

# Highwoods Community Primary School



Policy for Relationships and Sex Education (RSE)

Updated November 2021

To be reviewed Autumn 2024

# Relationships and Sex Education (RSE) Policy

## How this Policy was developed

- This policy is available on our school website as part of our whole-school curriculum map. It has been written by the PSHE lead in consultation with staff and the Senior Leadership team. The school will consult children, parents and Governors in developing and reviewing this policy.

## Statutory RSE requirements

- As a primary school it is compulsory to provide Relationships Education to all pupils in primary schools in England from 2020.
- We are required to teach the elements of Sex Education contained in the Science National Curriculum for science – knowledge of the main external body parts; the human body as it grows from birth to old age - human life cycle and reproduction and birth; and reproduction in some plants and animals.
- Health Education, which has also been made compulsory from 2020, covers the key facts about puberty and the changing adolescent body including physical and emotional changes; about menstrual wellbeing including the key facts about the menstrual cycle.
- Parts of Sex Education remains non-statutory in primary schools, including conception. However, The Department of Education guidance states the following in relation to Sex Education. *“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 have a Sex Education programme tailored to the age and physical and emotional maturity of the pupils to ensure that both boys and girls are prepared for the changes 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.”*

*DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Guidance (July 2019) page 23.*

## This policy should be read in conjunction with the following policies:

- Safeguarding Policy
- Anti-bullying Policy
- Curriculum Policy
- Child Protection Policy
- Harmful Sexual Behaviour/Peer on Peer Abuse Policy

- Equality and Inclusion Policy with Accessibility Plan
- Online Safety Policy
- DfE Keeping children safe in education (2021)

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

RSE is about promoting positive relationships, focusing on friendships, family relationships and relationships with other peers and adults. It is about teaching the emotional, social and physical aspects of growing up in an age-appropriate way including puberty, reproduction, body ownership and safeguarding. All of this helps to keep children safe. The Relationships Education curriculum includes statutory Health Education guidance as well as non-statutory (in primary schools) Sex Education. Therefore, we often refer to this as RSE: Relationships and Sex Education.

Sex Education includes puberty, conception, reproduction and birth in humans and animals. All of these themes, with the exception of conception, are statutory included in either Health Education guidance or National Curriculum Science in primary schools.

KS1 children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth but not how reproduction occurs.

By the end of KS2, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

RSE is not about the promotion of sexual activity. Sex Education, which goes beyond the Science National Curriculum, will focus on how a baby is conceived and born, which is taught in Year 6.

SCARF (our PSHE Scheme of work – see Curriculum section) have interpreted conception as what happens during sexual intercourse before an egg and sperm meet (reproduction). SCARF include sexual intercourse as well as IVF in their Year 6 Making Babies lesson, to help children understand how babies are conceived, particularly before their transition to secondary school.

## **Curriculum and resources**

Our RSE lessons are taught within the Personal, Social, Health and Economic (PSHE) Education Curriculum and Science Curriculum. Teaching RSE within this context is effective because of the overlap and connections between health and relationships. Resources are used from the Coram Life Education SCARF scheme of work which provides the

framework for a whole-school approach to improving children's wellbeing and progress, based the SCARF values:

**SAFETY, CARING, ACHIEVEMENT, RESILIENCE and FRIENDSHIP.**

We also use online videos and lessons from the Christopher Winter Project RSE Scheme of Work. These schemes of work teach children to be safe, healthy and happy. Delivered as part of PSHE and Science, this meets SMSC, safeguarding, and emotional wellbeing requirements, as well as ensuring we meet the DfE Primary Relationships Education and Health Education and National Curriculum Science requirements.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

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

For more information about our RSE curriculum see:

Appendix 1 statutory Relationship Education guidance;

Appendix 2 statutory Health Education guidance;

Appendix 3 SCARF lesson plans that support the teaching and learning of the Science Curriculum in relation to Sex Education;

Appendix 4 RSE progression map;

Appendix 5 RSE terminology guidance.

## **Teaching**

These areas of learning are taught within the context of family life, taking care to ensure that all the needs of our children are appropriately met and they understand the importance of equality and respect. When learning about different types of families and relationships, there will be no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ 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). See Equality and Inclusion Policy with Accessibility Plan.

