

RSHE Policy

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Name of Headteacher	Mrs Wreford
Name of Chair of Governors	Christina Powell
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RSHE Intent

At Meadlands, we want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why all primary age children will be taught **Relationships and Health Education**. These subjects are designed to equip children with the 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 our children now. We will deliver the content in a way that is age and developmentally appropriate and sensitive to the needs of all pupils.

This policy describes what Relationships, Sex and Health Education (RSHE) is and how it will be delivered to primary-aged children at our school. The policy describes how the delivery of RSHE is rooted in our school values. It also outlines our legal obligations and the national guidance we use to develop it. The policy describes the important links between RSHE, our Science Curriculum, as well as our PSHE curriculum and outlines the content covered in each of these areas.

Aims

To teach the children about:

- **Positive Relationships:** To teach the building blocks of healthy relationships, focusing on friendship, family, kindness, respect, and consent.
- **Physical and Emotional Development:** To prepare pupils for puberty and the emotional changes of growing up, including understanding their bodies and accurate terminology.
- **Health and Well-being:** To teach about health, hygiene, and self-care, enabling children to make informed decisions.
- **Safety and Safeguarding:** To equip children with skills to recognize unsafe situations, understand personal space and privacy, and know how to seek help.
- **Diversity and Equality:** To promote respect for differences and understanding of varied family structures, complying with the Equality Act 2010.
- **Values and Respect:** To help students develop self-respect, positive values, and empathy.

Relationships Education (Link to PSHE):

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. The children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, we 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

Health Education:

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, ensuring they understand the process of puberty before it happens, to recognise changes in themselves and others, and to seek support as early as possible if issues arise.

See Appendix 2 for 'Teaching about Puberty'.

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

- Mental wellbeing
- Internet safety and harms
- How information and data is shared and used online
- Physical health and fitness
- Healthy eating
- Facts and risks associated with drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Key facts about puberty and the changing adolescent body, including physical and emotional changes. This content will be taught particularly to children age 9 to 11.
- About menstrual wellbeing including the key facts about the menstrual cycle.

Relationships and Sex Education (RSE):
The RSE curriculum will equip our children and young people with the information, skills, and values to have safe, fulfilling, and enjoyable relationships and to take responsibility for their health and well-being. RSE is therefore a tool to safeguard children and contributes to the foundation of our PSHE curriculum and is a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting, and respecting differences. Aspects of RSE are taught as an integral part of the school's PSHE provision throughout primary school from Nursery to Year 6. In this way, children can develop their ideas, knowledge, and skills gradually and appropriately in a safe environment.

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

Respectful relationships -

- Importance of respecting others
- Conventions of courtesy and manners
- Importance of self-respect
- Requirement to respect others
- Types of bullying, impact and how to get help
- Stereotypes and their impact
- Permission seeking

Being safe –

- Appropriate boundaries
- What privacy means
- Your body belongs to you
- How to respond to adults you do not know
- Asking for help and reporting feeling unsafe and abuse
- Where to get advice and support

<u>Links to our school intent</u>

Language:

- Vocabulary is carefully selected for each unit
- Key vocabulary is included on class displays.

Memory:

- Role play activities planned for to encourage more information to pass into the children's long-term memory.
- Making connections to other subjects and to the children's own lives also encourages memories to be stored.

Wellbeing:

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

Implementation

At Meadlands we follow **The Christopher Winter Project (updated version for 2026)** scheme of work. The scheme covers all of the curriculum content outlined above and each year the work builds gradually on what has gone before. The updated scheme complies with the 2025 statutory guidance for RSHE. We believe that the content will meet the needs of children in our diverse community, and supports our wider work on friendships, well-being and staying safe. This scheme is well regarded and has been recommended by borough advisors.

