



Campsbourne School Relationships and Sex Education Policy

1 Introduction

RSE starts early so that children build positive and respectful relationships and recognise if people make them feel uncomfortable or unsafe. They learn about their bodies, including changes during puberty, as this may take place for some children before they leave primary school, so it is important that all children know what to expect before it happens.

We teach Relationships and Sex education in the context of the school's aims and values framework. While Relationships and Sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach Relationships and Sex education in the belief that:

- It will help create a positive culture around issues of sexuality and relationships;
- It will prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- It should be taught in the context of long term committed relationships e.g. marriage, civil partnerships and cohabiting and family life;
- It is part of a wider social, personal, spiritual and moral education process;
- Children should be taught to have respect for their own bodies;
- It is important to build positive relationships with others, involving trust and respect;
- Children should learn about their responsibilities to others, and be aware of the consequences of sexual activity;
- Children need to learn the importance of self-control.

*When discussing 'marriage' in class, teachers also refer to civil partnerships / long-term /committed relationships, as living together is very common now.

2 Statutory Requirements

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

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

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#) and also the Equality Act 2010. At Campsbourne School, we teach RSE as set out in this policy.

3 Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Parent/stakeholder consultation – parents were invited to a working party to discuss the policy.
3. Parents were further invited to a coffee morning to discuss the redrafted policy as a result of the working party.
4. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
5. Pupil consultation – we investigated what exactly pupils want from their RSE.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

4 Definition

In the Sex and Relationship Education Guidance 2000 document, RSE is defined as ‘learning about physical, moral and emotional development. It is about understanding the importance of long term committed relationships e.g. marriage, civil partnerships and cohabiting for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health’. However, ‘care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances.’ Relationships and Sex education is part of the personal, social and health education curriculum in our school. While we use Relationships and Sex education to inform children about sexual issues, we do this with regard to matters of morality and individual responsibility and in a way that allows children to ask and explore moral questions.

5 PSHE and Relationships and Sex Education Curriculum

We use the Cambridgeshire Primary Personal Development Programme for the teaching of our Personal, Social and Health Education, which includes Relationships and Sex education and can be found in the scheme of work in Appendix 1. While we carry out the main Relationships and Sex education teaching in PSHE curriculum, we also teach some Relationships and Sex education through other subject areas (for example, science and PE), where we feel that they contribute significantly to a child’s knowledge and understanding of his or her own body, and how it is changing and developing.

5.1 We broadly teach children about:

- Families and people who care for them;
- Family Structures including LGBT. These can be seen in the Diversity and Communities Units. (Appendix 2) These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers);
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe;
- The physical development of their bodies as they grow into adults.

We specifically teach children using ‘scientific’ language or ‘doctor words’ and explanations appropriate for their age and maturity, thus avoiding confusion, embarrassment and shame.

5.2 Establishing a Safe and Supportive Environment

Boundaries for discussion and issues of confidentiality are discussed with the children before RSE lessons begin. Each class / group works together to establish its own ‘ground rules’ about how they would like everyone to behave in order to learn. This is to promote a safe environment in which children feel they can ask questions and share with no judgement from others. Distancing techniques such as role play, third person case studies and an anonymous question box are employed when teaching sensitive issues. Children are encouraged to use the question box, and questions are answered by the class teacher in the lesson or in the following lesson.

5.3 Good Practice in Teaching and Learning

Using the correct terminology, which teachers refer to as ‘doctor words’ or ‘scientific words’, makes clear that everybody understands and avoids prejudice or offensive language. This also equips children with the correct language they need should they need to refer to their body parts in the future e.g. at doctors’ appointments or to a trusted adult. Lessons contain a variety of teaching methods and strategies that encourages interaction, involvement and questioning: working individually, in pairs and groups; discussions; role play; prioritising; quizzes; research; case studies; games; circle time; visiting speakers. Staff members are offered CPD opportunities to ensure that they are confident in teaching RSE lessons to their classes and to ensure first-class high-quality teaching. This can also be identified during book looks by the Healthy Living lead who may encourage members of staff to attend training to develop their understanding of RSE and how to teach it affectively.

5.4 Inclusion

All children and young people are entitled to good quality RSE that help them build a positive sense of self. Respect for themselves and each other is a central to all teaching. The RSE programme and approach is inclusive of difference, gender identity, sexual orientation, ability, disability, ethnicity, culture, age, faith, or belief or any other life experience.