When teaching elements of Sex Education, the schemes of work are adapted and developed to suit the needs of individual cohorts taking into account the age, developmental differences, maturity, needs and feelings of the pupils as common starting levels cannot be assumed. Teachers will identify pupils starting points by finding out what current cohorts already know. This may take the form of anonymous question boxes, brainstorming sessions, assessment scenarios etc.

Sex Education lessons are taught as a block of lessons over a few days in the summer term as part of the Growing and Changing PSHE unit. Children are taught in their mixed gender year group class apart from the teaching of puberty in year 5 and conception in year 6 where this is taught in single sex groupings.

Teachers will be

- Respectful and sensitive to cultural differences, sexual orientation, gender identity and faith.
- Teach factual knowledge and encourage the exploration of facts.
- Examine opinions and concepts and encourage discussion.
- Enable pupils to ask their own questions
- Allow pupils to ask questions anonymously through use of worry boxes and general class question boxes.

### **Confidentiality**

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, any concerns staff may have should be discussed immediately with the designated Safeguarding Officer (Mr Disley and Miss McLewin). The safety of our children is a paramount concern and the school is legally obliged to refer concerns regarding child protection issues, including sexual abuse to other agencies such as social services.

### **Answering difficult Questions**

All teachers are encouraged to use a question and answer box where pupils can ask questions anonymously. This provides staff time to prepare suitable responses which answer children's questions honestly and sensitively. Staff will answer questions in line with the year groups RSE learning intentions. A RSE terminology guidance (see Appendix 5) has been developed by staff as a guide to age appropriate vocabulary to be taught and used in discussions. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, which may defer questions to parents, so they are fully informed and don't seek answers online.

## **The Role of Parents and Carers.**

The school encourages a positive and supporting relationship with parents/carers through mutual understanding, trust and co-operation in order that children will benefit from being given consistent messages in relation to RSE.

In promoting this objective we will:

- Inform parents/carers about the school's Relationships and Sex Education policy and practice.
- Provide information to parents/carers about when these lessons will be taught and outline the content and vocabulary used.
- Offer a meeting for parents/carers in Key Stage 2 years 5 and 6 to discuss the content to be taught and resources used.
- Answer any questions that parents/carers may have about the school's approach to help increase confidence in the curriculum.
- Offer parents/carers support in talking to their children about sex education and how to link this with what is being taught in school.
- Take seriously any issue that parents/carers raise with teachers or governors about this policy or the arrangements for Sex Education in the school.
- Encourage parents to be involved in reviewing the school policy and making modifications if necessary.
- Inform parents about the best practice known with regard to RSE so that the teaching in the school supports the key messages that parents and carers give to their children at home.

## **Parental Concerns and Withdrawal of Students**

Parents do not have the right to withdraw their children from Relationships Education and Health Education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE which go beyond the national curriculum for science (conception).

Requests for withdrawal should be put in writing by email to [head@highwoodsprimary.com](mailto:head@highwoodsprimary.com).

The school welcomes a discussion of any request with the parent/carer to ensure that their wishes are understood, to clarify the nature and purpose of the curriculum and outline the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child.

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

See Appendix 6 RSE\_primary\_schools\_guide\_for\_parents

### **Monitoring and review**

The delivery of RSE is monitored by Governors through monitoring arrangements such as subject leader interviews, learning walks, etc. The PSHE co-ordinator monitors student progress through lesson observations, planning scrutiny, books and pupil perception interviews. Pupils' development in RSE is monitored by class teachers as part of our internal assessment programme.

The Head teacher, Curriculum Manager, PSHE co-ordinator and governing body will monitor and review this RSE Policy as necessary in line with statutory requirements (annually). At every review, the policy will be approved by the Governing Body

Serious consideration of any parental comments will be taken about the Relationships and Sex Education programme and recorded.

