



**THE  
WOLDS & VALE  
FEDERATION**



# Relationships and Sex Education Policy

November 2023

## **Policy Intent**

At the Wolds and Vale Federation, our Relationships and Sex Education programme of study is designed to help and support children and young people through their physical, emotional and moral development. This programme is embedded in our PSHE curriculum and will help children in our schools to learn to respect themselves and others and move with confidence from childhood through adolescence and into adulthood.

For both PSHE and RSE materials and resources from the Kapow programme are used. This is an established online curriculum programme that is written in accordance with the 2019 Department for Education Statutory Guidance for the teaching of RSE and the PSHE Association Programme of Study. The PSHE programme is the only national programme of study for the teaching of PSHE and RSE and is signposted by the Department for Education.

## **What is Relationship and Sex Education?**

Relationship and Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involved acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Statutory Expectations**

Relationships and Health Education is compulsory in Primary Schools. We must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

For Primary Schools, Sex Education is not mandatory although they must teach the elements of sex education contained in the Science curriculum. The National Curriculum for Science includes content about the human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw from this aspect of the curriculum. Primary Schools can decide to teach some aspects of Sex Education if they should deem it to be important in their context.

In teaching RSE, there must be regard to the statutory guidance from the department for Education (DfE):

[Relationship Education, Relationships and Sex Education and Health Education](#) as issued by the Secretary of State as outlined in Section 403 of the [Education Act 1996](#).

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin by teaching by at least the start of the Summer Term 2021.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in the Equality Act 2010.

## **Policy Consultation**

The Wolds and Vale Federation are committed to working in partnership with parents and carers on the delivery of the RSE curriculum. We aim for our parents and carers to feel included and involved in how we are working with their children when educating them on sensitive and thought-provoking topics featured within this curriculum. We will always share information with parents in an informative and consultative way, that allows for a dialogue between home and school in order to strengthen the practice and provision we can deliver to our children.

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

### **Staff Consultation**

- All teaching staff accessed training on RSE delivered by the school's PSHE/RSE Lead and had the opportunity for feedback.
- All school staff have had the opportunity to make recommendations to our RSE policy.

### **Parent/Carer Consultation**

- Parents were able to access information via a parent letter highlighting the curriculum content and objectives from Reception to Year 6.
- The DfE's "Understanding Relationships and Health Education in your child's primary school: a guide for parents" was shared with parents - **See Appendix 3**
- Feedback was sought through a Parent/Carer Questionnaire and opinions and questions asked for.
- The publication of supporting resources around puberty, conception and birth lessons are shared with parents and carers ahead of the delivery of these specific lessons so that parents and carers are able to make an informed choice of whether their child attends these lessons or not.

### **Pupil Consultation**

- At the beginning of each unit or work, children are asked what they want to learn from their RSE lessons, after being given an outline of the lessons content.
- Through the use of Pupil Voice, we carefully take into account any areas of sensitivity, risk and teach content that is relevant to them - in accordance with the long term plan, RSE policy and appropriate to the children's developmental age, maturity and within the context of our schools.

## **Aims and Objectives for Relationships and Sex Education**

The aim of RSE is to provide children with age-appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health-related behaviour. This should take place with consideration to the qualities of relationships within families.

The objectives of Relationships and Sex Education are:

- To provide the knowledge and information to which all pupils are entitled and to clarify and reinforce existing knowledge.
- To raise pupils' self-esteem and confidence especially in their relationships with others.
- To help pupils understanding their sexual feelings and behaviour so they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities
- To provide the confidence to be participating members of society and to value themselves and others. To help gain access to information and support when needed.
- To develop skills for healthier, safe lifestyles.
- To develop and use communication skills and assertiveness to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood.

Relationships and Sex Education focusses on giving children and young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

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. We acknowledge that families can include (but are not limited to) single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers. We also encourage sensitive reflection of the fact that some children may have a different structure of support around them eg: looked after children or young carers.

## **Sex Education**

At The Wolds and Vale Federation, we will be providing content on sex education to meet the needs of our pupils. This is in line with the DfE advice that all Primary Schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

At the Wolds and Vale Federation, we will teach this content to the Year 6 pupils only. We will consult with parents and carers before in advance of the content being finally planned and delivered. This process will conclude offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Parents and carers will also be invited to view resources and materials being planned for use within the lessons in advance of them being used with the children.

Sex Education lessons in Year 6 will cover the following content:

- Conception
- Pregnancy
- Birth

In line with statutory policy, parents and carers have a right to withdraw their children from this aspect of the curriculum (as detailed more fully below).

### **Parents Right to Withdraw their Child from Sex Education Classes**

Parents and carers **do not** have the right to withdraw their child from Relationships Education nor from lessons including content as set out in the National Curriculum for Science (puberty education).

Parents and carers **do** have the right to withdraw their child from the non-statutory/non-Science components of Sex Education within RSE.

Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy. Requests should be addressed to the Headteacher who will invite parents and carers in to discuss their concerns and explain the school's rationale for RSE and share resources and material intended for use.