To ensure that all children are included in high quality RSE, lessons are generally taught in mixed classes so that children learn about and develop an understanding of all genders. However, we recognise that in some lesson’s children may find it difficult to ask questions and explore issues in mixed classes. Where teachers feel this is the case children will be taught in single sex classes to begin with and then merged later on so that children learn about the changes other people experience.

RSE lessons help pupils to explore discrimination, prejudice, bullying, aggressive behaviour and other unhealthy relationships.

Teachers of RSE agree to work within the schools’ framework for RSE as described in this policy. Their personal beliefs, values and attitudes will not affect their teaching of RSE.

SEND children are also supported using Widget images to support in the understanding of key vocabulary and concepts to ensure that they are receiving the same learning experience as others. This learning is further differentiated when needed and learning is scaffolded, taking into the account the child’s developmental and individual needs.

5.5 Relationships and Sex Education within PSHE

RSE within PSHE is developmental and appropriate to the age and needs of every pupil. We teach about the parts of the body and how these work, and we explain to them what will happen to their bodies during puberty. For example, we teach children that boys’ voices will change during puberty and girls experience menstruation. We encourage the children to ask for help if they need it. It is part of a well-planned programme, delivered in a supportive atmosphere, where we aim for all pupils to feel comfortable to engage in open discussion and feel confident to ask for help if necessary.

5.6 Relationships and Sex Education within in Science

In science lessons in both key stages, teachers inform children about puberty and how a baby is born. For this aspect of the school's teaching, we follow the guidance material in the national scheme of work for science. In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other. In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. In Year 6 we place a particular emphasis on health education, as many children experience puberty at this age. We liaise with the Local Health Authority about suitable teaching materials to use with our children in these lessons. Teachers do their best to answer all questions with sensitivity and care. By the end of Key Stage 2, we ensure that all children know how babies are born, how their bodies change during puberty, what menstruation is, and how it affects women. We always teach this with due regard for the emotional development of the children (as stated earlier in this policy).

5.7 Visiting Speakers

RSE is best taught by confident teachers as part of an ongoing PSHE curriculum. Visiting speakers can offer a different perspective and reinforce the teaching within the classroom.

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 RSE policy, together with the RSE curriculum which they are expected to follow.

5.8 Assessment

Lessons are planned starting with establishing what pupils already know. In this way, teachers can also address any misconceptions that pupils may have. This may be done through:

- Brainstorms and discussions;
- Draw and write activities to find out what pupils already know.
- Labelling body parts to gauge understanding of words used to describe key body parts that will arise in the subsequent lessons.

Assessment is the process where an individual pupil's learning and achievement are measured against lesson objectives. This can be achieved by:

- Pupil self-evaluation;
- Written or verbal assignments;
- One to one discussion.
- Green pen question and answer based on the success criteria of the lesson.

5.9 Monitoring

Monitoring 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. A range of methods are used including:

- Learning observations;
- End of topic self-evaluation tasks completed by pupils;

- Book monitoring;
- Annual PSHE review.

6. Roles and responsibilities

6.1 The Governing Body

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

6.2 The Head Teacher

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

6.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way;
- Modelling positive attitudes to RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Delivering first-class high-quality teaching of RSE;
- Completing CPD where needed to develop their teaching and understanding of RSE;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Sex Education.

The Healthy Living Lead, Ashley Hawkins, who is responsible for PSHE, oversees the development of the PSHE curriculum which includes RSE.

The responsibility for teaching RSE lies solely with your child's class teacher. Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head teacher or Healthy Living Lead.

6.4 Pupils

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

6.5 The Role of Parents

The school is well aware that the primary role in children's Relationships and Sex education 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 Relationships and Sex education policy and practice;
- Involve parents in developing, reviewing and modifying the school policy;
- Answer any questions that parents may have about the Relationships and Sex education of their child;

- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships and Sex education in the school;
- Inform parents about the best practice known with regard to Relationships and Sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

7 Parents' Right to Withdraw

- 7.1** Parents have the right to withdraw their child from the Sex education part of Relationships and Sex Education. They will have no right to withdraw from Relationships Education, Health Education or the Science National Curriculum. If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this, in the first instance, with the class teacher who will discuss the classes curriculum and what it involves. Parents can also then be directed to the Healthy Living Lead or if necessary Headteacher, who will show them the school's RSE policy and inform them what the National Curriculum content is and what curriculum content their child can be withdrawn from. (See appendix 3: Science national curriculum Relationships and Sex education)
- 7.2** Parents should be aware that schools are legally required to provide a broad, balanced curriculum. RSE topics can arise incidentally in other subjects and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.
- 7.3** Parents are invited to speak to the class teacher and view the films and resources that are used to teach the subject.

