



Meadlands Primary School
Relationships Sex and Health Education Policy
Updated: May 2023 **Review: May 2025**

At Meadlands we dream big. Our mantra is borrowed from our literary hero, Roald Dahl we are the music makers, and we are the dreamers of dreams. And our motto is Work Hard & Be Kind. What do these words mean to a kid like me at Meadlands? It means we learn more than just facts and subjects, we are taught how to learn so we can be adaptable and be ready for the world we will be part of when we are older. Meadlands encourages us to be self-motivated, to use our own initiative, to be resilient, curious, imaginative, determined and above all else to be kind and respectful. My teachers and staff know me very well, my learning is personalised to my own strengths and weaknesses, I have goals set to challenge me, to break down my barriers and overcome my difficulties. So, I can always be better and do better. As a class we make outstanding progress in our lessons. We are proud of ourselves and each other. As a school we all work to improve and grow it. Students, parents, care givers, staff, leaders, and governors. Everyone is invited to contribute. This is part of our experience. Our school is committed to dreaming big. Never resting on our laurels. The curriculum is always developing and improving. Delivering the new skills and knowledge we will need for the future. Our school is a harmonious place to be. Where dreaming is nurtured. Where we know through hard work and kindness, every dream is possible.

Purpose: What is this policy for?

This policy describes what Relationships, Sex and Health Education (RSHE) is and how it will be delivered to primary-aged children at our school.

We define RSHE as learning about the emotional, social, and physical aspects of growing up, relationships, sex, human sexuality, and sexual health.

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. It sets out our joint roles in exploring these issues and explains how, you as parents/carers, can get more information.

Statutory Requirements

In law and guidance there are two parts of RSHE: relationships education and sex and health education.

As a maintained primary school, we must provide relationships education to all pupils. These legal requirements are described in section 34 of the Children and Social Work Act 2017.

Although the law does not require the school to provide Sex and Health education in our RSHE lessons, we are required to deliver this content in order to meet OFSTED standards for safeguarding.

We are also required by law to teach the elements of Sex and Health education contained in the Science curriculum. In teaching RSHE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Meadlands Primary and Nursery School we teach RSHE as set out in this policy.

Policy Development

The following policy refers to Relationships, Sex and Health Education (RSHE) at Meadlands Primary School.

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting/working party about the policy
4. Pupil consultation
5. Ratification – once amendments were made; the policy was shared with governors and ratified

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, from September 2020, 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. We will deliver the content in a way that is age and developmentally appropriate and sensitive to the needs of all pupils.

Relationships Education:

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.

Through this unit of work, the language used around **Types of Families and Identity** will be: gender, gender roles, pronouns, surrogacy, same sex families, single sex families, adoption, adoptive parents single parent, foster parents, blended (biological parent and another parent figure to whom s/he may or may not be married), LGBTQ+ parent(s), grandparenting (non-parent relative(s) as guardian(s) (grandparent, aunt, etc.)

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

Links to our school intent

Language

- Vocabulary is carefully selected for each unit
- 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** 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. We believe that the content will meet the needs of our diverse children and their families and that it supports our wider work on friendships, well-being and staying safe. This scheme is well regarded and has been recommended by borough advisors.

It is important to us that our scheme of work supports all our children and reflects their families. Therefore throughout this unit of work, the language used around **Types of Families and Identity** will be: gender, gender roles, pronouns, surrogacy, same sex families, single sex families, adoption, adoptive parents single parent, foster parents, blended (biological parent and another parent figure to whom s/he may or may not be married), LGBTQ+ parent(s), grandparenting (non-parent relative(s) as guardian(s) (grandparent, aunt, etc.)

Please find a book list attached in *Appendix 6* for some literature to help discuss these topics.

The Christopher Winter Project (CWP)		
	Curriculum coverage	Language
Reception	<ul style="list-style-type: none"> - To consider the routines and patterns of a typical day - To understand why hygiene is important - To recognise that all families are different 	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothbrush, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, step mum, stepdad
Reception Extra:	<ul style="list-style-type: none"> - Pants resource - NSPCC 	Pants, private parts, consent – saying no
Year 1	<ul style="list-style-type: none"> - To understand some basic hygiene principles - To introduce the concept of growing and changing - To explore different types of families and who to ask for help 	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina
Year 2	<ul style="list-style-type: none"> - To introduce the concept of male and female and gender stereotypes (build on what Year 1 have learnt) - To identify differences between males and females 	Similar, different, sex, gender roles, stereotypes, gender, equality, difference, unique, boy, girl, male, female, private parts, penis, vagina

	<ul style="list-style-type: none"> - To explore some of the differences between males and females and to understand how this is part of the lifecycle - To understand sexual difference and name body parts 	
Year 3	<ul style="list-style-type: none"> - To explore the differences between males and females and to name their body parts - To consider touch and to know that a person has the right to say what they like and dislike - To explore different types of families and who to go to for help and support 	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship
Year 4	<ul style="list-style-type: none"> - To explore the human lifecycle - To identify some basic facts about puberty - To explore how puberty is linked to reproduction 	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings
Year 4 Extra	<ul style="list-style-type: none"> - 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	<ul style="list-style-type: none"> - To explore the emotional and physical changes occurring in puberty - To understand male and female puberty changes in more detail - To explore the impact of puberty on the body and the importance of physical hygiene - To explore ways to get support during puberty 	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings
Year 6	<ul style="list-style-type: none"> - To consider puberty and reproduction - Consider physical & emotional behaviour in relationships - To explore the process of conception and pregnancy - To explore positive and negative ways of communicating in a relationship 	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/private information, internet safety

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 it.