	The Christopher Winter Project (CWP)	
	Curriculum coverage	**Language**
Reception	- To explore how friendships can help us feel happy and how we can welcome others. - To explore what happens when friends fall out and how we can make things better. - To recognise that families can look different and that families help and care for each other - To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body	happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you
Reception Extra:	- Pants resource - NSPCC	Pants, private parts, consent – saying no
Year 1	- To learn how to be a kind and welcoming friend, even when people are different to us - To understand how we grow and change. To learn the correct names for private parts of the body. - To understand that our private body parts are private, even when we are using screens or video calls. - To know that families can be different. To identify adults that we can talk to when something doesn't feel right.	friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure
Year 2	- To explore and challenge gender stereotypes - To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle - To focus on sexual difference and name body parts - To understand body privacy, personal boundaries, and the importance of consent	boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, touch, boundaries, consent, ask, stop, safe, trust, help
Year 3	- To understand that all bodies are unique and to know some of the differences between male and female bodies. - To understand personal space, body	unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

	boundaries and what to do if someone makes us feel uncomfortable - To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe - To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video	
Year 4	- To understand that puberty is an important stage in the human lifecycle - To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. - To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. - To explore what makes people unique and how to show respect for those who are different from us.	puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident
Year 4 Extra	- To understand menstruation (periods) - To explore puberty and periods using objects and products associated with these changes puberty bag activities)	Fallopian tube, uterus, vagina, ovary, menstruation, egg, lining, ovulation, cycle,
Year 5	- To learn about the main physical and emotional changes during puberty. - To understand the changes to the reproductive system in puberty. - To learn how to care for our bodies and feelings during puberty, and where to find support. - To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships.	puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Year 6	- To understand how the body changes during puberty in preparation for reproduction - To understand why communication is important in relationships and why consent matters before any kind of physical touch. - To understand how families can be formed and how a baby is conceived and begins to grow. - To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable.	puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Culture Capital

Where possible, children will enhance their learning with trips or workshops and visits from parents or knowledgeable individuals/professionals.

Relationships and Health - Links to the PSHE curriculum:

The RSHE curriculum is closely linked to our PHSE curriculum. In both areas of work, we will be encouraging our children to have a good relationship with, and understanding of their bodies and minds, to have relationship skills and be empowered to use them, to value diversity and to know where to seek help when they need.

Cross curricular links:

Relationships Education, RSE and Health Education complement several national curriculum subjects. There are many opportunities to draw links between other curriculum subjects and integrate teaching where appropriate. There continues to be no right of withdrawal from any part of the national curriculum.

Safeguarding and Child Protection - Teaching children and young people about healthy relationships in an all-inclusive way is such an important part of keeping children safe. RSHE plays a vital part in meeting the schools' safeguarding obligations. Schools must have a preventative programme, that enables pupils to learn about safety and risks in relationships. RSHE may bring about disclosures of safeguarding children issues, and all staff are familiar with the procedures for reporting their concerns. In these cases, the school's safeguarding children policy needs to be referred to.

Science - The national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. (See Appendix for more information about the Science Curriculum)

PSHE– There is a natural link and cross-over between these two subjects as outlined in the curriculum overview above.

RE - A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities help to create a constructive context for the teaching RSHE. In all schools, the religious background of all pupils must be considered when planning teaching, so that the topics that are included in the core content in this guidance are appropriately handled. Schools

must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics. In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make.

SMSC – RSHE naturally relates to the teaching of spiritual, moral, social, and cultural development. Teachers have opportunities to ask higher level questions that encourage the children to think about their learning and what values and morals underlie them.

PE and Healthy Living - The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

Computing/Online Safety - The national curriculum for computing covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully, and securely, how to keep personal information private, and where to go for help and support.

Also linked to: **Attendance (in relation to FGM), Bullying, Equalities**

Confidentiality and Child Protection/Safeguarding:

Staff working with pupils cannot offer unconditional or absolute confidentiality. Staff have an obligation to pass information on to the school's Designated Safeguarding Leads (DSL) Mrs Jo Wreford, Mrs Sue Kelly and Mrs Jolene Gee if what is disclosed indicates that a pupil is at risk of harm.