8 The role of other members of the community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children like to receive information about RSE from their parents and carers in addition to what they learn in school. Children may also ask questions in class that go beyond the curriculum objectives for their year group, meaning teachers will not answer these particular questions, but explain that children will learn about this in the future. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter or leaflet of forthcoming RSE topics;
- Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed;
- Inviting parents to discuss their views and concerns about RSE on an informal basis.

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar. We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Primary Care Trust, such as the school nurse and other health professionals; who give us valuable support with our Relationships and Sex education programme. Other people that we may call on in

addition to the school nurse include social workers and youth workers. Teachers are always present when classes have visitors.

The head teacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10 Safeguarding

Teachers conduct Relationships and Sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection / safeguarding (schools Confidentiality policy and Safeguarding policy). Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw their concerns to the attention of the Designated Safe Guarding Lead (DSL) who is the head teacher and log their concern on 'My Concern', which is the monitoring platform we use for safeguarding concerns. The DSL will then deal with the matter in consultation with relevant officers of the local authority. Any professional working in a classroom context in schools is governed by the school's confidentiality policy.

Appendix 1 (Sex Education)

Foundation Stage (Age 4 - 5)

Early Learning Goals (2025)	<p>1. Self-Regulation</p> <ul style="list-style-type: none"> • Focus: Helping children manage their feelings, behavior, and attention. • Key aspects include: <ul style="list-style-type: none"> ○ Managing emotions (e.g., calm down when upset) ○ Following rules and routines ○ Paying attention and focusing on tasks ○ Coping with transitions or changes <hr/> <p>2. Managing Self</p> <ul style="list-style-type: none"> • Focus: Building independence and personal responsibility. • Key aspects include: <ul style="list-style-type: none"> ○ Taking care of personal needs (e.g., dressing, washing hands) ○ Making healthy choices (food, exercise, sleep) ○ Developing confidence in trying new activities ○ Understanding what is safe and unsafe <hr/> <p>3. Building Relationships</p> <ul style="list-style-type: none"> • Focus: Developing social skills and positive interactions with others. • Key aspects include: <ul style="list-style-type: none"> ○ Making friends and playing cooperatively ○ Showing empathy and understanding others' feelings ○ Resolving conflicts peacefully ○ Learning to share and take turns
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Healthy and Safer Lifestyles: My Body and Growing Up

This unit is designed to support children in learning how to value and appreciate their own and other people's bodies. Children will learn to recognise and name external parts of the body including using scientific names for the external sexual parts of the body. They will learn to recognise and appreciate similarities and differences between bodies, including those between girls and boys. The children will learn to appreciate the variety of things that they can do with their bodies, how they have changed physically since they were very young and how they will continue to grow and change all their lives. This unit looks at personal hygiene and supports children in developing appropriate responsibility for it. They will continue to develop basic hygiene routines, including toileting and washing, and will also learn about the importance of good hygiene and cleanliness for preventing the spread of disease. This unit is designed to encourage children to analyse their own role in developing positive, responsible and caring attitudes. They will learn that, as they grow, they will become more independent and will take more responsibility for looking after themselves and things around them. The children will examine what they currently do to look after themselves, including dressing and undressing. They will learn to recognise areas where they still need support from others to ensure their personal needs are met and to be aware of the adults who provide this care.