Withdrawing a child from Sex Education remains a statutory right as a parent or legal guardian.

If a parent or carer wishes to withdraw their child from Sex Education lessons, it is expected that they will still attend school on that day. For the duration of the lesson, the child will be given alternative work and re-join their class when the lesson is finished.

## **The Organisation of Relationships and Sex Education**

The Wolds and Vale Federation aims to give all our children the best possible opportunities to grow and develop as people in their own right during their time with us.

Relationships and Sex Education is delivered through Science, PSHE and Circle Time discussions. Relationships and Sex Education is mainly delivered by classroom teachers, sometimes a Teaching Assistant and sometimes an external visitor such as a School Nurse. A range of teaching methods which involve children's full participation are used to teach Relationships and Sex Education. These include the use of videos, discussions, looking at case studies, drama and role play. Resources may include fiction, reference books, leaflets and extracts from video clips. Relationships and Sex Education is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. This is the same for our mixed aged classes. Some content will be taught in single year groups and the timetable will be amended accordingly to allow for this.

Consistency across all staff and across all age groups is important. As well as discrete PSHE lessons, key themes are also explored through themed days/weeks, in assemblies and through our daily class check ins using the Zones of Regulation. Staff work closely with children and parents and are always on hand to support where there are worries or anxieties.

**See Appendix 2** for the Relationships and Sex Education Long Term Plans for each Phase:

- Reception
- Key Stage 1 (Years 1 and 2)
- Lower Key Stage 2 (Years 3 and 4)
- Upper Key Stage 2 (Years 5 and 6)

**See Appendix 5** for the lesson content for Year 5 and Year 6 RSE lessons.

### **The Role of Visitors in Regard to RSE**

Where it is deemed appropriate, visitors or guest speakers may be invited into school because of the particular expertise which would enhance the children's learning experience. All visitors will be made familiar with and understand the Federation's RSE Policy before they visit.

### **SEND Pupils and Vulnerable Groups**

Relationships, Sex and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with Special Educational Needs and Disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for those pupils who do have additional needs.

At the Wold and Vale Federation, we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be a subject that provokes much thought and discussion for pupils, for example, those with Social, Emotional and Mental Health needs or learning disabilities. We are aware that making adaptations, pre-teaching and regular liaison and consultation with those pupils and their parents and carers will be needed.

### **Safeguarding Children**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children making disclosures.

All members of staff who deliver Relationship of Sex Education lessons have received statutory training around safeguarding children and are all aware of the Federation's Safeguarding Policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that, for our children who may be vulnerable due to past or present abuse or change in family situations this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in the future.

### **Sexual Identity and Sexual Orientation**

The Wolds and Vale Federation believes that RSE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The schools liaise with parents on this issue to reassure them of the content and context.

### **Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, whilst personal views are respected, all RSE content is taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a difference of opinions.

### **Dealing with Difficult Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupils' concerns. Questions do not have to be answered directly and can be addressed individually after the lesson has concluded. The Federation believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Parents and Carers may also be consulted if there are concerns arising from a child's questions. **See Appendix 1** for more information.

### **Monitoring and Evaluation**

The Headteacher is the PSHE/RSE Lead and will work alongside staff to monitor the provision of RSE across the Federation. This will include regular Learning Walks where lessons will be observed in terms of quality of planning and delivery, teacher subject knowledge, pupil engagement, work scrutiny and pupil voice - the gathering of the thoughts, opinions and learning of the children.

Pupils' perception evaluations will be used to monitor the progress of pupils' understanding of RSE. It is the responsibility of the PSHE/RSE Lead to ensure that Pupil Voice and Parental Consultation remain at the heart of the Federation's RSE Core Offer.



## **Appendix 1: Additional Guidance for Supporting Children Answering Children's Questions**

- The Wolds and Vale Federation are aware that children are likely to have many questions that may occur at any time. This is seen as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. We also acknowledge, however, that some parents may feel uncomfortable about how particular questions may be dealt with in class.
- We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet, other devices or older children or peers. In the age of information technology where children of all ages regularly have access to various devices (sometimes unsupervised) it is essential that we help children to recognise that they are able to ask questions without judgement rather than searching for answers online.
- By tackling the topic in a matter-of-fact manner, without embarrassment means that we take the mystery out of the topic, making sex a taboo subject no longer. However uncomfortable a proposition this may be, we believe that it is far better than the alternative of finding out via untrustworthy sources which may, in turn, cause undue worry and anxiety. For children, questions are not rude, they are signs of a healthy and natural curiosity. By being direct, honest and open in answering questions, any taboo or embarrassment can be removed before it has had a chance to be formed.
- We believe that if children ask a question, they deserve an open and honest answer. If ignored, this may build unnecessary barriers, making children think they have done something wrong leading them to be unlikely to ask again and are instead left to seek their answers from less than reliable sources.
- Staff have received training on how to deal with children's questions age appropriately. This will be undertaken consistently as follows:
  - Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults. This message will be shared with them.
  - If a question is relevant to the whole class, it will be answered to the whole class. However, as with any other subject, there may be occasionally the need to differentiate depending on the children's knowledge and experience. Some children may need additional information or support compared to others.
  - If a child asks a question that is not necessarily suitable for the whole class they will be praised for asking the question and receive an individual response either at an appropriate time during the lesson or after the lesson has finished. They will be reassured about the quality of their question and it will be quietly and sensitively explained to them that it will need an individual answer.
  - If the member of staff doesn't know the answer to a question, they will say so and say that they will find out and return to the child with an answer as soon as possible.