## DfE Statutory Guidance Categories: Relationships Education (Primary)

By the end of primary schools pupils should know:

<b>Families and people who care for me (FPC)</b>	<ol style="list-style-type: none"> <li>1. that families are important for children growing up because they can give love, security and stability.</li> <li>2. 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>3. 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>4. 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>5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. 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> </ol>
<b>Caring friendships (CF)</b>	<ol style="list-style-type: none"> <li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. 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>3. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>4. 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>5. 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> </ol>
<b>Respectful relationships (RR)</b>	<ol style="list-style-type: none"> <li>1. 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>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. 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>6. 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>7. what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>8. the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>
<b>Online relationships (OR)</b>	<ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. 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>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. 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>5. how information and data is shared and used online.</li> </ol>
<b>Being safe (BS)</b>	<ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>2. 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>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>



## DfE Statutory Guidance Categories: Physical Health and Mental Wellbeing (Primary)

By the end of primary school pupils should know:

<b>Mental Wellbeing (MW)</b>	<ol style="list-style-type: none"> <li>1. that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>9. 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).</li> <li>10. 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.</li> </ol>
<b>Internet safety and harms (ISH)</b>	<ol style="list-style-type: none"> <li>1. that for most people the internet is an integral part of life and has many benefits.</li> <li>2. 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.</li> <li>3. 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.</li> <li>4. why social media, some computer games and online gaming, for example, are age restricted.</li> <li>5. 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.</li> <li>6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>7. where and how to report concerns and get support with issues online</li> </ol>
<b>Physical health and fitness (PHF)</b>	<ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. 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.</li> <li>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<b>Healthy eating (HE)</b>	<ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. 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).</li> </ol>
<b>Drugs, alcohol and tobacco (DAT)</b>	<ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ol>
<b>Health and prevention (HP)</b>	<ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>
<b>Basic first aid (BFA)</b>	<ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary.</li> <li>2. concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ol>
<b>Changing adolescent body (CAB)</b>	<ol style="list-style-type: none"> <li>1. key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol>

**SCARF lesson plans** that support the teaching and learning of the  
Science Curriculum in relation to Sex Education

**Year 1**

Animals including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

**Inside my wonderful body!**

Animals including humans (Non-statutory guidance)

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

**Inside my wonderful body!**

**Keeping privates private**

**Year 2**

Living things and their habitats

(Non-statutory guidance) Pupils should be introduced to the idea that all living things have certain characteristics that are essential for keeping them alive and healthy.

**What does my body do?**

(Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things.

**My body, your body**

**Year 2**

Animals including humans

Notice that animals, including humans, have offspring which grow into adults.

## My body, your body

### Taking care of a baby

Animals including humans (Non-statutory guidance)

Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. *The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep.* Growing into adults can include reference to baby, toddler, child, teenager, adult.

### Taking care of a baby

### Haven't you grown

## Year 5

Living things and their habitats

Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.

**Making babies - See progression map as taught in year 6**

Animals including humans

Describe the changes as humans develop from birth to old age.

**Making babies - See progression map as taught in year 6**

**Is this normal?**

Animals including humans (Non-statutory guidance)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

**Is this normal? - See progression map as taught in year 6**

**Period positive**

## Growing up and changing bodies

Animals including humans (Non-statutory guidance)

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

**Making babies - See progression map as taught in year 6**

Year 6

Evolution and inheritance

Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

**Making babies**



## **Highwoods CP School Curriculum Progression: RSE**



Sex Education (puberty, conception, reproduction and birth) is not compulsory in primary schools. However, puberty (and the changing adolescent body including physical and emotional changes as well as menstrual wellbeing including key facts about the menstrual cycle) is statutory in the Health Education Guidance. A knowledge of the main external body parts; the human body as it grows from birth to old age - human life cycle and reproduction and birth is also statutory within the primary Science curriculum. The teaching of conception is not statutory and is taught in year 6.

### **KS1: (PSHE Association Learning Opportunities progression)**

H8. About the process of growing from young to old and how people's needs change.

H10. The names of main parts of the body (including genitalia) and the bodily similarities and difference between boys and girls

H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy.

L8. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.

### **Lower KS2:**

H9. About growing and changing and new opportunities and responsibilities that increasing independence may bring

R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.

### **Upper KS2:**

R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.

R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).

R16. To recognise and challenge stereotypes.

R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.

R21. About human reproduction (year 6)

H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets.

H18. How their body will, and their emotions may, change as they approach and move through puberty.

H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers.

