



The Federation of Minster and Monkton Church of England Primary Schools

Relationships and Sex Education Policy (RSE)

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Signatures:

Chair of Governors

Executive Headteacher



The Federation of Minster and Monkton Church of England Primary Schools



Our Joint Christian Values for the Federation

For the Federation process we have drawn on the story of the Road to Emmaus (Luke 24: 13-35). In this story, two disciples are journeying together talking about recent events. Someone, they later recognise to be Jesus, joins them and joins in the conversation reshaping what they know. When they eventually recognise who it is, the risen Jesus disappears; they return transformed to tell their story.

This story reflects the journey that the two schools have been walking together in recent times and how, through the process of Federation, the journey ahead will be one of transformation and growth.

Three values from this story are central to the Federation process for our two schools:

- Recognition - what are we seeing
- Communication - what are we saying
- Transformation - how can we change and grow

These three values will underpin the process towards Federation and the continued working together of the two schools.

Our Key Principles are:

- All children deserve the best opportunity to succeed and develop as a whole child
- We are committed to ensuring the wellbeing of all children and staff and providing an environment where each child is nurtured
- Children will grow and develop in a Christian setting, developing their individual spirituality
- We will celebrate the diversity and uniqueness of each individual's skills and abilities
- To ensure the highest standards and best possible educational experience for all our children
- Providing a learning climate and culture that is fun and full of challenge, promoting independence, resilience, engagement and high aspirations
- Passionate and effective leadership, supported by great teaching is the key to the continuous drive in raising standards to be the best we can be
- Continuous professional development is a vital part of improving our school and we believe the most effective form of this is learned from the sharing of good practice and working in partnership with others, both in school and with other schools

Both schools have Christian Foundations that underpin everything we do and every policy is written with these in mind:

| Minster Christian Foundations | Monkton Christian Foundations |
|-------------------------------|-------------------------------|
| Creation | Trust |
| Justice | Friendship |
| Love | Compassion |
| Forgiveness | Forgiveness |
| Peace | Justice |

This SRE Policy clearly reflects the Federation values of:
Recognition / Communication / Transformation as the curriculum explores and communicates the emotional and physical development of children and recognises the equality of all.

It also directly links to many of the individual School Christian Foundations as above, emphasising how all individuals are created equally in the eyes of God and the different emotions and feelings that underpin relationships.

Throughout the policy there are other specific references to how this relates to our Christian Foundations.

Contents

1. Aims
2. Statutory requirements
3. Policy Development
4. Definition
5. Curriculum Content
6. Delivery of SRE
7. Roles and Responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring Arrangements
11. Appendices
 - Appendix 1 - Heartsmart coverage
 - Appendix 2 - Science and Sex education coverage
 - Appendix 3 - Parents letter to withdraw from Sex Education

1. Aims

At both Minster and Monkton we aim to provide a Relationships and Sex Education (RSE) programme that enables children to become healthy, independent and responsible members of their community and the wider society.

We aim to provide opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our RSE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

This develops an understanding of themselves, their empathy and the ability to work with others which will help pupils to form and maintain good relationships and better enjoy and manage their lives.

This policy reflects the Federation of Minster and Monkton Church of England Primary School's ethos, Christian Foundations and philosophy to the teaching and learning of RSE.

It should be read in conjunction with the Personal, Social, Health and Economic Education (PSHE) policy, Relationships and Sex Education (RSE) and Health Education document (DFE, 2019) and with the Heartsmart Principles and values.

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

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

2. Statutory requirements

The DFE document states that:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy and how to manage their academic, personal and social lives in a positive way.'

(Secretary of State Foreword, 2019)

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

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

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

At both Minster and Monkton Church of England Primary Schools we teach RSE as set out in this policy.

3. Policy development

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

1. Review - a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation - parents and any interested parties (including Governors) were invited to read the policy draft and respond with their thoughts. It was done in this way due to Covid-19 restrictions.
4. Pupil consultation - we investigated what exactly pupils want from their RSE
5. Ratification - once amendments were made, the policy was shared with governors and ratified

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum Content

We want to deliver a very well rounded SRE curriculum for our children. Therefore, we have a curriculum plan that we follow that covers the key aspects of SRE that we are required to cover, as set out in the statutory guidance. It also covers the PSHE education that we feel is important that is over and above the SRE.

Our curriculum is formed by following the Heartsmart scheme of work and of course the relevant sections in the National Curriculum for Science. The detailed framework showing coverage of both PSHE and Relationships & Health Education within Heartsmart is found at the end of this policy.