- If the member of staff is not sure how best to answer a particularly tricky question, they will praise the child for asking it and ask for time to find out or formulate an answer, gathering support from senior members of staff if needed and return to the child as soon as possible.
- If a child asks a question that we know parents may be uncomfortable with, staff may choose to delay answering the question (As above) until they have spoken to the parent or carer to talk through a joint response.
- Staff will answer questions openly, honestly, scientifically and factually without relying on their own personal beliefs and/or opinions.
- Staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their pupils that could make either party vulnerable.

## Appendix 2: Long Term Plans for PSHE/RSE

### Wolds and Vale Federation PSHE/RSE - Reception

Lesson Number:	Self Regulation: My Feelings	Building Relationships: Special Relationships	Managing Self: Taking on Challenges	Self Regulation: Listening to and following instructions	Building Relationships: My Family and Friends	Managing Self: My Well-Being
1.	Identifying Feelings	My Family	Why do we have rules?	Simon Says	Festivals	What is Exercise?
2.	Feelings Jars	Special People	Building Towers	Listening to a Story	Sharing	Yoga and Relaxation
3.	Coping Strategies	Sharing	Team Den Building	Pass the Whisper	What makes a Good Friend?	Looking After Ourselves
4.	Describing Feelings	I am Unique	Grounding	Obstacle Races	Being a Good Friend	Being a Safe Pedestrian
5.	Facial Expressions	My Interests	Team Races	Blindfold Walk	Teamwork	Eating Healthily
6.	Creating a Calm Corner	Similarities and Differences	Circus Skills	Treasure Hunt	Celebrating Good Friendships	A Rainbow of Food

## Wolds and Vale Federation PSHE/RSE KS1 - Year A

Content will be taught to mixed age phases over a 2 Year Cycle. This will ensure all objectives are taught over time. Lessons marked with \* are considered important enough to be repeated in both cycles but with varied resources and materials and outcomes to avoid repetition.

Lesson Number:	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being	Transition
1.	Introduction: Setting ground rules for RSE & PSHE lessons	Understanding my feelings*	Communicating with adults*	Rules*	Money*	Transition Lesson*
2.	Family*	Relaxation - laughter and progressive muscle relaxation	People who help to keep us safe in our local community	Similar, yet different *	Needs and Wants*	
3.	Friendships*	What am I like?	Road Safety*	Belonging	Looking After Money	
4.	Families are all different	Ready for bed	Safety with medicines*	Job roles in the community	Banks and Building Societies*	
5.	Other people's feelings	Handwashing and personal hygiene	Making a call to the emergency services	Our School Environment	Jobs	
6.	Getting along with others*	Sun Safety	The difference between secrets and surprises	Our local environment		
7.	Friendship problems*	Allergies	Appropriate contact*			
8.	Gender stereotypes	People who help us stay healthy	My private parts are private*			

## Wolds and Vale Federation PSHE/RSE KS1 - Year B

Lesson Number :	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being	Transition
1.	Introduction: Setting ground rules for RSE & PSHE lessons	Understanding my feelings*	Communicating with adults*	Rules*	Money*	Transition lesson*
2.	Family*	Steps to success	Road safety*	Similar, yet different*	Needs and wants*	
3.	Friendships*	Developing a growth mindset	Safety at home	Caring for others: Animals	Saving and spending	
4.	Other people's feelings	Being active	Safety with medicines*	The needs of others	Banks and building societies*	
5.	Getting along with others*	Relaxation: breathing exercises	What to do if I get lost	Democratic decisions	Jobs*	
6.	Friendship problems*	Healthy diet	The internet	School council		
7.	Friendship problems*	Looking after our teeth	Appropriate contact*	Giving my opinion		
8.	Change and loss		My private parts are private*			

## Wolds and Vale Federation PSHE/RSE LKS2 - Year A

Content will be taught to mixed age phases over a 2 Year Cycle. This will ensure all objectives are taught over time. Lessons marked with \* are considered important enough to be repeated in both cycles but with varied resources and materials and outcomes to avoid repetition.

Lessons in red should ideally be taught to individual year groups in separate spaces. This is due to the nature of the content.