Learning Expectations

Physical Development	Communication and Language	Understanding the World
<p>Health and self-care: children know the importance for good health, of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully,</p>	<p>Listening and attention: children listen attentively in a range of situations. They listen to stories, accurately anticipating key events and respond to what they hear with relevant comments, questions or actions. They give</p>	<p>People and communities: children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities</p>

<p>including dressing and going to the toilet independently.</p>	<p>their attention to what others say and respond appropriately, while engaged in another activity.</p> <p>Understanding: children follow instructions involving several ideas or actions. They answer 'how' and 'why' questions about their experiences and in response to stories or events.</p> <p>Speaking: children express themselves effectively, showing awareness of listeners' needs. They use past, present and future forms accurately when talking about events that have happened or are to happen in the future. They develop their own narratives and explanations by connecting ideas or events.</p>	<p>and differences between themselves and others, and among families, communities and traditions.</p>
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Key Stage 1 (Year 1)

Statutory Science Curriculum	<ul style="list-style-type: none">• Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Healthy & Safer Lifestyles 6 SR 1 Sex and Relationships Education	
<p>In this unit children will develop familiarity with the names of the main external parts of the body and become more confident in describing them. They will consider the amazing nature of their bodies, with a view to developing respect for their bodies and themselves. Children will also consider simple hygiene practices and their levels of responsibility for carrying these out. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.</p>	
What will my Child Learn?	
<ul style="list-style-type: none">• To recognise the main external parts of the bodies of humans, including agreed names for sexual parts e.g. use names such as arm leg, elbow etc and scientific names such as <i>penis, testicles and vagina</i>.• To describe what their bodies can do e.g. gross motor skills such as skipping, dancing, jumping, sports and fine motor skills using one or two parts of their bodies (writing, drawing, reading)• To understand that they have responsibility for their body's actions and that their body belongs to them e.g. example of when it is hard to control our bodies e.g. being fidgety; to describe things we do in private e.g. going to the toilet and having a bath; to name the parts of their body which are private e.g. those parts covered by our pants. (NSPCC PANTS Program)• To appreciate how amazing their body is e.g. how we can <i>jump, run, clap etc but also body functions such as healing when cut, mending broken bones etc.</i>• To know how to keep themselves clean e.g. washing hands, blowing our noses, brushing teeth.• To understand the importance of basic hygiene practices e.g. washing hands, using a tissue, and how these prevent the spread of disease.	

Key Stage 1 (Year 2)

Statutory Science Curriculum	<ul style="list-style-type: none">• Y2 notice that animals, including humans, have offspring which grow into adults• Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)• Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.
Healthy & Safer Lifestyles 6 SR 2 Sex and Relationships Education	
Children will consolidate their understanding of how babies develop into children and then into adults and their own physical development. They will think about their responsibilities and how these have changed. They will then consider what babies and young children need to stay healthy and safe. The themes covered in this unit are 'the human life cycle', growing up', personal responsibilities' and 'parents, carers and families'.	
What will my Child Learn?	
<p>To know that humans produce babies that grow into children and then into adults e.g. show understanding that my parents were once children, describe what babies children and adults can do at different ages and recognise baby animals and their parents.</p> <p>To consider the ways they have changed physically since they were born e.g. describe things I can do now that I couldn't do as a baby; describe ways my body will change as I get older e.g. teeth change, hair changes colour</p> <p>To consider their responsibilities now and compare these with when they were younger e.g. explain some things I did when I was a baby e.g. cried a lot; describe some responsibilities I have now e.g. I feed myself; explain some ways I can help other people now I am older e.g. tidy my bedroom</p> <p>To understand the needs of babies and young children.</p>	

Key Stage 2 (Year 3)

Statutory Science Curriculum	<ul style="list-style-type: none"> Y3 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.
Healthy & Safer Lifestyles 13 SR 3 Sex and Relationships Education	
<p>This unit of work focuses on basic anatomy, including naming external body parts and the physical differences between males and females. Children will consider the capabilities of their bodies, in order to develop respect for their bodies and themselves. They will also develop their understanding of personal hygiene and learn more about how to prevent the spread of illnesses. The main themes of this unit are: 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'.</p>	
What will my Child Learn?	
<p>To recognise the main external parts of the bodies of humans, including scientific names for sexual parts e.g. names such as <i>penis, vagina, vulva, testicle and breast</i> confidently</p> <p>To understand the physical differences between males and females.</p> <p>To value their own body recognise and its uniqueness e.g. <i>height, hair colour, skin colour, foot size.</i></p> <p>To understand the benefits of carrying out regular personal hygiene routines e.g. washing our hair, teeth, bottoms etc</p> <p>To consider who is responsible for their personal hygiene now, and how this will change the future e.g. washing clothes</p> <p>To understand a range of ways illness and disease, e.g. <i>colds, chickenpox, head lice</i>, might be spread and how they are able to reduce this.</p>	

Key Stage 2 (Year 4)

