THE DIOCESE OF GLOUCESTER ACADEMIES TRUST
unlocking potential

RSHE Policy

Our vision is to enable all to flourish.

Review cycle:	Annual
Responsible group:	Trust Board Standards and Ethos Committee
Next Review Date:	Review date extended. Policy review inline with DfE guidance being published

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Statement of intent

At **Blockley C of E Primary School**, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil. Primary schools also have the option to decide whether pupils are taught sex education.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

1.Vision and values

1.1 Our Vision Statement.

At Blockley School, we encourage one another and build one another up, aspiring to love learning, celebrate success, respect difference

and nurture others in a Christian environment.

Within this environment we LEARN.

Love

Encourage

Aspire

Respect

Nurture

Encourage one another and build one another up.

1 Thessalonians 5:11

1.2 The Diocese of Gloucester Academy Trust schools undertake to follow the principles for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) as set out in the 8 points of the **Church of England Charter for RSE** below, which have been based on the principles established by the Church of England's Pastoral Advisory Group and exemplified in the key documents - **Pastoral Principles for Living Well Together** and **Valuing All God's Children.**

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act (age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity) and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of

faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships and to keep themselves safe.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

2.Legal framework

2.1 This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010

- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE (2020) 'Teaching about relationships, sex and health'
- DFE (2024) Keeping Children Safe in Education. (especially Part 5)

2.2 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour Policy
- Anti-Bullying Policy
- E-safety Policy
- SEND/Inclusion Policy
- Equal Opportunities Policy

3.Roles and responsibilities

3.1 The local governing board is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

3.2 The headteacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

3.3 The **relationships, sex and health education subject leader** is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, **sex** and health curriculum.
- Ensuring the relationships, **sex** and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, **sex** and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

3.4 The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, **sex** and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, **sex** and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Working with the **relationships, sex and health education subject leader** to evaluate the quality of provision.

3.5 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.

4. Organisation of the curriculum

4.1 Every primary school is required to deliver statutory relationships education and health education. The delivery of the relationships education and of health education

coincide with one another and will be delivered as part of the school's PSHE curriculum.

4.2. For the purpose of this policy: **"relationships education"** is defined as teaching pupils about healthy, respectful relationships, focussing on family and friendships, in all contexts, including online.

4.3 For the purpose of this policy, **"health education"** is defined as teaching pupils about

physical health and mental wellbeing, focussing on recognising the link between the two and being able to make healthy lifestyle choices.

4.4 For the purpose of this policy, "**Sex education**" is defined as teaching pupils about

developing healthy sexuality, and will cover issues, beyond those covered in the science and health curricula, that will be determined in response to the needs of the relevant cohort.

4.5 The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

4.6 The relationships and health curriculum take into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

4.7 The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupils' needs.

4.8 We consult with parents, pupils and staff in the following ways:

- **Questionnaires and surveys**
- **Meetings**
- **Newsletters and letters**

4.9 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by:

- **Organising a meeting with the headteacher.**
- **Emailing** admin@blockley.dgat.org.uk
- **Submitting written feedback addressed tothe school office.**

4.10 The school has organised a curriculum that is age-appropriate for pupils within each year group, based on the views of teachers, parents and pupils.

4.11 When organising the curriculum, the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

5.Consultation with parents

5.1 The school understands the important role parents play in enhancing their children's understanding of relationships, **sex** and health. Similarly, we also understand how important parents' views are in shaping the curriculum. This will include providing parents with frequent opportunities to understand and ask questions about the school's approach to relationships, **sex** and health education.

5.2 Parents are provided with the following information:

- The content of the relationships, **sex** and health curriculum
- The delivery of the relationships, **sex** and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

6. Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

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

Caring friendships

By the end of primary school, pupils will know:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.

- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

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

Online relationships

By the end of primary school, pupils will know:

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.

- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

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

7. Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response to different experiences and situations.
- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
- Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
- How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

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

Physical health and fitness

By the end of primary school, pupils will know:

- The characteristics and mental and physical benefits of an active lifestyle.

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

Healthy eating

By the end of primary school, pupils will know:

- What constitutes a healthy diet, including an understanding of calories and other nutritional content.
- The principles of planning and preparing a range of healthy meals.
- The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

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

Health and prevention

By the end of primary school, pupils will know:

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

Basic first aid

By the end of primary school, pupils will know:

- How to make a clear and efficient call to emergency services if necessary.

- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

- By the end of primary school, pupils will know:
- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle.