<u>Strand</u>	<u>Progression</u> (SCARF lesson in red)	<u>Year Group</u>	<u>National Curriculum</u>
RSE	<p><b>Life stages:</b> plants, animals, humans</p> <p><b>Life Stages : Human life stage</b> - who will I be?</p> <p><b>Getting Bigger:</b> what they can do now that they couldn't as a baby</p>	EYFS	EYFS framework's Early Learning Goals, Characteristics of Effective Learning and Development Matters statements, particularly <b>Personal Social, Emotional Development (PSED)</b> - Managing Self, Self Regulation; and Building Relationships.
	<p><b>Keeping privates private</b> Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.</p> <p><b>Taking care of a baby</b> Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.</p> <p><b>Then and now</b> Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages.</p> <p><b>Surprises and Secrets</b> Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.</p>	Year 1	<p><a href="#">DfE Relationships Education and Health Education statutory requirements</a></p> <p><b>Relationships Education</b> <b>Families and people who care for me</b> 2. 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. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p><b>Caring friendships</b> 4. 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.</p> <p><b>Respectful relationships</b> 8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Being safe</b> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or</p>

	<p><b>Inside my wonderful body!</b> Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); Understand and explain the simple bodily processes associated with them.</p> <p>Use 4 lessons from the Christopher Winter Scheme of work "growing and caring for our ourselves": hygiene, keeping ourselves clean, differences between a boy and girl baby, changes since a baby.</p>		<p>unsafe physical, and other, contact.</p> <p>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</p> <p>5. How to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p>6. How to ask for advice or help for themselves or others, and to keep trying until they are heard.</p> <p>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p>8. Where to get advice e.g. family, school and/or other sources.</p> <p><b>Physical Health and Mental Wellbeing (Health Education)</b></p>
	<p><b>From EYFS - Where do babies come from?</b> Introduces different types of families, babies come from a mummy's tummy, matching baby animals to adult animals.</p> <p><b>From EYFS - Me and my body</b> - girls and boys how their bodies are same and different and names of private parts</p> <p><b>Haven't you grown</b> Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.</p> <p><b>My body, your body</b> Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person.</p>	<p>Year 2</p>	<p><b>Changing adolescent body</b></p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>Physical health and fitness</b></p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p> <p><b>Mental wellbeing</b></p> <p>2. 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.</p> <p><b>PSHE Association Learning Opportunities</b></p> <p>R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid.</p> <p><b>H8. About the process of growing from young to old and how people's needs change.</b></p> <p>H9. About growing and changing, and new opportunities and responsibilities that increasing independence may bring.</p>



	<p><b>Respecting privacy</b> Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information.</p> <p><b>Some secrets should never be kept</b> Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.</p> <p>Use 3 lessons from the Christopher Winter Scheme of work "differences": tackling stereotyping of genders, differences in male and female animals and humans, labelling male and female body parts including genitals.</p>	<p>H10. The names for the main parts of the body (including external genitalia); the similarities and differences between boys and girls H15. To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'Yes', 'No', 'I'll ask' and 'I'll tell', including knowing that they do not need to keep secrets. H16. What is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy. L8. Ways in which they are all unique; understand that there has never been, and will never be, another 'them'.</p> <p>Science <b>Y1 Animals including humans</b> (Non-statutory guidance) Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes. Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Science <b>Y2 Animals including humans</b> Notice that animals, including humans, have offspring which grow into adults. Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Find out about and describe the basic needs of animals, including humans, for survival (water, food and air). (Non-statutory guidance) Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. (Non-statutory guidance) Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>
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	<p><b>Body Space</b> (appropriate touch) Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space.</p> <p><b>Secret or surprise</b> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. Use 2 lessons from the Christopher Winter Scheme of work "Valuing difference and keeping safe": differences in male and female humans to recap naming the external and internal private body parts of males and females extend vocabulary for female internal reproduction organs. To consider touch and to know that a person has the right to say what they like or dislike and understand personal space. How to deal with unwanted touches.</p>	Year 3	<p><b>Relationships Education</b> <b>Being safe</b></p> <ol style="list-style-type: none"> <li>2. 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>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>7. How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ol> <p><b>Families and people who care for me</b></p> <ol style="list-style-type: none"> <li>1. That families are important for children growing up because they can give love, security and stability.</li> <li>2. 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>3. 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>4. 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>5. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ol> <p><b>Relationships Education</b> <b>Caring friendships</b></p> <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>5. 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> </ol> <p><b>Respectful relationships</b></p> <ol style="list-style-type: none"> <li>2. Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ol>
	<p><b>My feelings are all over the place!</b> Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents;</p>	Year 4	