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

This is the statutory aspect of Relationship and Science education that as a parent you cannot opt out of.

However, as a Federation we have decided to offer sex education in Year 6 for our pupils. This will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, please see the Appendices.

6. Delivery of RSE

In our Federation, RSE is taught within the personal, social, health and economic (PSHE) education curriculum taught within our HeartSmart sessions, delivered weekly. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The teachers

will select the most appropriate way to deliver the sessions based on the age of the children and the nature of each individual lesson.

Pupils also receive stand-alone sex education sessions in Year 6 coordinated by the Year 6 teachers.

The Heartsmart curriculum helps to provide the toolkit for developing our children and their Character Education to ensure they have knowledge, understanding and experience of well-being education and practices and knowledge of how to develop healthy relationships.

Through 5 carefully planned topics (with our Christian Foundations as the backbone), we aim to embed our learning about Character Virtues, building our children's character and promoting a healthy lifestyle.

The RSE Policy, the PSHE policy and of course our Character Education Policy are inextricably linked because of the way they develop our children as individuals, preparing them for life. For example, the Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

All of our RSE 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).

Our Heartsmart termly topics are:

- 1) Get Heartsmart (meet Boris)
- 2) Don't Forget To Let Love In (I am Special)
- 3) Too Much Selfie Isn't Healthy (I love others)
- 4) Don't Rub It In, Rub It Out (I am a good friend)
- 5) Fake Is A Mistake (I tell the truth)
- 6) 'No Way Through', Isn't true (I can do it!)

For further details please see the detailed framework showing coverage of PSHE and Relationships & Health Education at the end of this policy.

Please also see the document that outlines the aspects of the Science curriculum that form part of SRE as well as the stand-alone sex education for Year 6 children (Appendix 2).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation. For the purposes of this policy the word headteacher is used to represent the Executive Headteacher and the Heads of School.

7.2 The headteacher

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

7.3 The subject leader

- To undertake monitoring of standards in RSE and use this to inform the subject action plan.
- Provide leadership and management of their subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Head teacher and Governing Body on RSE-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/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 Executive Headteacher/Head of School. This involves all staff as all teachers will be expected to teach Heartsmart and the Science curriculum that is appropriate for the year group they teach. The Sex education section, which parents can opt out of, will take place as a short block of teaching in Year 6. Year 6 teachers are expected to lead this learning. For help and advice they can speak to the PSHE/RSE leaders for the school, they are Amy McCoy at Minster and Karon Wilson at Monkton.

7.5 Pupils

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

However, as a school we recognise that some children may need aspects of the curriculum, or how it is delivered to be adjusted in order to meet the needs of individuals.

Support for AEN children follows the school's Inclusion Policy. The study of Heartsmart and Science will involve all children within the class in a variety of differentiated ways addressing all learning styles.

The class teacher will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE which will take place in Year 6. A letter will be sent at the start of the term to introduce questions and areas that will be covered. See Appendix 3.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

9. Training

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

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

10. Monitoring arrangements

The delivery of SRE is monitored by the SRE Leaders for the individual schools. They are Amy McCoy at Minster and Karon Wilson at Monkton. They will do this through:

- Observation of individual lessons and learning walks
- Monitoring of children's books
- Discussions between teaching staff and with children
- Observation of the learning environment
- Regularly using Classroom Monitor

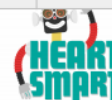
This policy will be reviewed every year as is the statutory requirement. It will be completed by the leaders of RSE in each school working as a team. They will consult with other stakeholders and take account of any national changes that need to be addressed. The policy will then go to the relevant Governor team for review and minuted at the following Full Governing Body meeting that it has been reviewed.

11. Appendices

[Appendix 1 - Detailed Framework showing coverage of PSHE and Relationships & Health Education - cannot opt out](#)

| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|--|---|------|------|------|------|------|------|
| RELATIONSHIPS EDUCATION | | | | | | | |
| Families and people who care for me <i>Pupils should know...</i> | | | | | | | |
| F1 | that families are important for children growing up because they can give love, security and stability. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| F2 | 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. | ✓ | | | ✓ | ✓ | |
| F3 | 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. | | ✓ | | ✓ | | ✓ |
| F4 | 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. | ✓ | | | ✓ | ✓ | |
| F5 | that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. | | | | | | ✓ |
| F6 | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. | | | ✓ | | ✓ | |
| Caring Friendships <i>Pupils should know...</i> | | | | | | | |
| CF1 | how important friendships are in making us feel happy and secure, and how people choose and make friends. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CF2 | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |

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| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|---|---|------|------|------|------|------|------|
| CF3 | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CF4 | 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| CF5 | 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. | ✓ | | ✓ | ✓ | ✓ | ✓ |
| Respectful Relationships <i>Pupils should know...</i> | | | | | | | |
| RR1 | 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. | ✓ | ✓ | | ✓ | ✓ | ✓ |
| RR2 | practical steps they can take in a range of different contexts to improve or support respectful relationships. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RR3 | the conventions of courtesy and manners. | | ✓ | ✓ | ✓ | | |
| RR4 | the importance of self-respect and how this links to their own happiness. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| RR5 | 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. | | ✓ | ✓ | ✓ | ✓ | ✓ |
| RR6 | 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. | ✓ | ✓ | | ✓ | ✓ | ✓ |
| RR7 | what a stereotype is, and how stereotypes can be unfair, negative or destructive. | | | ✓ | | | |
| RR8 | the importance of permission-seeking and giving in relationships with friends, peers and adults. | | | | ✓ | | |



| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|---|------|------|------|------|------|------|
| | Online Relationships <i>Pupils should know...</i> | | | | | | |
| OR1 | that people sometimes behave differently online, including by pretending to be someone they are not. | | | ✓ | | ✓ | ✓ |
| OR2 | 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. | ✓ | ✓ | | | | |
| OR3 | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. | ✓ | ✓ | ✓ | | | |
| OR4 | how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. | | | | | ✓ | |
| OR5 | how information and data is shared and used online. | | ✓ | ✓ | | | |
| | | | | | | | |
| | Being Safe <i>Pupils should know...</i> | | | | | | |
| BS1 | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). | | | | ✓ | ✓ | ✓ |
| BS2 | 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. | | | | | | ✓ |
| BS3 | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. | ✓ | | ✓ | | | |
| BS4 | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. | ✓ | | | | ✓ | |
| BS5 | how to recognise and report feelings of being unsafe or feeling bad about any adult. | ✓ | | ✓ | ✓ | ✓ | ✓ |



| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|--|------|------|------|------|------|------|
| BS6 | how to ask for advice or help for themselves or others, and to keep trying until they are heard. | ✓ | | | | ✓ | |
| BS7 | how to report concerns or abuse, and the vocabulary and confidence needed to do so. | ✓ | ✓ | | | ✓ | |
| BS8 | where to get advice e.g. family, school and/or other sources. | ✓ | ✓ | | ✓ | ✓ | |

| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|--|------|------|------|------|------|------|
| | HEALTH EDUCATION | | | | | | |
| | Mental Wellbeing <i>Pupils should know...</i> | | | | | | |
| MW1 | that mental wellbeing is a normal part of daily life, in the same way as physical health. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| MW2 | 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| MW3 | 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. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| MW4 | how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ |
| MW5 | the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. | | | | ✓ | | |
| MW6 | simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. | ✓ | ✓ | | | | ✓ |
| MW7 | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. | | ✓ | ✓ | | ✓ | |



| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--|------|------|------|------|------|------|
| MW8 | that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. | ✓ | ✓ | | ✓ | ✓ | ✓ |
| MW9 | where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). | ✓ | ✓ | | ✓ | | |
| MW10 | 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. | | | | ✓ | | |
| | | | | | | | |
| | Internet Safety and Harms <i>Pupils should know...</i> | | | | | | |
| ISH1 | that for most people the internet is an integral part of life and has many benefits. | ✓ | | | ✓ | | |
| ISH2 | 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. | | | | ✓ | ✓ | ✓ |
| ISH3 | 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. | | | | | ✓ | ✓ |
| ISH4 | why social media, some computer games and online gaming, for example, are age restricted. | | | | | ✓ | ✓ |
| ISH5 | 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. | | | | ✓ | | |
| ISH6 | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. | | | ✓ | | ✓ | ✓ |
| ISH7 | where and how to report concerns and get support with issues online. | | ✓ | | ✓ | | |



| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|---|------|------|------|------|------|------|
| | | | | | | | |
| | Physical Health and Fitness <i>Pupils should know...</i> | | | | | | |
| PH1 | the characteristics and mental and physical benefits of an active lifestyle. | ✓ | ✓ | ✓ | | | |
| PH2 | 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. | | ✓ | | | | |
| PH3 | the risks associated with an inactive lifestyle (including obesity). | | ✓ | ✓ | | | |
| PH4 | how and when to seek support including which adults to speak to in school if they are worried about their health. | | | ✓ | | | |
| | | | | | | | |
| | Healthy Eating <i>Pupils should know...</i> | | | | | | |
| HE1 | what constitutes a healthy diet (including understanding calories and other nutritional content). | | | ✓ | | | |
| HE2 | the principles of planning and preparing a range of healthy meals. | | ✓ | ✓ | | | ✓ |
| HE3 | 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). | | ✓ | | | | |
| | | | | | | | |
| | Drugs, alcohol and tobacco <i>Pupils should know...</i> | | | | | | |



| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--|------|------|------|------|------|------|
| DAT1 | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. | | | | ✓ | ✓ | ✓ |
| | | | | | | | |
| | Health and prevention Pupils should know... | | | | | | |
| HP1 | how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. | | | | | | ✓ |
| HP2 | about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. | | ✓ | | | | |
| HP3 | the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. | | | | | ✓ | |
| HP4 | about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. | ✓ | | | | | |
| HP5 | about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. | ✓ | | | ✓ | | |
| HP6 | the facts and science relating to allergies, immunisation and vaccination. | | | ✓ | | | ✓ |
| | | | | | | | |
| | Basic First Aid Pupils should know... | | | | | | |
| BFA1 | how to make a clear and efficient call to emergency services if necessary. | | | ✓ | | | |
| BFA2 | concepts of basic first-aid, for example dealing with common injuries, including head injuries. | | | ✓ | | | |
| | | | | | | | |
| | Changing adolescent body Pupils should know... | | | | | | |



| | | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--|------|------|------|------|------|------|
| CAB1 | key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. | | | | ✓ | ✓ | ✓ |
| CAB2 | about menstrual wellbeing including the key facts about the menstrual cycle. | | | | | ✓ | |

Appendix 2 - Table to show coverage of Science and Sex Education

| | Science (cannot opt out) | Sex Education (can opt out) |
|---------------|---|--------------------------------|
| EYFS | Pupils should be taught to: ♣ he/she knows about similarities and differences in relation to places, objects, materials and living things. He/she makes observations of animals and plants and explains why some things occur, and talk about changes. | |
| Year 1 | Pupils should be taught to: ♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. | |
| Year 2 | Pupils should be taught to: | |

| | | |
|---------------|---|--|
| | <ul style="list-style-type: none"> ♣ notice that animals, including humans, have offspring which grow into adults ♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air) | |
| Year 3 | | |
| Year 4 | | |
| Year 5 | Pupils should be taught to: <ul style="list-style-type: none"> ♣ describe the changes as humans develop to old age including puberty and the menstrual cycle. ♣ describe the life process of reproduction in some plants and animals. | |
| Year 6 | Pupils should be taught: <ul style="list-style-type: none"> ♣ about where to get more information, help and advice about growing and changing, especially about puberty. | Pupils should be taught: <ul style="list-style-type: none"> ♣ about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. |

Appendix 3 - Form for parents to opt out of Year 6 Sex Education

| 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 | | | |
| | | | |

Appendix 4- Letter to be sent home at the start of the term

Dear Parent/Carer,

Sex and Relationship Education in Year 6,

During this term we will be looking at the following areas as part of our Sex and Relationship Education (SRE) within school. These topics cover some elements of Science and some elements of Personal, Social and Health Education (PSHE).

Your child will be studying the topics as detailed in the Science/SRE table, through the following questions:

- What sort of relationships do I have and how have they changed?
- What other types of relationships are there?
- How can I maintain and improve my relationships?
- Why are love and trust important?
- What or who might influence my decisions?
- Who can I ask for help? Where else might I get help?
- What should adults think about before they have a baby?
- How are babies made?
- How do parents not have babies?
- How does a baby develop in the uterus?

Appropriate questions that arise from the children during each lesson will be answered honestly. We recognise that parents play an important part in their child's SRE, and we would like to encourage you to explore these questions / topics with your child at home as well.

You have the right to withdraw your child from the elements of SRE which are not included in the National Curriculum. Please see the table to see which elements are statutory in our Science/PSHE education and which are not. If you would like to discuss this, please contact the Head of School. If you have any questions about the curriculum and its coverage please contact the class teacher or the PSHE/RSE leader.

Yours Sincerely

RSE leader