8. Sex education

8.1 All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

8.2 The school is free to determine whether pupils should be taught sex education beyond what is required of the national curriculum.

8.3 At our school, we **do** teach pupils sex education beyond what is required of the science curriculum.

8.4 Parents are fully consulted in the organisation and delivery of our sex education curriculum, in accordance with section 4 and section 5 of this policy.

8.5 Parents are given the opportunity to advise on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

9. Delivery of the curriculum

9.1 Through effective organisation and delivery of the subject, we will ensure that:

- Core knowledge is sectioned into units of manageable size.
- The required content is communicated to pupils clearly, in a carefully sequenced way, within a planned scheme of work.
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations.

9.2 The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development.

9.3 Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.

10.RSE planning across year groups

10.1 The school is free to determine, within the statutory and non-statutory curriculum content outlined in section 6, 7 & 8 what pupils are taught during each year group.

10.2 The school always considers the age and development of pupils when deciding what will be taught in each year group.

10.3 The school plans a progressive curriculum, such that topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school.

Please see Appendix A for curriculum plan which sets out areas taught across school.

11. Working with external experts

11.1 External experts may be invited to assist from time-to-time with the delivery of the programme and will be expected to comply with the provisions of this policy.

11.2 The school will ensure all visitor credentials are checked before they are able to participate in delivery of the curriculum, in line with the Visitor Policy.

11.3 The school will ensure that the teaching delivered by the external expert fits with the planned curriculum and this policy.

11.4 Before delivering the session, the school will discuss the details of the expert's lesson plan and ensure that the content is age-appropriate and accessible for the pupils.

11.5 The school will also ask to see the materials the expert intends to use, as well as a copy of the lesson plan, to ensure it meets all pupils' needs, including those with SEND.

11.6 The school will agree with the expert the procedures for confidentiality, ensuring that the expert understands how safeguarding reports should be dealt with in line with the Child Protection and Safeguarding Policy.

11.7 The intended use of external experts is to enhance the curriculum delivered by teachers, rather than as a replacement for teachers.

12. Curriculum links

12.1 The school seeks opportunities to draw links between relationships, **sex** and health education and other curriculum subjects wherever possible to enhance pupils' learning.

12.2 Relationships, **sex** and health education will be linked to the following subjects in particular:

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

13. Withdrawing from the subjects

13.1 Relationships and health education are statutory at primary and parents do not have the right to withdraw their child from the subjects.

13.2 As sex education is not statutory at primary level (other than what must be taught as part of the science curriculum), parents have the right to request to withdraw their child from all or part of the sex education curriculum.

13.3 The headteacher will automatically grant withdrawal requests in accordance with point 13.2; however, the headteacher will discuss the request with the parent and, if appropriate, their child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

13.4 The headteacher will discuss with the parent, the benefits or receiving this important education and any adverse effects that withdrawal may have on the pupil – this could include, for example, social and emotional effects of being excluded.

13.5 The headteacher will keep a record of the discussion between themselves, the pupil and the parent.

13.6 The headteacher will grant a parent's request to withdraw their child from sex education, other than the content that must be taught as part of the science curriculum.

13.7 The parent will be informed in writing of the headteacher's decision.

13.8 Where a pupil is withdrawn from sex education, the headteacher will ensure that the pupil receives appropriate alternative education.

14. Behaviour

14.1 The school has a zero-tolerance approach to bullying. We aim to foster a culture based on mutual respect and understanding for one another.

14.2 Any bullying incidents caused as a result of the relationships, **sex** and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents within the school.

14.3 Any occurrence of these incidents will be reported to a member of school staff, who will then discipline the pupil once they are on school premises.

14.4 These incidents will be dealt with following the processes in our Safeguarding and Child Protection Policy, Behaviour Policy and Anti-Bullying Policy.

15. Staff training

15.1 All staff members at the school will undergo training to ensure they are up-to-date with the relationship, **sex** and health education programme and associated issues.

15.2 Members of staff responsible for teaching the subjects will undergo further updates, led by the **relationships, sex and health education subject leader,** to ensure they are fully equipped to teach the subjects effectively.

15.3 Training of staff will also be scheduled around any updated guidance on the programme and any new developments, such as the sharing of indecent images including nudes and semi nudes, including through sexting, which may need to be addressed in relation to the programme.

16. Confidentiality

16.1 Confidentiality within the classroom is an important component of relationships, **sex** and health education, and teachers are expected to respect the confidentiality of their pupils as far as is possible.