Lesson Number :	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being	Transition
1.	Introductory lesson: Setting ground rules and signposting*	My healthy diary	Be kind online	Recycling / reusing*	Spending choices*	Coping strategies*
2.	Friendship issues and bullying	Diet and dental health	Cyberbullying	Local community buildings and groups*	Budgeting*	
3.	The effects of bullying and the responsibility of the bystander	Relaxation - stretches	Share aware	Local council and democracy*	Money and emotions*	
4.	Stereotyping - Gender*	Wonderful me	Privacy and secrecy	Rules	Jobs and careers*	
5.	Stereotyping - Age/disability*	My superpowers	First Aid: Bites and stings	Rights of the child*	Gender and careers	
6.	Healthy friendships - boundaries	Celebrating mistakes	Choices and influences*	Human rights		
7.	Learning who to trust	My happiness	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty			
8.	Respecting differences*		Year 3: Road safety Year 4: Growing up			
9.	Change and loss - bereavement*					

## Wolds and Vale Federation PSHE/RSE LKS2 - Year B

Lessons in red should ideally be taught to individual year groups in separate spaces. This is due to the nature of the content.

Lesson Number :	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being	Transition
1.	Introductory lesson: Setting ground rules and signposting*	My healthy diary	Fake emails	Recycling? Reusing*	Spending choices*	Coping strategies*
2.	Friendship issues and bullying*	Looking after our teeth	Internet safety: age restrictions	Local community buildings and groups*	Budgeting*	
3.	Healthy families	Relaxation - visualisation	Consuming information online	Local council and democracy*	Money and emotions*	
4.	Stereotyping - Gender*	Meaning and purpose - my role	Tobacco	Diverse communities	Jobs and careers*	
5.	Stereotyping - Age/disability*	Resilience: breaking down problems	First Aid: asthma	Rights of the child	Jobs for me	
6.	How my behaviour affects others	Emotions	Choices and influences*	Charity		
7.	Effective communication to support relationships	Mental health	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty			
8.	Respect and manners		Year 3: Road safety Year 4: Growing up			
9.	Respecting differences					

## Wolds and Vale Federation PSHE/RSE UKS2 - Year A

Content will be taught to mixed age phases over a 2 Year Cycle. This will ensure all objectives are taught over time. Lessons marked with \* are considered important enough to be repeated in both cycles but with varied resources and materials and outcomes to avoid repetition.

Lessons in red should ideally be taught to individual year groups in separate spaces. This is due to the nature of the content. Those lessons which are underlined denote those which parents have the right to withdraw their child from all/part of the lesson.

Lesson Number:	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being	Identity YEAR 6 ONLY	Transition
1.	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Online friendships	Breaking the law	Borrowing	Year 6: What is identity?	Roles and responsibilities*
2.	Build a friend - what makes a good friend	The importance of rest	Staying safe online	Prejudice and discrimination	Income and expenditure	Year 6: Identity and body image	
3.	Respect*	Embracing failure	First Aid: Choking	Protecting the planet	Prioritising spending		
4.	Respecting myself	Going for goals	Alcohol	Contributing to the community	Risks with money		
5.	Marriage	Taking responsibility for my feelings	Drugs, alcohol and tobacco: Influences	Rights and responsibilities *	Careers*		
6.	Bullying	Healthy meals	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Parliament and national democracy*			
7.	Stereotyping	Sun safety	Year 5: Menstruation Year 6: Conception				
8.	Challenging stereotypes		Year 5: Emotional changes in puberty Year 6: Pregnancy and birth				



## Wolds and Vale Federation PSHE/RSE UKS2 - Year B

Content will be taught to mixed age phases over a 2 Year Cycle. This will ensure all objectives are taught over time. Lessons marked with \* are considered important enough to be repeated in both cycles but with varied resources and materials and outcomes to avoid repetition.

Lessons in red should ideally be taught to individual year groups in separate spaces. This is due to the nature of the content. Those lessons which are underlined denote those which parents have the right to withdraw their child from all/part of the lesson.

Lesson Number:	Family and Relationships	Health and Wellbeing	Safety and the Changing Body	Citizenship	Economic Well Being	Identity YEAR 6 ONLY	Transition
1.	Introduction lesson: Setting rules and signposting	Relaxation - mindfulness	Critical digital consumers	Pressure groups	Attitudes to money	Year 6: What is identity?	Roles and responsibilities*
2.	Friendship skills	What can I be?	Social media	Valuing diversity	Keeping money safe	Year 6: Identity and body image	
3.	Respect*	Taking responsibility for my health	First Aid: Bleeding	Food choices and the environment	Stereotypes in the workplace		
4.	Resolving conflict	The impact of technology on health	First Aid: Basic life support	Caring for others	Gambling		
5.	Family life	Resilience toolbox	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Careers*		
6.	Stereotyping	Immunisation	Year 5: Menstruation Year 6: <u>Conception</u>	Parliament and national democracy*			
7.	Challenging stereotypes	Physical health concerns	Year 5: Emotional changes in puberty Year 6: <u>Pregnancy and birth</u>				
8.	Change and loss	Good and bad habits					