Statutory Science Curriculum	N/A
Healthy & Safer Lifestyles 17 SR 4 Sex and Relationships Education	
<p>Children will consider the human life cycle in more detail. They will consider what they think it means to be 'grown up'. They will then look at their responsibilities and the responsibilities parents and carers have for babies and children. The themes covered in this unit are 'the human lifecycle', growing up', 'personal responsibilities' and 'parents, carers and families'.</p>	
What will my Child Learn?	
<p>To understand the main stages of the human lifecycle: <i>birth, baby, child, adolescent, adult, middle age, old age, death.</i></p> <p>To investigate perceptions of being 'grown up'.</p> <p>To consider their responsibilities and how these have changed and how they will change in the future.</p> <p>To consider the responsibilities that parents and carers have for babies and children.</p>	

Key Stage 2 (Year 5)

Statutory Science Curriculum	<ul style="list-style-type: none">• Y5 describe the life process of reproduction in some plants and animals.• Y5 describe the changes as humans develop to old age.
Healthy & Safer Lifestyles 20 SR 5 Sex and Relationships Education	
<p>This unit of work is intended for use with children in Years 5 and 6. It focuses on basic anatomy, including the physical differences between female and male bodies. It examines the changes that happen to people's bodies at various stages in their lives, especially at puberty. The children will learn about the benefits of carrying out regular hygiene routines, including how good hygiene is important for preventing the spread of viruses and bacteria. They will examine their own personal hygiene practices and consider new personal hygiene routines relevant to puberty. They will examine the ways in which they will have new responsibilities for their personal hygiene in the future. The main themes of this unit are 'body knowledge', 'body functions', 'body awareness/image', 'personal hygiene' and 'prevention of illness and disease'. When delivering this unit it is essential to remember that the DFEE Sex and Relationship Education Guidance 2000 states that '<i>All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical change</i>'. So this unit will usually be delivered to Year 5 with a review in Year 6.</p>	
What will my Child Learn?	
<p>To identify male and female sexual parts and describe their functions e.g. <i>.g. foreskin, testicles, vulva, vagina.</i></p> <p>To know appropriate terminology for use in different situations.</p> <p>To know and understand about the physical changes that take place at puberty, why they happen and how to manage them e.g. <i>e.g. breasts begin to grow, hair gets greasy, sperm starts to be produced, hair starts to grow on your face, the body changes shape, sperm starts being produced, periods start.</i></p> <p>To understand that physical change happens at different rates for different people.</p> <p>To understand how the media, families and friends can influence attitudes to their bodies.</p> <p>To know about new aspects of personal hygiene relevant to puberty.</p> <p>To know and understand that safe routines can stop the spread of viruses (including HIV) and bacteria.</p>	

Key Stage 2 (Year 6)

Statutory Science Curriculum	N/A
Healthy & Safer Lifestyles 24 SR 6 Sex and Relationships Education	
<p>This unit begins with a focus on sexual intercourse and the human lifecycle. The children will examine how puberty brings about changing feelings and emotions with friends and family and consider ways to manage emotions so that they are able to express their feelings and concerns positively. They will explore the meaning of love and consider their responsibilities to care for themselves and others. They will consider the need for trust and love relationships. In this context, there is the opportunity to discuss responsible parenting choices and the use of contraception. The themes covered in this unit are ‘the human lifecycle’, growing up’, personal responsibilities’ and ‘parents, carers and families’.</p>	
What will my Child Learn?	
<p>To know about the facts of the human lifecycle, including sexual intercourse. To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. To consider how they have some responsibility for the feelings and well-being of others. To consider the need for trust and love in marriage and established relationships. To have a basic awareness of responsible parenting choices. To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners and extended families.</p>	
Below is the script which teachers use to teach children about sexual intercourse. We have included this to give you an understanding of the nature of the material shared with children during this unit.	
<p>When two people love each other, one way they show their love for each other is to have sex. Sex is about cuddling, kissing and being close together. Some people call having sex ‘making love’ because it is a very special way to show your love for someone. Sometimes a man and a woman who love each other choose to have a baby together. To make a baby they have sex. They get very close to each other and cuddle and kiss. The man slides his penis into the woman’s vagina. After a while, sperm comes out of the man’s penis in a liquid called semen. This is called ‘ejaculation’. When a man ejaculates, millions of tiny sperm are released. The sperm travel into the woman’s vagina. The sperm travel through the cervix and into the uterus. Sperm have long wiggly tails and they swim, pushing themselves along with their tails. The sperm travel into the Fallopian tubes. It takes them several hours to get all the way from the vagina to the Fallopian tubes. Some sperm are not as strong a fit as the others, so only about 200 sperm get as far as the Fallopian tube. For a baby to start, an egg needs to be ready in the Fallopian tube. The woman’s ovaries release one egg every 28 days or so. The egg is just the size of a full stop. If there is an egg ready in one of the Fallopian tubes, one sperm breaks through the outer skin of the egg. As it joins the egg, its tail falls off. Only the fastest, strongest sperm can get into the egg, because as soon as it has entered the egg, the egg creates a shield, so no more sperm are allowed in. The sperm and the egg fuse together and make a new cell that is a mixture of the mother and the father. The new cell divides and grows to make a little bundle of cells which travels down the Fallopian tube to the uterus. It takes between 5 and 7 days to get to the uterus. By the time it gets to the uterus, the one cell has become a little ball of 100 cells. The little ball of cells is now called a zygote and it attaches itself to the endometrium. The ball of cells keeps dividing and growing. A baby is now developing.</p>	

