communication</p>
	<p>Relationships Education</p> <p>Families and people who care for us (1c, 1d, 1e)</p> <p>Key Stage 2 Science</p> <p>-recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to parents</p>	<p>Learning Intention</p> <p>To consider different ways people might start a family</p> <p>Learning Outcomes</p> <p>Describe the decisions that have to be made before having children</p> <p>Know some basic facts about conception and pregnancy</p>	<p>Couple pictures</p> <p>How does a baby start? cards</p> <p>Conception and pregnancy statements</p> <p>Conception and pregnancy quiz</p> <p>Reproductive system slides</p>	

### Appendix 3

#### Relationships Education lesson overview from No Outsiders programme by Andrew Moffat

Year	Text	Learning Intention	Success Criteria
EYFS	<i>You Choose</i> by Nick Sharratt & Pippa Goodheart	I can choose what I like	I can make my mind up and tell you things I like I can ask others what they think
	<i>Red Rockets and Rainbow Jelly</i> by Sue Heap & Nick Sharratt	It's ok to like different things	I know my friends can like different things to me I know we can still be friends
	<i>Hello Hello</i> by Brendan Wenzel	To say hello	I know in my class we are not all the same I know we are different I know I can make friends with different people I know how to make friends
	<i>The Family Book</i> by Todd Parr	All families are different	I know who is in my family I know all families are different
	<i>Mommy, Mama and Me</i> by Leslea Newman & Carol Thompson	To celebrate my family	I know the people in my family are special I can tell you who loves me
	<i>Blue Chameleon</i> by Emily Gravett	To make a new friend	I know everyone is different in my class I can make friends with anyone
Year 1	<i>Elmer</i> by David McKee	I like the way I am	I know ways we are different I know how to make my class welcoming
	<i>Going to the Volcano</i> by Andy Stanton	To join in	I know we are all different I know we can play together I can join in
	<i>Want to Play Trucks</i> by Ann Stott & Bob Graham	To find ways to play together	I know we might like different things I can find ways you can join my game I can make sure no one is left out
	<i>Hair, It's a Family Affair</i> by Mylo Freeman	Proud to be me	I know we are all different I know I am different I know how I am different I like the way I am
	<i>My World Your World</i> by Melanie Walsh	I share the world with lots of people	I know I live in the world I know the world is full of different people
	<i>Errol's Garden</i> by Gillian Hibbs	To work together	I know I can ask for help with my ideas I know how to ask for help I can work with different people
Year 2	<i>Can I Join Your Club?</i> by John Kelly & Steph Laberis	To welcome different people	I know we are all different I can name ways we are different I have friends who are different I don't leave people out
	<i>How To Be a Lion</i> by Ed Vere	To have self-confidence	I know we are all different I know sometimes it's hard to be different I know what self-confidence means I know how I help someone feel confident
	<i>The Great Big Book of Families</i> by Mary Hoffman & Ros Asquith	To understand what diversity is	I understand what diversity means I know how my school is diverse
	<i>Amazing</i> by Steve Antony	To think about what makes a good friend	I know what a friend is I know how to be a good friend

	<i>What the Jackdaw Saw</i> by Julia Donaldson & Nick Sharratt	To communicate in different ways	I know there are different ways to communicate I can learn to use sign language
	<i>All Are Welcome</i> by Alexandra Penfold & Suzanne Kaufman	To know I belong	I know there are special things about me I know I am different I know I belong
Year 3	<i>This Is Our House</i> by Michael Rosen	To understand what discrimination means	I know how someone can feel like an outsider I know how to make sure there are no outsiders in our school
	<i>We're All Wonders</i> by R.J. Palacio	To understand what a bystander is	I know everyone has differences I know what unique means I know how people can feel hurt I know what a bystander is I know what to do if I see someone being unkind
	<i>Beegu</i> by Alexis Deacon	To be welcoming	I know the behaviour that makes someone feel like an outsider I know how to make someone feel welcome
	<i>The Truth About Old People</i> by Elina Ellis	To recognise stereotype	I know what a stereotype is I know how stereotypes affect people I know everyone is different
	<i>The Hueys in the New Jumper</i> by Oliver Jeffers	To recognise and help an outsider	I know why it's hard to be different I know how to help someone to be strong
	<i>Planet Omar: Accidental Trouble Magnet</i> by Zanib Mian	To consider living in Britain today	I know what Britain is I know where I live I know lots of different people live in Britain today I know why some people are scared of difference
Year 4	<i>Along Came a Different</i> by Tom McLaughlin	To help someone accept difference	I know we are different I can tell you ways we are different I know why some people are afraid of difference I can help people to accept difference
	<i>Dogs Don't Do Ballet</i> by Anna Kemp & Sarah Oglivie	To choose when to be assertive	I know what assertive means I know why being assertive is sometimes hard
	<i>Red: A Crayon's Story</i> by Michael Hall	To be proud of who I am	I know why people sometimes don't speak up I know everyone in my school should be proud of who they are
	<i>Aalfred and Aalbert</i> by Morag Hood	To find common ground	I know there are more things that we have in common than divide us
	<i>When Sadness Comes To Call</i> by Eva Eland	To look after my mental health	I know what mental health is I know what situations can affect my mental health I have strategies to look after my mental health
	<i>Julian Is a Mermaid</i> by Jessica Love	To show acceptance	I know there are different ways to dress I know people can choose what they wear I know different people in my community wear different things I am accepting of difference
Year 5	<i>Kenny Lives With Erica and Martina</i> by Olly Pike	To consider consequences	I know what a consequence is I know that all actions have consequences

			I know that I have a choice in behaviour I join in and behaviour I choose to not join in
	<i>Rose Blanche</i> by Ian McEwan & Roberto Innocenti	To justify my actions	I know sometimes we have to make difficult decisions I can justify my actions
	<i>Mixed</i> by Arree Chung	To consider responses to racist behaviour	I understand what racism is I can recognise racist behaviour I know what to do if I hear or see someone being racist
	<i>How To Heal a Broken Wing</i> by Bob Graham	To recognise when someone needs help	I know people have different life experiences I can empathise with others
	<i>The Girls</i> by Lauren Lee & Jenny Lovlie	To explore friendship	I know what friend are I know how important friendship is I know sometimes friendship can go wrong I value the people around me
	<i>And Tango Makes Three</i> by Justin Richardson & Peter Parnell	To exchange dialogue and express an opinion	I know there are different ideas about equality around the world I can exchange dialogue and express my opinion
Year 6	<i>King of the Sky</i> by Nicola Davis	To consider responses to immigration	I know what immigration means I know what empathy means I can empathise with a person in a different situation to me
	<i>The Only Way Is Badger</i> by Stella J Jones & Carmen Saldana	To consider language and freedom of speech	I know what freedom of speech means I know how language can be used to persuade people I know how important pupil voice is
	<i>Leaf</i> by Sandra Dieckmann	To overcome fears about difference	I can accept and work with people who are different to me I can explore difference without fear I can look for solutions to challenging situations
	<i>The Island</i> by Armin Greder	To consider causes of racism	I know what prejudice is I know what can happen if racism is not challenged I know how to challenge racist behaviour
	<i>Introducing Teddy</i> by Jessica Walton & Dougal MacPherson	To show acceptance	I know what transgender means I can accept and work with people who are different to me I know how to be non-judgemental
	<i>A Day in the Life of Marlon Bundo</i> by Marlon Bundo & Jill Twiss	To consider democracy	I know what democracy is I know that we live in a democracy I know how laws are made I know how laws can change

#### Appendix 4: Parent form: withdrawal 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	