	<p>Take part in a role play practising how to compromise.</p> <p><b>Together (LGBT)</b> Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.</p> <p>Use 2 lessons from the Christopher Winter Scheme of work "Growing up": basic facts about external changes during puberty, hormones and how these also affect feelings and moods. Basic facts about erections and wet dreams and periods. Online video clip from BBC</p>		<p><b>Physical Health and Mental Wellbeing (Health Education)</b></p> <p><b>Mental wellbeing</b></p> <p>3. 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. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Physical Health and Mental Wellbeing (Health Education) Changing adolescent body</b></p> <p>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>PSHE Association Learning Opportunities</b></p> <p>R6. That marriage is a commitment freely entered into by both people; that no one should marry if they don't absolutely want to do so, or are not making this decision freely for themselves. <b>R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.</b> <b>R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.</b> H18. How their body will, and emotions may, change as they approach and move through puberty. H19. About human reproduction.</p>
	<p><b>Year 3/4 Period Positive</b> Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. I am fantastic</p>	<p><b>Year 5</b></p>	<p><b>Relationships Education</b></p> <p><b>Being safe</b></p> <p>1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. That each person's body belongs to them, and the</p>

<p><b>Year 4 All Change!</b> Identify parts of the body that males and females have in common and those that are different; Know the correct terminology for their genitalia; Understand and explain why puberty happens.</p> <p><b>Year 3 My changing body</b> Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty.</p> <p><b>Year 3 Family and Friends (LGBT)</b> Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.'</p> <p><b>Changing bodies and feelings</b> Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty (wet dreams, masturbation, periods)</p> <p><b>Growing up and changing bodies</b> Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.</p> <p><b>How are they feeling?</b> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these;</p>	<p>differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <ol style="list-style-type: none"> <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> </ol> <p><b>Families and people who care for me</b></p> <ol 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>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> </ol> <p><b>Respectful relationships</b></p> <ol 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> </ol>
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<p>Explain strategies they can use to build resilience.</p> <p><b>Help, I'm a teenager....get me out of here!</b> Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.</p> <p><b>Star qualities</b> Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; Describe 'star' qualities that 'ordinary' people have.</p> <p><b>Is it true?</b> (gender expression/LGBT) Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.</p> <p><b>Stop, start, stereotypes</b> Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped.</p>	<p>5. 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.</p> <p>6. 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.</p> <p>7. What a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p>8. The importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Online relationships</b></p> <ol style="list-style-type: none"> <li>1. That people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>2. 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>3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. 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>5. How information and data is shared and used online.</li> </ol> <p><b>Physical Health and Mental Wellbeing (Health Education)</b></p> <p><b>Changing adolescent body</b></p> <ol style="list-style-type: none"> <li>1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>2. About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ol> <p><b>Mental wellbeing</b></p> <ol style="list-style-type: none"> <li>2. That there is a normal range of emotions (e.g.</li> </ol>
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<p><b>Taking Notice of our feelings</b> Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p><b>Year 5/6 Dear Ash</b> Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Use 3 online clips about changes during puberty after consultation with parents.</p>	<p>happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. 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. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p><b>Internet safety and harms</b> 2. 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. 3. 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. 4. Why social media, some computer games and online gaming, for example, are age restricted. 5. 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. 6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. Where and how to report concerns and get support with issues online.</p>
<p><b>Is this normal?</b> Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; Suggest strategies that would help someone who felt challenged by the changes in puberty; Know where someone could get support if they were concerned about their own or another person's safety.</p> <p><b>Making babies</b> - Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p>	<p><b>Year 6</b></p> <p><b>PSHE Association Learning Opportunities</b> H1. What positively and negatively affects their physical, mental and emotional health. H4. To recognise how images in the media (and online) do not always reflect reality and can affect how people feel about themselves. H6. To deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others. <b>H18. How their body will, and emotions may, change as they approach and move through puberty.</b> H19. About human reproduction.</p>