## Appendix 3: A Guide for Parents

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

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

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

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

#### Relationships Education

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

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

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

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

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

#### Health Education

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



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

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

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

## Your rights as a parent

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

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

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

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



## Right to withdraw your child

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

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




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



Department  
for Education

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

## Appendix 4: Withdrawal from Sex Education Lessons: Parent Request Form

   <p><b>Withdrawal from Sex Education Within Relationships and Sex Education Lessons Parent Request Form</b></p>			
<b>To be completed by Parents:</b>			
<b>Name of Child:</b>		<b>Class:</b>	
<b>School:</b>			
<b>Name of Parent:</b>		<b>Date:</b>	
<b>Reason for withdrawing from Sex Education within Relationships and Sex Education:</b>			
<b>Any further information you would like the school to consider:</b>			
<b>Parent Signature:</b>			
<b>To be completed by the Headteacher:</b>			
<b>Agreed actions after discussions with the parents:</b>			
<b>Headteacher signature:</b>		<b>Date:</b>	

## Appendix 5: Specific Lesson Content

### Science/PSHE Lessons

(These lesson plans are taken from the Kapow online curriculum programme)

### Years 5 – Puberty Lesson

(plus Year 6 for revision and consolidation of knowledge and understanding)

(plus Year 4 by invitation/parental consent)

**Learning Objective:** To understand physical changes during puberty

#### PSHE/RSE Statutory Guidance:

##### PSHE:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes

#### National Curriculum Science:

- Y5 Animals including humans: describe the changes as humans develop to old age.

#### Success Criteria:

- I can understand how the body changes as a child becomes an adult
- I can accurately label sexual external parts of the body
- I can accurately label internal reproductive organs

#### Lesson Starter:

- Start the lesson with a 'Draw and write' activity, for which each child will need a piece of paper and a pencil or crayon.
- You could get the children to complete this task before the lesson, allowing you to adapt the lesson according to the results of the activity.
- Explain to the children that you will read out some statements and they will draw or write their responses on their paper.
- Emphasise that this is an individual activity and there is no right or wrong answer.
- The exercise is only to find out what the children know about growing up.

**Statement 1** – A boy and girl aged about 13 are walking down the road. Draw a picture of the boy and the girl.

**Statement 2** – The boy and girl are talking about change. Draw or write some differences you could see in the boy and girl from when they were younger.

**Statement 3** – Changes can't always be seen, draw or write some other changes the boy and girl might be experiencing.

Make sure each child writes their name on their paper. Collect in the papers. The children's responses will help you to plan subsequent lessons.

#### Key question

- What do we know about growing up?

## **Main part of the lesson:**

### **Part 1**

- Recap the rules around PSHE lessons being safe spaces and give the opportunity to add any more rules the children might suggest

### **Part 2**

- Ask the children what the word “puberty” means.
- Give an explanation of the word “puberty”.
- Explain that during this lesson the focus will be on the physical changes of puberty.
- Some of these changes will be external and things we can see.
- Other changes will happen inside our bodies.

### **Part 3**

- Watch the pupil video: “Puberty” which looks at the external parts of girls’ and boys’ bodies and changes that happen during puberty.
- This is a short, animated film which looks at the body changes during puberty

### **Part 4**

- The children will now work in pairs to complete the activity “male and female external body parts”.
- Go through the answers as a class – using the correct vocabulary for each body part.

### **Part 5**

- Ask the class what parts of the body will change as we grow into adults
- Discuss this with the children
- Recap the changes seen in the pupil video – breast development, hair growth, size of penis and testicles etc)
- Make it clear to the children that these changes happen over time and at different times for different people.
- Talk about the diagrams and explain that children will not look exactly like the diagrams as everyone is different and this is completely normal.

### **Part 6**

- Explain that the class will look at internal body parts.
- Each child will have a sheet “Male Body Parts” and will label the body parts that they know
- The adult will go through the activity with the children and address any misconceptions as well as informing children of the correct vocabulary for the body parts.

### **Part 7**

- This activity will be repeated for the female internal body parts.

### **Part 8**

- The children will look at both the male and female internal body parts sheets and label the body parts that both have: bladder and urethra.
- The function of each of these parts will be explained to the children.
- The parts of the male and female body will be recapped as a class using the correct names for the parts.

## **Key Question**

- What are the correct names for the parts of the body?

## **End of the Lesson**

### **Part 1**

- Explain that in the next lesson there will be more discussion on what the different parts of the body are used for.

### **Part 2**

- Allow the children to ask questions they may have – stress that asking questions is normal and a safe way of finding out more information or having explained again if they are unsure of anything.
- Acknowledge that the children may find this embarrassing to ask in front of others.
- Introduce the “Ask It Basket” – demonstrate how to write the question and put it in the basket without others knowing.
- Children to have the opportunity to write questions and put in the basket – if they don’t have a question, ask them to write “no questions” so that every child put something in the box.
- Explain that the box will be left in the classroom for them to add any other questions that they might have after the lesson.
- Questions will be answered within the lesson or at the beginning of the next lesson.

### **Part 3**

- Children are reminded that they can approach and ask any adult in school if they are worried or have any questions.
- Children are also reminded that they can talk to parents at home – that parents know of these lessons and the content.