Culture Capital

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

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. RSE 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/ELSA – 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.

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.

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.

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, alongside some PSHE Association resources online.

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.

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.

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.

LGBTQ+:

Pupils at Meadlands will be taught about the society in which they are growing up. The subjects covered are designed to foster respect for others and for difference and educate pupils about healthy relationships. RSHE is designed to meet the needs of all pupils, whatever their developing sexuality or identity – this will include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBTQ+ relationships during their school years. This will be delivered, for example, through teaching about different types of family, including those with same sex parents.

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 informed of its availability upon request.

Relationships Education:

What is included? Relationships Education

By the end of primary school pupils should know:

Families and people who care for me

- Importance of family
- Characteristics of healthy family life
- Respect for family diversity
- Importance of stable relationships
- Marriage/civil partnership as legally recognised commitment
- How to recognise unsafe situations and how to seek advice/help

Caring friendships

- Importance of friendships
- Characteristics of friendships,
- Benefits of healthy friendships
- How to maintain a healthy friendship
- How to recognise unhealthy friendships and seek help

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

Online relationships

- People behave differently online
- Same relationship principles apply online
- Rules for keeping safe online
- How to critically consider online content
- How information and data is shared and used online.

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

Changing Adolescent Body (Health Ed.)

- 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.

Health Education:

Health Education:

1. Mental Wellbeing
2. Internet safety and harms
3. Physical health and fitness
4. Healthy eating
5. Drugs, alcohol and tobacco
6. Health and prevention
7. Basic first aid
8. Changing adolescent body

Changing Adolescent Body

- 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.

The Christopher Winter Scheme Overview:

CWP Curriculum Overview

reception
year 1
year 2
year 3
year 4
year 5
year 6
Additional

Reception
Family and Friendship

Lesson 1: **Caring Friendships**
Lesson 2: **Being Kind**
Lesson 3: **Families**

Year 1
Growing and Caring For Ourselves

Lesson 1: **Different Friends**
Lesson 2: **Growing & Changing**
Lesson 3: **Families & Care**

Year 2
Differences

Lesson 1: **Differences**
Lesson 2: **Male & Female Animals**
Lesson 3: **Naming Body Parts**

Year 3
Valuing Difference and Keeping Safe

Lesson 1: **Body Differences**
Lesson 2: **Personal Space**
Lesson 3: **Help and Support**

Year 4
Growing Up

Lesson 1: **Changes**
Lesson 2: **What is Puberty?**
Lesson 3: **Healthy Relationships**

Year 5
Puberty

Lesson 1: **Talking about Puberty**
Lesson 2: **The Reproductive System**
Lesson 3: **Help and Support**

Year 6
Puberty, Relationships & Reproduction

Lesson 1: **Puberty & Reproduction**
Lesson 2: **Communication in Relationships**
Lesson 3: **Families, Conception & Pregnancy**
Lesson 4: **Online Relationships**

Additional Folder Year 5/6

Unit 1: FGM
Unit 2: Respect and Equality

C W P

Language Overview:

YR	Dress, undress, clean, smelly, flannel, sponge, towel, hands, toothbrush, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma, grandad, step mum, step dad, Pants, private parts, consent – saying no
Year 1	Clean, similar, different, family, boy, girl, male, female, private parts, penis, vagina
Year 2	Similar, different, sex, gender roles, stereotypes, boy, girl, male, female, private parts, penis, vagina
Year 3	Stereotypes, gender roles, similar, different, male, female, private parts, penis, testicles, vagina, womb, family, fostering, adoption, relationship
Year 4	Puberty, lifecycle, reproduction, physical, breasts, sperm, egg, pubic hair, emotional, feelings, Fallopian tube, uterus, vagina, ovary, menstruation, egg, lining, ovulation, cycle,
Year 5	Puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, sexual feelings
Year 6	Womb, sperm, egg, conception, fertilisation, pregnancy, sexual intercourse, twins, fostering, adoption, relationship, friendship, love, consent, intimacy, communication, personal/ private information, internet safety

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 1997

“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 Okimoto 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 gender identity. The illustrations really set this book apart, and the story about Julián, a little boy who loves mermaids, focuses on self-expression and acceptance.

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.

Updated May 2023



Date 02/05/2023

Signed
Chair of Governors
Annabelle Hughes



Date 02/05/2023

Signed
Head Teacher
Sarah Taunton