<p>Know the legal age of consent and what it means.</p> <p><b>Media Manipulation</b> - Define what is meant by the term stereotype;  Recognise how the media can sometimes reinforce gender stereotypes;  Recognise that people fall into a wide range of what is seen as normal;  Challenge stereotypical gender portrayals of people.</p> <p><b>Boys will be boys?</b> Define what is meant by the term stereotype;  Recognise how the media can sometimes reinforce gender stereotypes;  Recognise that people fall into a wide range of what is seen as normal;  Challenge stereotypical gender portrayals of people.</p> <p><b>Acting appropriately</b> Recognise that some types of physical contact can produce strong negative feelings;  Know that some inappropriate touch is also illegal.</p> <p><b>To share or not to share (sexting)</b> Know that it is illegal to create and share sexual images of children under 18 years old;  Explore the risks of sharing photos and films of themselves with other people directly or online;  Know how to keep their information private online.</p>	<p><b>H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; and develop the skills and strategies required to get support if they have fears for themselves or their peers.</b>  H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others.  HW14. To recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong  <b>R4. To recognise different types of relationships, including those between acquaintances, friends, relatives and families.</b>  R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond.  R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret'.  <b>R13. That differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010).</b>  R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling'; how to respond and ask for help.  <b>R16. To recognise and challenge stereotypes.</b>  <b>R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation.</b>  L17. To explore and critique how the media present information.  L18. To examine critically what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to others.</p> <p>Science <b>Y5/Animals including humans</b></p>
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	<p><b>I look great</b> Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks.</p> <p><b>Pressure online</b> Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Use 3 lessons from the Christopher Winter Scheme of work "puberty, relationships and reproduction": considering body changes during puberty in preparation for reproduction, understanding relationships by considering physical and emotional behaviour in relationships, different types of adult relationships and know what form of touching is appropriate; and exploring the process of conception and pregnancy: the decisions to be made before having a baby and knowing the basic facts about pregnancy and conception.</p>	<p>Describe the changes as humans develop from birth to old age. (Non-statutory guidance) Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p><b>Living things and their habitats</b> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</p> <p><b>Animals including humans</b> Describe the changes as humans develop from birth to old age. (Non-statutory guidance) Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p> <p>Science <b>Y6 Evolution and inheritance</b> Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</p> <p>Computing <b>KS2</b> Use technology safely, respectfully and responsibly. Recognise acceptable/unacceptable behaviour. Identify a range of ways to report concerns about content and contact.</p>
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## Relationships and Sex Education Terminology

Word	Definition	Year group when the word is introduced.
Anus	The opening from the rectum through which faeces/waste (poo) leaves the body. The opening on a person's bottom.	3
Breasts	A part of a girl's (female's) private parts on her chest - year 1 A set of glands on a female's chest - year 3; breasts can produce milk after a woman (female) gives birth. Males also have breasts but they do not produce milk.	1
Cervix	The lower part of the uterus that connects to the vagina. Sometimes known as the neck of the womb	5
Ejaculation	The release of semen, which contains sperm, from the tip of the penis (during orgasm - year 6).	4
Erection	When a penis is hard because it fills with blood. Erections happen more regularly during puberty.	4
Fallopian tubes	Two tubes which the ova (eggs) travel along from the ovaries to the womb (uterus).	5
Genitals	These parts are often called the private parts in males and females The external reproductive organs of both males and females - year 5	3
Hormones	Chemical substances in the body that give messages to different parts of the body to start changing/developing during puberty.	4
Hygiene	Changes to a young person's hormones and sweat glands, produce new body odours and sweat, which can be smelly. The best way to keep clean is to wash under arms and around the hair and genital area with soap and water regularly (ideally at	4

"Learning for Life"



	least once a day) and to change pants and socks everyday.	
Menstruation	Often called periods. This usually happens once every month and is perfectly normal. Means a girl's body is changing into a women's so they could have a baby when they are older.	4
	When the blood and tissue lining of the uterus sheds and comes out of the vagina, usually once every month - year 5	
Oestrogen and Progesterone	The female sex hormones. During puberty, oestrogen stimulates breast development and causes the vagina, uterus (womb) and Fallopian tubes to mature. Progesterone plays a part in regulating a female's menstrual cycle - year 5	4
Orgasm	A strong pleasurable sensation that can happen at the climax/peak of sexual excitement.	6
Ovary	An organ in a female's body that makes, keeps and once a month releases ova (an egg). There are usually two ovaries Ovaries also produce hormones including progesterone, oestrogen and testosterone - year 4	3
Ovulation	The release of an ovum (egg) from an ovary each month	5
Penis	A boy's (male's) private part - year 1 - or genitals and wee comes out of - year 3. A male's reproductive organ that hangs outside the male body.	1
Private parts	Name given to the parts of boys (males) and girls (females) bodies that are covered by underwear.	EYFS
Puberty	Emotional and physical changes that happen in early adolescence (teenage years or earlier), as the body begins to mature and develop.	4
Pubic hair	Hair which starts to grow around the genitals during puberty.	4