16.2 Teachers will, however, alert the headteacher about any suspicions of inappropriate behaviour or potential abuse as per the school's Child Protection and Safeguarding Policy.

16.3 Pupils will be fully informed of the school's responsibilities in terms of confidentiality and will be aware of what action may be taken if they choose to report a concern or make a disclosure.

16.4 Any reports made during lessons, or as a result of the content taught through the curriculum, will be reported to the DSL and handled in accordance with the Child Protection and Safeguarding Policy.

17. Monitoring quality

17.1 The **relationships, sex and health education subject leader** is responsible for monitoring the quality of teaching and learning for the subjects.

17.2 The **relationships, sex and health education subject leader** will conduct subject assessments on an annual basis, which will include a mixture of the following:

- **Learning walks**
- **Work scrutiny**
- **Lesson planning scrutiny**
- **Pupil Voice**
- **Discussion with teachers**

17.3 The **relationships, sex and health education subject leader** will create annual subject reports for the headteacher and governing board to report on the quality of the subjects.

18. Monitoring and review

18.1 This policy will be reviewed on an annual basis by the Deputy CEO.

18.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

18.4 Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

APPENDIX A

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring

which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Year 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the class teacher or PHSE Subject Lead.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

Context

We teach sex education in the context of the school's Christian ethos and the school's aims and values framework. We teach sex education in the belief that:

- sex education should be taught in the context of a loving stable relationship;
- sex education is part of a wider social, personal, spiritual and moral education process;
- children should be taught to have respect for their own bodies;
- children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- it is important to build positive relationships with others, involving trust and respect.

<u>Teaching of Relationships Education, Health Education and Sex Education from April 2021</u>

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

Families and people who care for me	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.

Within teaching children about relationships, the concept of how we are all different and that differences are to be respected is already taught from Reception onwards.

Staff and Governors agree that making children aware of same-sex families as part of teaching about differences within families should be taught from Year 3. The key concepts that underpin the teaching of differences within families are that of respecting difference, and that families irrespective of their composition are characterised by love and care. When discussing same-sex families, teachers will refer to families as having 'two mummies or two daddies' as opposed to using the term 'same-sex'. This was felt to be more appropriate to the age of the children.

In formulating their curriculum, schools must ensure that they comply with the relevant provisions of the Equality Act 2010.

Through Relationships Education, schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse.

Being safe	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical**,** and other, contact. how to report concerns or abuse, and the **vocabulary** and confidence needed to do so.

Staff and Governors have agreed that it is appropriate to teach children from Reception the names of external genitalia; penis and vulva. This is not covered in the Science curriculum but needs to be

considered to meet Relationships Education. At Reception, children learn the names of other body parts and in introducing the name of external genitalia, 'normalise' them as for other parts of the body. In giving children the correct vocabulary any ambiguity with reference to external genitalia will be eradicated / minimised.

Reception children will be taught names for external genitalia as part of the 'Growing and Changing' unit in the Summer term. Reference to external genitalia is also made in Y1, Y2, Y4, Y5 and Y6.

Health Education

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.

The aim of teaching pupils about physical health and mental wellbeing is to give them the information that they need to make good decisions about their own health and wellbeing. **It should enable them to recognise what is normal** and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate sources.

Puberty including menstruation should be covered in Health Education and should, as far as possible, be **addressed before onset**. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Changing adolescent body	Pupils should know: key facts about puberty and the changing adolescent body, **particularly from age 9 through to age 11**, including physical and emotional changes. about menstrual wellbeing including the key facts about the menstrual cycle.

Staff and Governors agree that children should be taught about puberty from Year 4. In this way it is felt that this will help to 'normalise' this process and give children the correct information and vocabulary they need to help them discuss these changes.

Menstruation

It has been agreed that both boys and girls need to be taught about menstruation from Year 4 in terms of biological processes. Girls will be taught separately regarding practicalities / menstrual hygiene. It has been agreed that girls will be taught this from Year 4.

Discussion has also taken place regarding the practicalities of teaching Year 4's the above given that Year 4 is split over two classes. It has been decided that Year 4's where practically possible or permissible will be taught together during the Summer term.

Sex Education (Primary)

As part of the national curriculum for science, children are taught about the human body as it grows from birth to old age and reproduction in some plants and animals.

It has been the school's standard practice to teach Year 6 children how a baby is conceived and born during the summer term. It will remain standard practice that parents will be consulted on the content of what is to be taught and when. Parents continue to have the right to withdraw their child from the teaching of non-statutory sex education.