## **Assessment:**

### **Children with secure understanding indicated by:**

Accurately naming all relevant parts of the body with the correct name.

### **Children working at greater depth indicated by:**

Showing some understanding of the functions of the parts of the body.

## **Vocabulary:**

- Puberty
- Change
- Cervix
- Ovary
- Fallopian tube
- Uterus
- Vagina
- Vulva
- Clitoris
- Urethra

- Opening
- Vaginal opening
- Labia
- Penis
- Bladder
- Testicle
- Sperm
- Duct
- Scrotum
- Breasts
- Nipples
- Menstruation



## Science/PSHE Lessons

### Years 5 – Puberty Lesson (Year 4 by invitation/parental consent)

**Learning Objective: To understand the menstrual cycle**

#### **PSHE/RSE Statutory Guidance:**

##### **Changing adolescent body:**

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

#### **Success Criteria:**

- I can understand the process of the menstrual cycle
- I can explain some changes I will go through during puberty
- I know who I can go to for help if I need to

#### **Lesson Starter:**

- Questions raised by the children in the previous lesson from the “Ask it Basket”. Will be answered. Answers will have been prepared in advance of the lesson and checked if needed
- Revisit areas covered in the last lesson and explain of any of the questions raised are going to be covered in this lesson.
- Children to have an opportunity ask any other questions they might have since the last lesson.

#### **Key question:**

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

#### **Main part of the lesson:**

##### **Part 1**

- Recap the ground rules set for PSHE lessons

##### **Part 2**

- Explain that the lesson will look in more detail at some of the changes during puberty. To begin with the children will focus on the changes for girls and, in particular, on periods.

##### **Part 3**

- Ask the children to work in pairs to recap some of the changes that females go through during puberty (breast development, hips widening, pubic hair growth). Ask the children to feedback to each other as a class. Explain that these changes happen so that eventually a female could have a baby if she wished to.

##### **Part 4**

- Explain that we are going to look at what happens inside a female that will mean she can get pregnant in the future if she wants to.

#### **Part 5**

- Watch the video “The Menstrual Cycle”.

#### **Part 6**

- Clarify the children’s understanding and answer any questions that they may have. Children may ask how fertilisation happens. If so, explain that for an egg to be fertilised a sperm from a male is needed and they will learn about how this happens in Year 6.

#### **Part 7**

- Explain that females need to wear some form of protection to catch the blood during their period.
- Various forms of protection will be shown to the children – tampons, sanitary towels, period pants etc. and discussed as to how they provide the protection that is needed.
- A diagram of the menstrual cycle will be shown to the children for consolidation.

#### **Part 8**

**This information will be shared with both boys and girls within a mixed class**

##### **Girls:**

- Stress that every girl will start their period at different times and this is normal.
- Girls usually start their periods between the ages of 9 and 13 but everyone is different – it could be earlier or later.
- A “Girls – True or False” quiz will be completed and self marked to assess what knowledge the children already have and from what they have already learnt.
- Various forms of protection will be shown and discussions held of how to use each form.
- Sanitary towels – stress the need to change the pads frequently. How often will depend on flow but it is useful for girls to get into the habit of going to the toilet to check. If there is a lot of blood on the towel, it will need changing.
- Discussions will be held on how to dispose of towels using special bins or in a bin. Stress that sanitary towels should never be flushed down the toilet.
- Other types of protection will be available to share with the children.
- Explain how the children can access sanitary products if they need to – including from school. Discussions will be held around using environmentally friendly products.
- Encourage children to ask questions about periods and products and remind them about the “Ask It Basket”.

#### **Part 9**

**This information will be shared with both boys and girls within a mixed class**

##### **Boys:**

- Remind the boys that periods are something that happen to females but there are other changes that they will go through.

- A “Boys – True or False” quiz will be completed and self marked to assess what knowledge the children already have and from what they have already learnt.
- Encourage children to ask questions about changes that the boys go through and remind them of the “Ask It Basket” for written questions.

### **Key Questions**

- What is a period?
- How do you deal with periods?
- What changes do boys go through during puberty?

### **End of the Lesson**

- Give the children the opportunity to ask any remaining questions or to write them for the “Ask It Basket”
- Remind the children that they can approach and talk to any adult in school or parents at home.

### **Assessment:**

**Pupils with secure understanding indicated by:** Understanding the changes their own gender will go through during puberty.

**Pupils working at greater depth indicated by:** Understanding changes their gender and the opposite gender will go through during puberty

### **Vocabulary:**

- Menstruation/period
- Egg
- Ova
- Ovaries
- Fallopian tube
- Uterus
- Womb
- Bleeding
- Lining
- Sanitary products
- Towels
- Tampons
- Reusable products (period pants, cups)
- Voice breaking
- Erections
- Wet dreams
- Ejaculation

## **Sex and Relationship Education Lessons**

### **Year 6 – Physical and Emotional Changes During Puberty**

(These lesson plans are taken from the Kapow online curriculum programme and are for Y6 only)

**Learning Objective:** To understand the changes that happen during puberty

#### **PSHE/RSE Statutory Guidance:**

- Key facts about puberty and the changing adolescent body particularly from age 9 through to 11, including physical and emotional changes.