Staff in the classroom establish boundaries where pupils feel safe and respected whilst protecting privacy. Pupils are reminded during lessons that if they divulge anything that indicates that they may be at risk from harm then this information must be passed on.

There may be rare occasions when a teacher is directly approached by a primary aged child who is sexually active, contemplating sexual activity and/or is being sexually abused. This should be viewed as a child protection issue. Schools should designate a member of staff to deal with these incidents. With respect to child abuse and protection procedures, staff will follow the school's child protection/safeguarding policy.

Visitors

As with all areas of the curriculum, there may be opportunity to invite visitors, professionals, to visit lessons to enhance learning, this may be the school nurse for example.

Visiting speakers can offer a different perspective and reinforce the teaching within the classroom. Some visitors include NSPCC- Staying Safe, Local Community Support Officers and the School Nurse. Visiting speakers are briefed by the appropriate member of staff about the level of pupil awareness; ground rules of the class; the context/purpose of the visit and what pupils know and what they need to know. Visiting speakers are given a summary of the school RSHE policy, together with the RSHE curriculum which they are expected to follow and support.

Visiting speakers when working in the classroom are bound by the same conditions and must pass on any information that they feel needs responding to via the member of staff present. We provide information to pupils about support services and useful websites.

Teaching Approach:
Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others that may have a different opinion.

Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.
The following are protocols for discussion based on lessons with pupils (Ground Rules/Working Agreement.)

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
  - The appropriate person to answer that question is the parent
  - The question can be discussed after class
  - The topic will be covered at a later stage in their RSHE

Resources:
A variety of resources are used for the delivery of RSHE including videos, pupil books and teacher books. However, the school will continue to invest in new resources to fulfil the requirements of the school policy. We will be continuing to use The Christopher Winter Scheme of work (2026), alongside some PSHE Association resources.

Difficult questions:
Teachers will reply to, and answer, children's questions sensitively, factually, and openly. They will ensure that balanced information is provided which will consider the different faiths' views and avoid any negative impressions.
Teachers will need to answer questions that may arise through the direct teaching of Sex Education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Impact
Assessment & Evaluation of Teaching and Learning:
Assessment of RSHE delivered outside the curriculum is conducted through the monitoring and observation of pupils' learning with reference to the following:

- Knowledge and understanding gained.
- Skills learnt and developed.
- Attitudes and values explored.
- Responses offered by pupils.

Assessment is also done using various methods:

- Short questionnaires for parents/carers to return.
- Asking children about the timing of the RSHE – (was it early enough?)
- Peer assessment
- Self-assessment
- Teachers delivering RSE should constantly evaluate their lessons to inform future planning.

Monitoring and Review:

Monitoring is to ensure teaching is in line with school policy and that pupils are taught what is planned for different year groups. Evaluation helps to plan future lessons and enables teachers to review the programme to improve the teaching and learning. The PSHE coordinator is responsible for monitoring and evaluation of RSHE. Methods used include:

- Feedback on lessons
- Pupils completing end of topic evaluations
- Teachers completing end of topic evaluations
- Annual PSHE review
- Lesson observations

Equal Opportunities and Inclusion:

The governing body have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion, or sexual orientation or whether they are looked after children.

All children and young people, whatever their experience, background or identity are entitled to good quality RSHE that helps them build a positive sense of self. Respect for themselves and each other is central to all teaching.

When teaching RSHE, staff will consider:

- Approaching RSHE sensitively, as pupils are all different, with different types of family and experiences.
- Staff encourage boys and girls to explore topics from different gender viewpoints
- RSHE caters for all pupils and teachers and teaching materials are respectful of the rights of pupils with disabilities and how pupils choose to identify themselves.
- Links between RSHE and the school's inclusion policy.