Rectum	The final straight portion of the large intestine.	3
Semen	The whitish, sticky fluid that is released from a penis during ejaculation (wet dreams). One teaspoon of semen can contain around 300 million sperm - year 5	4
Sexual Intercourse	When a penis is inserted into a vagina. Sexual intercourse can mean other kinds of intercourse between two men, two women or a man and a woman.	6
Scrotum	Sack or pouch which hold testicles. During puberty the scrotum becomes baggy, helping the testicles to hang away from the body. This helps to keep the temperature down, which allows sperm to be produced - year 5	3
Testicle	A boy's (male's) private part - year 1 - or genitals that are inside the scrotum - year 3 The gland in which sperm and the hormone testosterone are produced - year 4	1
Testosterone	The male sex hormone. During puberty, rising levels of testosterone encourage the growth of the testicles, penis, and pubic hair. The voice begins to deepen, and muscles and body hair grow. Along with these changes comes growing sexual desire - year 6	4
Uterus	Or womb - where a baby grows inside a female - year 3 Where a fertilised egg (one that has joined a sperm) embeds itself into the lining of the uterus and grows into a baby - year 6 If this doesn't happen the lining comes away as part of a period and renews itself for the next month - year 6	3
Vagina	The inside part of a girl's (female's) private part - year 1 - or genitals which leads to the womb - year 3 A stretchy muscular tube inside the female body	1

	that extends from the vulva to the cervix - year 5.	
Vulva	The outside part of a girl's (female's) private parts - year 1 or genitals - year 3.	1
Wet Dream	This is the release of semen from a male's penis while he is sleeping during puberty.	4
Womb	See Uterus	3

# Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

## Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching '**relationships and health education**' on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



Dear Parent/Carer,

## Relationships and Sex Education Policy

From September 2020, schools are required to teach Relationships and Health Education. This however, has been delayed being implemented in schools due to the Covid-19 pandemic over the last two years.

You can read about these changes in the DfE guide for parents shown in appendix 6 of our RSE policy as attached.

There is sometimes concern that RSE in school might promote sexual experimentation or cause confusion about an individual's sexuality. RSE in primary schools is not about teaching sex.

The new guidance from the DfE ensures that **all** children are taught lessons to help learn about their bodies including the changes that take place at puberty and will help keep them safe so they can form healthy relationships (friendships) with others, now and in the future.

This DfE guidance is based on research to show that not delivering this vital education puts children at greater risk of poor mental health, confusion, shame and stigma about changes to their body as over a quarter of children experience signs of puberty before having learnt about them. Relationships Education and Health Education guidance is now statutory so that children learn about puberty before they experience it ([www.coramlifeeducation.org.uk](http://www.coramlifeeducation.org.uk)).

We also know that RSE has a protective factor when it comes to safeguarding children as an important way to safeguard children is to ensure that they receive information on naming parts of their body, knowing the difference between appropriate and inappropriate touch and having the skills and confidence to find and talk to a trusted adult to report any abuse.

Research now shows that children with better health (including mental health) and wellbeing are likely to achieve better academically. By learning about positive relationships, respect for themselves and others and behaving appropriately and safely online, they are better able to enjoy their friendships and therefore focus more at school.

"Learning for Life"

At Highwoods, children participate in PSHE lessons throughout the year however, teachers will communicate with parents prior to RSE lessons being taught to discuss the lesson content, resources and answer any questions. We recognise that parents play a vital part in their child's RSE and we encourage you to discuss these themes with your child at home at these times.

The policy will also be available to read on the school's website at <http://highwoodsprimary.co.uk/policies/>

If you have any questions and comments about the policy and curriculum, please email the school office at [office@highwoodsprimary.com](mailto:office@highwoodsprimary.com) for my attention by 18<sup>th</sup> March 2022.

Yours sincerely,

Kate Djurovich

PSHE Coordinator