#### **Success Criteria:**

- I can understand changes that happen during puberty for boys, girls and both.
- I can name the parts of the body
- I can use my knowledge to answer other people's questions.

#### **Lesson Starter:**

##### **Part 1**

- Explain that in this lesson there will be discussions around puberty. Remind the children about the ground rules for PSHE lessons and add any further rules the children wish to add. A rule to be added is that children use the correct scientific names for the parts of the body.

##### **Part 2**

- Explain that they will now do an activity to find out how much they know already or remember from last years' lessons about puberty.

##### **Part 3**

- Arrange the children in a small group and give out a large piece of paper titled Girls, Boys or Both.
- Children to write on each sheet the changes that they know about which happen during puberty relevant to the heading on their paper.
- Discuss what they can remember and address any misconceptions.

##### **Part 4**

- Watch the video "Puberty"

#### **Key question**

What happens during puberty?

#### **Main part of the lesson:**

##### **Part 1**

- Establish what the children already know/remember about the different body parts. Ask the children questions in the activity "Body Parts Quiz".
- Correct any misconceptions and clarify using "Body Part Diagrams" if needed.

##### **Part 2**

- Discuss “Problem Page scenarios” to enable children to use knowledge to answer questions from others.
- Discuss how the questions/problem would be addressed.

### **Key Questions**

- What are the correct names for the parts of the body?
- What problems might people have during puberty and how can I help?

### **End of the Lesson**

#### **Part 1**

- Introduce the “Ask It Basket” and explain that it is a closed box into which the children can put any questions anonymously. Questions from the box will be answered in the next lesson.

#### **Part 2**

- Explain that in the next couple of lessons the children will be revisiting period and will learn about how babies are made and born.

#### **Part 3**

- Encourage each child to write any questions they may have – if they have no questions, ask them to write “no question” so that every child puts something into the box.
- Stress that it is normal to ask questions and the basket will be available at all times.

### **Assessment:**

**Pupils with secure understanding indicated by:** Understanding of changes that take place during puberty.

**Pupils working at greater depth indicated by:** Ability to use their knowledge in a scenario to help someone else.

### **Vocabulary:**

- Puberty
- Change
- Cervix
- Ovary
- Fallopian tube
- Uterus
- Vagina
- Vulva
- Clitoris
- Vaginal opening
- Labia
- Penis
- Bladder
- Testicle
- Scrotum
- Sperm duct

- Breasts
- Nipples

## Sex and Relationship Education Lessons

### Year 6 – Conception

**Learning Objective:** To understand the biology of conception

#### **PSHE/RSE Statutory Guidance:**

Pupils should know:

- About menstrual wellbeing including the key facts about the menstrual cycle

Other information:

- Some of this lesson goes beyond the requirements of the statutory guidance. However, the DfE recommends that it is good practice for children to understand how a baby is conceived and born before going to secondary school.

#### **Success Criteria:**

- I understand the menstrual cycle
- I understand how a baby is conceived

#### **Lesson Starter:**

##### **Part 1**

- Recap the class with the ground rules and add any others the children wish to add.

##### **Part 2**

- Answer any questions from the “Ask It Basket” from the previous lesson. Answers will have been prepared and checked if needed ahead of the lesson

##### **Part 3**

- Watch the video “Menstruation” to remind the children of what happens during the menstrual cycle.
- Explain that menstruation is the way that a woman’s body prepares for having a baby and that the children are now going to learn more about how a baby is made

#### **Key question**

What happens during the menstrual cycle?

#### **Main part of the lesson:**

**PARENTS HAVE THE RIGHT TO WITHDRAW THEIR CHILD FROM THE REST  
OF THE LESSON**

##### **Part 1**

- Explain that the children are going to learn how a baby is conceived. Put this into context by saying that for most couples, this is a big decision and requires thought beforehand.

#### **Part 2**

- Show the children the video “Conception”.

#### **Part 3**

- Answer any questions that the children may have and ask questions to assess understanding

#### **Part 4**

- Explain to the children that the age at which you can legally have intercourse in this country is 16 and the law is designed to protect young people. Explain that 16 is sometimes called the age of consent. Ask the children if they understand what consent means. Discuss and address any misconceptions.
- Discuss the children’s answers and make sure they understand it is giving permission, that a person needs to know what they are giving permission for and that someone can withdraw consent – ie: change their minds.
- Consent does not just apply to intercourse but to other situations such as going on a school trip or lending an item to someone.
- Bring the conversation back to intercourse and emphasise that the children should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don’t want to. Consent should be given freely.

#### **Part 5**

- Rewatch the video so children can consolidate understanding.

#### **Part 6**

- Give the children a copy of the activity: “Sequencing – the Stages of Conception”

#### **Part 7**

- Ask the children to write statements in the correct order and record which image from the presentation goes with each statement.
- Ask children to self-mark their work
- Address any misconceptions.