Special Educational Needs:

Children with special educational needs are taught the full RSHE curriculum which is tailored by their teacher to meet their needs. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Meadlands is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. We aim to ensure that the teaching of RSHE is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Dissemination:

Copies of this policy will be provided for teachers, parents/carers will be

Withdrawals: Right to be excused from sex education (commonly referred to as the right to withdraw):

Parents have the right to request that their child be withdrawn from some or all of sex education

delivered as part of statutory RSHE. However please note that parents cannot withdraw their child from the teaching of Relationships and Health Education. As well as this, parents cannot withdraw from any aspect of National Curriculum for Science. The National Science Curriculum contains all physical changes of puberty; children cannot be withdrawn from Science lessons. PSHE lessons carefully cover healthy relationships, keeping safe and emotional changes of puberty.
If a parent/carer feels it necessary to withdraw their child, they should let the class teacher know. A child cannot be withdrawn from the sex education elements of an RSHE lessons without consultation with head teacher. If after consultation with head teacher the parent/carer still wished their child to be withdrawn from the RSHE sex education element of RSHE lessons, parents must take copies of RSHE lessons and discuss these with their children at home. Schools are advised to keep a record of the process of dialogue with parents relating to requests to withdraw from sex education.

Partnerships with Parents:
Meadlands is well aware that the primary role in children's RSHE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust, and co-operation. In promoting this objective, we:

- Inform parents about the school's RSHE policy and practice
- Answer any questions that parents may have about the RSHE of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSHE in the school
- Parents have the right to withdraw their children from those aspects of Sex and Relationship education, not included in the Science Curriculum. However, this rarely happens, by working in partnership with parents they recognise the importance of this aspect of their child's education
- If parents/carers do request their child be removed from these lessons, then that child will be provided with alternative work, linked with the PSHE programme, and be invited to join another class for that session. A register of any such pupils will be kept and distributed to all teachers involved.

RSE and the Law:
The Education Act 2002 sets out the statutory duties which maintained schools are required to meet: 'Every state-funded school must offer a curriculum which is balanced and broadly based and which: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society and prepares pupils at the school for the opportunities, responsibilities and experiences of later life'. The DfE released updated statutory guidance in July 2025. The guidance covers Relationships and Sex Education (RSE), Relationships Education and Health Education. This update replaces guidance from 2019. The updated statutory guidance will become mandatory in September 2026. The expectations on schools are as follows:

- Relationships Education is compulsory in all primary schools (or those pupils receiving primary education).
- Health Education is compulsory in all primary and secondary schools (or those pupils receiving primary or secondary education).
- The DfE recommends that all primary schools have a sex education programme.
- Sex Education (apart from aspects of the science curriculum) is not compulsory in primary schools. All schools must have an up-to-date policy for Relationships Education or, where they teach sex education, for RSE.
- Policies should be developed in consultation with parents, pupils and teachers. The policy must be up to date, freely available and published on the school website.
- OFSTED inspects schools against the Education Inspection Framework, which evaluates the quality of education, including curriculum intent, implementation and impact. Inspectors consider whether schools provide a broad and balanced curriculum, meet statutory

requirements for Relationships Education, Relationships and Sex Education and Health Education, and promote pupils' personal development, behaviour and welfare. Compliance with statutory guidance and the effectiveness of safeguarding arrangements are key aspects of inspection.

Appendix 1: Curriculum maps/overview

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

Lesson 1: Caring Friendships
Lesson 2: Being Kind
Lesson 3: Different Families
Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

Lesson 1: Different Friends
Lesson 2: Growing and Changing
Lesson 3: Body Safety (Online and Off)
Lesson 4: Families and Care

Year 2: Differences

Lesson 1: Gender Stereotypes
Lesson 2: Male and Female
Lesson 3: Naming Body Parts
Lesson 4: My Body Belongs to Me

Year 3: Valuing difference and keeping safe

Lesson 1: Body Differences
Lesson 2: Personal Space and Consent
Lesson 3: Families and People who Help Us
Lesson 4: Staying Safe and Getting Help Online

Year 4: Growing up with Respect

Lesson 1: Changes
Lesson 2: What is Puberty
Lesson 3: Healthy Friendships
Lesson 4: Valuing Difference