Appendix 2 (Relationships Education)

Identities and Diversity (EYFS)

Citizenship 1 ID F Identities and Diversity

The children will explore why they are special and what makes their own individual identity. They will begin to understand how they mix with others and belong to different groups e.g. their family, class, school, clubs; neighbourhood. They will examine similarities and differences between themselves and other children in the class, and will have opportunities to explore diversity in terms of gender, ethnicity, language, religion, culture, different family groupings, special educational needs and disability. They will learn about some of the similarities and differences between families including the different people in families and where families live. They will explore what is special about different families' lifestyles including how a family's cultural background, their traditions or beliefs can form an important part of their life, and ways in which this is celebrated. They will consider how what they do and say can affect the needs and feelings of other people and how they and everyone else have the right to be valued and treated fairly and equally whatever their cultural background or choice of lifestyle.

What will my child learn?

- To understand how they belong to their class, and to recognise similarities and differences between themselves and others in their class.
- To understand how they belong to their family.
- To recognise similarities and differences between the ways that families live their lives.
- To understand that people and families have different beliefs and customs that are important and special to them.
- To understand that it is important to respect other people's differences and the ways in which they live their lives.
- To understand ways that people and families celebrate their beliefs and ways of life.

Diversity and Communities Years 1 and 2

Citizenship 4 DC 1/2 Diversity and Communities

This unit aims to develop the children's sense of personal identity and self-worth and teaches them to consider and respect the needs and views of others. They will learn about different groups and cultures within their community, and about the importance of not stereotyping people on the basis of difference. They will explore the make-up of their community, the needs of different people within it, and the people who help within their roles in the community. They will develop their understanding of the needs of the environment (including the school environment), plants and animals, and also their ability to make a contribution to their care.

What will my child learn?

- To begin to understand what makes up their identity.
- To understand how roles and characteristics of boys and girls can be stereotyped.
- To understand about their own culture and beliefs and those of other people.
- To recognise different groups they belong to and the different backgrounds of people in their community.
- To understand what 'my community' means.
- To know who the people are who help them in their community and what they do.
- To understand the needs of particular groups in their community.
- To know how they can help look after the school environment.
- To know how to care for animals and plants.

Diversity and Communities Years 3 and 4

Citizenship 7 DC 3/4 Diversity and Communities

This unit covers a range of aspects of the citizenship curriculum, and also includes areas of PSHE. Children will explore what makes up their identity and begin to understand aspects of other people's identities. They will learn about different communities that exist in the UK and consider some of the different views, lifestyles and beliefs people have. They will understand about stereotyping and the importance of challenging it. There will be the opportunity to explore and share the different groups and communities they belong to, and the roles of different people in the community. They will look at the role the media plays. They will learn about the needs of their local environment and how they can help to care for it. They will also learn about the needs of animals, and how to care for pets.

What will my child learn?

- To explore what makes up their identity and that of other people.
- To know some of the different views, lifestyles and beliefs people have.
- To know about different national, religious and ethnic communities that exist in the UK.
- To understand how to value difference and respect diversity.
- To understand what stereotypes are and know some ways to challenge them.
- To be able to describe what groups and communities exist around them and which they are part of.
- To know about some of the roles of people in the community.
- To explore what support is available in the community for people who need it.
- To understand the different forms the media takes and some of what it does.
- To understand some of the needs of and show how to care for the local environment.
- To know about the needs of animals, and the responsibilities of humans towards them.
- To recognise what is important when choosing pets and to understand their care needs.