### **Key Questions**

How is a baby made?

### **End of the Lesson**

#### **Part 1**

- Remind the children that intercourse is something adults do and remind them of the legal age they can have intercourse is 16
- Remind them that they should never feel pressured or pressurise anyone else into having intercourse or doing anything else they don’t want to.
- Remind the children what consent means.
- Encourage the children to ask questions and ask questions of the children to ensure understanding.

#### **Part 2 – Contraception**

- Children may ask about contraception or ask if there are ways to not get pregnant if someone has intercourse.
- Simple and concise answers will be provided.
- The key information that children need at this stage is that:
  - Contraception can prevent pregnancy but it is never 100% effective
  - A condom can be worn over the penis to stop sperm entering the female.
  - The Pill can be taken by the woman which stops the eggs from being released each month.

### **Key Question**

At what age can people legally have intercourse?

### **Assessment:**

**Pupils with secure understanding indicated by:** Understanding of the menstrual cycle and that a male and a female are needed to conceive a baby.

**Pupils working at greater depth indicated by:** Understanding how a baby is conceived and explaining the stages independently and in the correct order.

### **Vocabulary:**

- Sperm
- Egg
- Erection
- Fertilise
- Conception
- Sexual intercourse
- Relationship



# Sex and Relationship Education Lessons

## Year 6 – Pregnancy and Birth

**Learning Objective:** To understand the development of the baby during pregnancy

**PSHE/RSE Statutory Guidance:**

This lesson goes beyond the teaching requirements of the statutory guidance however the DfE recommends that:

“all Primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupil. It should ensure both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science – how a baby is conceived and born” (Point 67, page 23).

**Success Criteria:**

- I understand how a baby develops in the womb during pregnancy
- I can identify some of the things a baby needs

**Lesson Starter:**

**Part 1**

- Remind the children of the ground rules for these lessons and add in any more rules the children wish to add

**Part 2**

- Answer any questions from the “Ask It Basket” from the previous lessons. These answers will have been prepared and checked if needed ahead of the lesson.

**Part 3**

- Remind the children that in the last lesson they found out how a baby is made. Today they are going to find out more about how the baby develops in the womb. Ask the children if they already know anything about pregnancy and the development of a baby. Make a note of these on the board.

**Key question**

What happens during pregnancy?

**Main part of the lesson:**

**Part 1**

- Show the children the video “Pregnancy and Birth” which explains the development of the baby in the womb and birth.

**Part 2**

- Answer any questions the children might have

### **Part 3**

- If the children do not ask any questions, ask questions of the children to ensure understanding.
- Explain to the children that not every couple will be able to have a baby this way. This could be for medical reasons or because they are in a same sex relationship. Explain that these couples may still want to have a baby and there are other options open to them such as:
  - Adoption
  - Surrogacy – where someone else has the baby for them
  - IVF – which is where the sperm and the egg are put together by scientists and once the egg is fertilised it is played into the uterus to grow.

### **Part 4**

- Explain that pregnancy and birth are only the start of being a parent and that being a parent is a lifelong commitment.

### **Part 5**

- Ask the children to talk about what a baby might need in the first nine months. Take some feedback and ensure they think about practical and emotional support as well as products.

### **Part 6**

- Explain to the children that you would like them to create a piece of work that illustrates either how a baby develops during the nine months of pregnancy or what a baby needs during the first nine months of its life. This piece of work can include pictures and text and must show the children's understanding of the aspect they have chosen.

### **Part 7**

- Share the work and emphasize the amount of commitment a baby takes. Make it clear that because of the big commitment, most couples take a long time to decide to have a baby. Remind the children that 16 is the age when legally a person can have intercourse, but this does not mean you must have intercourse at 16 and many people choose to wait until they are older. Everyone can make that choice for themselves.

### **Key Questions**

- How does a baby develop?
- What does a baby need in the first months of life?

### **End of the Lesson**

#### **Part 1**

- Explain to the children that over the last few lessons they have learnt a lot about how a baby is conceived, how a baby develops during pregnancy and what a baby needs during the first few months of life.
- Ask the children to write down 3 things that they have learnt during the lessons.

- Discuss what the children have written on their papers.
- Address any misconceptions or reinforce any key messages, such as the age of consent.

## **Part 2**

- Encourage the children to ask questions or ask questions of the children to ensure understanding
- Encourage children to write questions for the “Ask It Basket”.

## **Key Questions**

- What do we know about how babies develop during pregnancy?
- What do we know about babies needs in the first months of life?

## **Assessment:**

### **Pupils with secure understanding indicated by:**

Understanding that a baby changes in the womb and some of the bay’s requirements during the first months of life.

### **Pupils working at greater depth indicated by:**

Understanding that a baby changes in the womb and some of the baby’s requirements during the first months of life.

## **Vocabulary:**

- Sperm
- Egg
- Erection
- Fertilise
- Conception
- Sexual intercourse
- Relationship
- Pregnancy
- Development
- Commitment
- Baby
- Love
- Care