Year 5: Puberty and personal boundaries

Lesson 1: Talking about Puberty
Lesson 2: The Reproductive System
Lesson 3: Puberty Help and Support
Lesson 4: Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

Lesson 1: Puberty and Reproduction
Lesson 2: Communication and Consent in Relationships
Lesson 3: Families, Conception and Pregnancy
Lesson 4: Communication and Respect in Relationships and Online

Appendix 2: Puberty

Teaching about puberty

Joint briefing by the Association of Science Education and the PSHE Association This briefing is focused on the content of the Science National Curriculum for maintained schools although we hope that it will be of value to all schools which teach science. The briefing provides guidance to schools about their statutory duties to ensure that all children learn about puberty. Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe.

Teaching about puberty is also considered a key safeguarding issue by OFSTED. As Janet Palmer HMI (OFSTED's PSHE lead) has said*: "If pupils are kept ignorant of their human, physical and sexual rights… they are not being adequately safeguarded. When inspecting schools … inspectors are guided to check that the sex education in national curriculum science at Key Stages 1-3 is being adequately taught; and that primary schools have regard to the Department for Education statutory guidance on teaching pupils about puberty before they experience the onset of physical changes."* "Inspectors leading Section 5 inspections have been guided to grade behaviour and safety separately and to take whichever is the lowest grade as the overall grade for the Behaviour and Safety strand of the Section 5 inspection framework; and if Behaviour and Safety are judged to require improvement this is likely to affect the grade for overall effectiveness."

In order to keep pupils safe, it is vital that they learn about puberty before it happens. NHS advice states that puberty can begin as early as 8 for girls and 9 for boys. Year 5 is therefore the latest time in the school curriculum when this should be addressed. Schools that choose to teach about puberty earlier, for example in Year 4, have the flexibility to do so, as the National Curriculum clearly states that subjects can be taught earlier than the recommended school years set out in the framework. The dividing line between teaching about the growth and development of humans as part of the National Curriculum for Science, and Relationships and Sex Education (RSE) as part of a PSHE programme, is sometimes misinterpreted. For clarity, teaching about the changes experienced during puberty is part of the National Science Curriculum and all pupils in maintained schools must therefore be able to access this learning; this learning can then be built upon in RSE. Section 405 of the Education Act 1996 sets out the right of parents to withdraw their children from RSE but explicitly states that this right only applies to those topics which fall outside the National Curriculum. The 2014 National Curriculum is clear that teaching about puberty is an integral part of the Programmes of Study for Science at Key Stage 2, with the Year 5 Programme of Study stipulating that it is a statutory requirement that: *"Pupils should be taught to describe the changes as humans develop to old age"* This must include teaching about puberty, which is a principle change for humans as they develop and grow older. This is supported by the statutory guidance referred to by Janet Palmer and the non-statutory National Curriculum guidance for the Year 5 Programme of Study for Science which states: 12 *"Pupils should draw a timeline to indicate the stages in the growth and development of humans. They should learn about the changes experienced in puberty."*

It is clear, therefore, that schools should teach about puberty in either Year 4 or Year 5 depending on the needs of their pupils. A high-quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.

Appendix 3: FGM

Information about sensitive issues e.g. female genital mutilation (FGM), online safety, sexting and radicalisation/ extremism:

"Female Genital mutilation (FGM) comprises of all procedures involving partial or total removal of the external female genitalia or other injury to the female genital organs whether for cultural or therapeutic reasons." World Health Organisation 199

"Professionals in all agencies, and individuals and groups in relevant communities, need to be alert to the possibility of a girl being at risk of FGM, or already having suffered FGM. There is a range of potential indicators that a child or young person may be at risk of FGM, which individually may not indicate risk but if there are two or more indicators present this could signal a risk to the child or young person. Victims of FGM are likely to come from a community that is known to practise FGM. Professionals should note that girls at risk of FGM may not yet be aware of the practice or that it may be conducted on them, so sensitivity should always be shown when approaching the subject." Department for Education: Keeping Children Safe in Education April 2014

FGM is considered child abuse in the UK and a grave violation of the human rights of girls and women. It is a violation of the child's right to life and their bodily integrity as well as their right to health. It is illegal in the UK to allow girls to undergo female genital mutilation either in this country or abroad. People guilty of allowing FGM to take place can be punished by fines or up to 14 years in prison.