Diversity and Communities Years 5 and 6

Citizenship 10 DC 5/6 Diversity and Communities

This unit covers a range of aspects of citizenship, and also includes areas of PSHE. It aims to develop the children's sense of personal identity and self-worth, as well as teaching them to consider and respect the needs and views of others. The children begin by exploring their identity, and how their perceptions of it can be affected by the behaviour and attitudes of others. They will consider the ethnic make-up of both the local and national community, and the benefits of living in a diverse society. They will develop their understanding of the negative effects of stereotyping and prejudice, and of the impact of racism, sexism, heterosexism and homophobia. They will have the opportunity to explore their place within the school and local community, and the contributions of others, including volunteers and community organisations. The unit also includes a brief look at the role and influence of the media, and some aspects of caring for the environment.

What will my child learn?

- To explore their identity and that of other people, and how other people's perceptions can influence views of identity.
- To understand aspects of the ethnic make-up of the local community and the national context.
- To recognise the negative effects of stereotyping and prejudice.
- To recognise the different communities they belong to, and to explore the contribution they and others make to their community.
- To understand the role of volunteers and voluntary organisations.
- To know about the role of the media, and understand how it can influence them and their community.
- To understand some ways of caring for the environment and the contribution they can make.

Appendix 3

Relationships and Sex education in the National Curriculum Science programme of study

Key Stage 1

Year 1

Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

Y2 notice that animals, including humans, have offspring which grow into adults

Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)

Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Year 3

Y3 explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal.

Year 5

Y5 describe the life process of reproduction in some plants and animals.

Y5 describe the changes as humans develop to old age.

Appendix 4

Section 3 Sensitive Issues

a) Puberty

We will teach about puberty in Years 5 and 6, in accordance with our Curriculum for RSE. Younger children may be aware of puberty and we will answer their questions appropriately on an individual basis. We recognise the importance of ensuring that all children have a good understanding of puberty before they reach it. If a Year 4 child appears to have an advanced physical development, we will consider whether they too should be involved in lessons about puberty. This will always be done in consultation with parents. We may use single sex groups to address particular needs, such as girls' practical need for information about managing periods, but we ensure that all children learn about the changes to bodies of all genders. We may work with groups of Year 5 and Year 6 pupils separately to ensure they receive appropriate information at these age groups.

We will ensure that sensitive arrangements are made for children who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly.

b) Contraception

We recognise that many primary-aged children are aware of some forms of contraception and have begun to understand that adults do not only engage in sexual activity when they wish to reproduce. Children may ask direct questions about contraception, or may reveal knowledge (accurate or inaccurate) about contraception in discussion with adults or their peers. We will refer to guidelines for responding to these questions in '6B Answering Children's RSE Questions in the Primary School'. We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

We have also decided to address this issue directly in very broad terms as part of the taught RSE Curriculum at Year 6. The learning will be set in the context of responsible parenting decisions. It will not include details regarding access to or application of contraception.

There are extremely rare occasions when an adult in a primary school may believe that a child's question about contraception derives from a child's own sexual activity or contemplation of sexual activity. In this case, the adult will consult immediately with the designated teacher for child protection, who will make sensitive arrangements, ensuring there has been discussion with the child and explanation of the Confidentiality Policy, to involve the child's parents and, if necessary, other professionals. Sexual activity under 13 is always a matter of Safeguarding and Child Protection.

c) Abortion

We recognise that some children might be aware of abortion and that they might be developing attitudes towards it. They may also ask questions about it. Adults in schools will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.

d) Sexually Transmitted Infections (STIs) and HIV/AIDS

We will not teach directly about STIs, however elements of our RSE and Science Curricula will prepare the ground for this explicit teaching later e.g. by discussing some issues around HIV/AIDS. We will discuss the different ways any disease might be spread and steps a child might take to reduce this. Some children will be aware of STIs or HIV/AIDS and may ask questions about them in relation to RSE or perhaps drug education. Adults in school will acknowledge these questions and respond generally to factual enquiries on an individual basis, rather than in a whole class discussion.