Female Genital Mutilation occurs mainly in Africa and to a lesser extent in the Middle East and Asia. It is not a religious requirement and there are no health benefits. It is a cultural practice.
Communities particularly affected in the UK include girls from: Somalia, Kenya, Ethiopia, Sierra Leone, Egypt, Nigeria, Eritrea, Yemen, Pakistan, Indonesia and Afghanistan; particularly first-generation immigrants, refugees and asylum seekers. This procedure often takes place in the summer, using the school holidays to recover (recovery takes 6 – 9 weeks.) It is important to be alert when a girl from a high-risk group is absent from school for a long period or when a family request an 'authorised absence' just before a school holiday. Children might also be talking about a special ceremony or a special holiday abroad.

Signs that FGM may have taken place include:

- difficulty walking, standing, or sitting
- spending much longer times in the toilets
- usual behaviour after a long absence
- not wanting to participate in PE or other physical play/activities
- acutely painful menstrual cycles
- asking for help or being anxious but not able to be explicit due to embarrassment or fear

All schools should keep their pupils safe from harm through safeguarding procedures and educating every pupil about their responsibility to care for their bodies and protect themselves from physical and emotional harm. They have a duty to report concerns about girls at risk from FGM or when they know that FGM might already have been performed.

Lessons in PSHE and RSE can give pupils information, learn personal and life skills and explore attitudes and values around protecting themselves and others from abuse, including FGM.
NSPCC FGM helpline: 0800 028 3550
help@nspcc.org.uk

Appendix 4: Curriculum links to Science

RSHE Links to the Science Curriculum

Early Years Foundation Stage (EYFS) children learn about life cycles. Through on-going personal, social, and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- That the life processes common to humans and other animals including nutrition, growth, and reproduction
- About the main stages of the human life cycle

In **Year 5** we place a particular emphasis on RSHE, as many children experience puberty at this age. We teach the children about the parts of the body and how they work. We also explain what will happen to their bodies during puberty. We encourage the children to ask for help if they need it and there are opportunities for single sex question sessions. Teachers do their best to answer all questions with sensitivity and care.

By the end of Key Stage 2, we ensure that both boys and girls know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach these with due regard for the emotional development of the children (as stated earlier in this policy)

Note: some children can start their periods age 8/9 so they should be being taught this in year 4.

Appendix 5: Withdrawal procedure

Procedure for withdrawal of children from the Sex Education Programme:

1. Parents/Carers must discuss the matter with the class teacher who will pass this on to the Headteacher to consider:
   - *the reasons for withdrawal.*
   - *that parents/carers being aware of the content of the NC science content.*
   - *the possibility of misinformation being given by other children in the playground.*
   - *their support for child's development in this area.*

2. Parents/Carers still wish to withdraw:
   - *Parents/carers put their Withdrawal in writing.*
   - *Once approved by governors a reply will be sent to the parents/carers acknowledging that the child will be withdrawn from all or part of the programme.*

3. The headteacher will then:
   - *Register the withdrawal on the pupil's personal file.*
   - *Ensure the class teacher is informed.*
   - *Decide with the class teacher upon different provision for this child.*

Appendix 6: Book Lists

Literature is a great way to expose children to the world. By sharing books such as the ones listed below, you are communicating that diverse families and people are all acceptable.

Families:

- **The Great Big Book of Families by Mary Hoffman.** This book features a diverse variety of family structures, what family members do, and where they live.
- **The White Swan Express by Jean Davies Okimato and Elaine Aoki.** This story is about a quartet of parents adopting a quartet of Chinese orphans.
- **The Family Book by Todd Parr.** In this book, the author celebrates all types of families in a funny, reassuring manner. He includes diverse family structures like adoptive families, stepfamilies, single-parent families, two-mum and two-dad families, and families with both a mum and a dad.
- **Whoever You Are by Mem Fox**. This beautifully illustrated book reminds children that we may be of different nationalities, races, ethnicities, languages, or faiths, and may live our lives very differently, but we all still have the same daily needs, hopes, and dreams.
- **Mommy, Mama, and Me; Daddy, Papa, and Me by Lesléa Newman -** They have charming illustrations, gentle rhymes and a simple plot that shows a day in the life of a child with same-sex parents. A positive look at LGBTQ families, these are great books for kids with two mums or two dads, as well as for kids who could benefit from seeing a different kind of family structure.
- **Families, Families, Families by Suzanne Lang -** A charming rhyming book that shows many different combinations of families, the book depicts silly animals in framed pictures of "families." A celebration of family, no matter what form it takes

Gender and Identity:

- **It's Okay to Be Different by Todd Parr -** This book cleverly delivers the important messages of acceptance, understanding, and confidence in bold, bright colours and silly scenes.
- **My Princess Boy by Cheryl Kilodavis, illustrated by Suzanne DeSimone** - Inspired by the author's son, this book is about a loving, supportive family and their Princess Boy who likes pretty, pink, sparkly, girly things.
- **A Fire Engine for Ruthie by Lesléa Newman, illustrated by Cyd Moore** - Ruthie's Nana assumes that she will want to play with dolls, put on fashion shows, and paint flowers, but Ruthie wants to play with fire trucks, trains, and motorcycles.
- **Jacob's New Dress by Sarah and Ian Hoffman, illustrated by Chris Case** - Jacob loves wearing dresses and pretending he's a princess at school, but a male classmate disapproves and says boys can't wear dresses.
- **Pink Is for Boys by Robb Pearlman -** a beautiful picture book that empowers kids to express themselves in every colour. It includes characters of different races, genders and abilities and helps kids learn about all the incredible colours that fill their world.
- **Julián is a Mermaid by Jessica Love -** children's book about individuality. The illustrations really set this book apart, and the story about Julián, a little boy who loves mermaids, focuses on self-expression and acceptance.
- **The Proudest Blue –** a children's book about sisterhood, religion and identity.

Relationships:

- **The Almost Terrible Playdate by Richard Torrey-** When two children have a playdate, they cannot agree on what to play. Chaos ensues when they argue over playing princesses, ponies, and ballet vs. dinosaurs, dragons, and race cars. Promotes sharing, cooperation, patience, and generosity.
- **Dear Juno by Soyung Pak -** Juno communicates with his Korean grandmother through a series of drawings. She sends back letters along with photos and toys, so Juno understands their meaning. Reinforces themes of communication, letter writing and relationship skills.
- **Herman and Rosie by Gus Gordon -** Musicians Herman and Rosie were both lonely. Herman hears Rosie singing from the street and Rosie hears Herman playing the Oboe from the building next door. One day Rosie follows the music until they meet, and a new friendship begins.

- **The Hueys in It Wasn't Me by Oliver Jeffers -** Gillespie comes across an argument among a group of Hueys. They keep blaming each other until one Huey asks what they are arguing about. The problem is, no-one can remember! Promotes conflict resolution, social skills, and relationship skills.
- **A Letter to Amy by Ezra Jacks Keats -** Peter writes a letter to Amy inviting her to his party. He wonders what his friends will think of him inviting a girl. Reinforces the themes of communication, relationship skills, friendship and letter writing.
- **Meesha Makes Friends by Tom Percival -** Meesha finds it hard to make friends because she struggles to read and respond to social cues. It takes an overwhelming situation for her to realise her special skills can help her make friends. Promotes self-esteem, relationship skills, and mental and emotional wellbeing.

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