



'Doing our best to achieve our best'

Clarendon Primary School and Nursery

Relationships and Sex Education Policy (RSE)

Introduction

Clarendon Primary School sees Relationship and Sex Education (RSE) as, 'a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings' (Sex Education Forum).

Effective RSE can make a significant contribution to the development of the personal skills needed by children if they are to establish and maintain positive and healthy relationships. It also enables children to make responsible and informed decisions about their health and well-being. Furthermore, when effectively taught, Relationship and Sex Education should also contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils and help them prepare for the opportunities, responsibilities and experiences of adult life.

Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, reproduction (as outlined in the national curriculum for science), puberty, loving relationships, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information, and exploring issues and values. RSE is not about the promotion of sexual activity or about promoting a particular sexual orientation.

Policy development

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

- **Review** – The PSHE Subject Leader pulled together all relevant information including relevant national and local guidance.
- **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations.
- **Parent/stakeholder consultation** – parents, and any interested parties, were sent a copy of this policy and given an opportunity to comment on it.
- **Pupil consultation** – we investigated what pupils wanted from their RSE.
- **Ratification** – once amendments were made, the policy was shared with governors who then ratified it.

Aims and objectives

The aims of Relationships and Sex Education (RSE) at Clarendon are to help children:

- Learn the correct vocabulary required to describe themselves and their bodies.
- Be prepared for the physical and emotional effects and changes that take place during puberty.
- Develop an understanding of reproduction and sexual development as well as the importance of good health and personal hygiene.
- Learn the importance of valuing, caring for and respecting their own bodies.
- Create a positive understanding and 'culture' around issues of sexuality and relationships.
- Take part in 'sensitive' discussions in a safe and secure learning environment.
- Develop caring and stable relationships based on mutual respect as well as the skills necessary for effective communication in loving, caring and happy relationships.
- Foster an open attitude, which enables awareness and tolerance of a variety of different family backgrounds, including non-heterosexual.
- Develop respect for themselves and others and respect of their views, backgrounds, cultures and experiences as well as those of others.
- Develop important feelings of self-respect, confidence and empathy.
- Be emotionally and physically healthy and safe.

N.B – These aims complement those of the science curriculum.

School Values and RSE

All those who are involved in teaching aspects of RSE within the school (including visitors) are expected to be guided by the following whole school values which focus on developing:

- Perseverance
- Teamwork
- Respect
- Resilience
- Curiosity
- Honesty
- Kindness

N.B – The personal beliefs and attitudes of staff will not influence the teaching of Relationships & Sex Education.

The Organisation of RSE

RSE is taught within our PSHE programme in the early years and at Key Stages 1 and 2; with biological aspects taught within the science curriculum and some moral aspects within RE. RSE learning is also scaffolded to ensure that it is coherent, age appropriate and 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 carers etc)

When teaching RSE a set of ground rules should be established with the children prior to a unit of work taking place so that children are working within a safe learning environment and do not feel embarrassed or anxious to take part in planned activities. This is important as it helps facilitate open discussion that will allow pupils to reflect on their understanding and ensure they feel confident enough to engage in discussions around potentially sensitive subjects and themes.

When teaching RSE a range of teaching methods will be used to engage pupils and ensure they are all able to access the curriculum on offer, and be fully involved in learning. These methods include, but are not limited to, the use of small group work, discussion, the use of DVD / video resources and the completion of more practical and role-play type activities.

As a school, we believe that RSE should not be delivered in isolation or as a one off lesson, but should be firmly embedded within all relevant curriculum areas, including Personal, Social Health Education (PSHE). Furthermore, whilst RSE is normally delivered by the class teacher to mixed groups of pupils, when it is felt appropriate or more beneficial to aiding discussion, specific topics may be taught to single sex groups.

Children with Special Needs

Teaching and resources will be differentiated, as appropriate, to address the needs of children with additional needs. This is to help ensure they have full access to the planned RSE curriculum.

Statutory requirements

The law that makes relationships education compulsory in schools in England is 'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019', which was created under **Sections 34 and 35 of the Children and Social Work Act 2017**. As a maintained primary school, we are therefore required to provide relationships education to all pupils. As a result, we are expected to teach about relationships and health, including puberty. Relationship and health education involves a combination of sharing information, and exploring issues and values through our PSHE (SCARF) curriculum. (Please see our PSHE and Citizenship Policy for further details.)

Whilst we are not required to provide sex education, we do need to teach the elements of sex education contained within the National Curriculum's Science programme of study, which includes subject content related to the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

Furthermore, when teaching RSE we must have regard to the '[Relationships and sex education \(RSE\) and health education Guidance](#)' issued by the secretary of state.

Clarendon Primary School teaches RSE as set out in this policy.

Statutory Science Curriculum content relating to the human body, changes as we grow and reproduction

- **Early Years Foundation Stage**

- Children learn about life cycles.
- Through ongoing personal, social and emotional development, children will develop the skills to form relationships, they will think about the people that are important to them and think about their relationships with others (family and friends) as well as how they can make them feel happy.

- **In Key Stage 1 (years 1 – 2) children learn to:**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense (year 1)
- Notice that animals, including humans, have offspring which grow into adults (year 2)
- Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) (year 2)
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene (year 2)

- **In Key Stage 2 (years 3 – 6) children learn to:**

- Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (year 3)
- Identify that humans and some other animals have skeletons and muscles for support, protection and movement (year 3)
- Describe the simple functions of the basic parts of the digestive system in humans (year 4)
- Identify the different types of teeth in humans and their simple functions (year 4)
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird (year 5)
- Describe the life process of reproduction in some plants and animals (year 5)
- Describe the changes, as humans develop to old age (year 5)
- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (year 6)
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (year 6)
- Describe the way nutrients and water are transported within animals, including humans (year 6)
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (year 6)

Use of correct terminology

It is important for children to learn the language associated with body parts so that children are able to talk to health professionals etc. Therefore, teachers will use the anatomically correct language for body parts such as penis and vagina, whilst also acknowledging common terms used by some people. Correct language for body parts will be gradually introduced from Year 1.

Non-Statutory Sex Education

As part of our PSHE Relationships and Health Education (SCARF) curriculum children are taught, in an age appropriate way, about puberty and the associated physical and emotional changes that take place as we grow older and as we develop our friendships and other healthy relationships with others. (See SCARF curriculum overview outlined below.)

In 2019, DfE guidance also recommended that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, which should include how a baby is conceived and born. Although sex education is not compulsory, we believe children should understand the facts about human reproduction before they leave primary school to ensure they are better prepared for their transition to secondary school and better understand their personal and social development as they grow into young adults.

During year 5, when children undertake their science work relating to 'the life process of reproduction in some plants and animals' and 'changes as humans develop to old age', children will complete an 'extended unit of work' relating to '*Human Reproduction, Relationships and Puberty*', and '*growing and changing*'. (See appendix 2 for details) This work will include developing an understanding:

- Of the physical and emotional changes that happen for children during puberty.
- That when a sperm and egg meet, this is called conception.
- That conception usually occurs as a result of sexual intercourse.
- Of the term sexual intercourse and its meaning.
- Of how a baby develops in the womb and how babies are born.
- What menstruation is and why it happens.
- Of what makes a healthy and loving relationship.

The resources used when teaching the non-statutory sex education units are available from the class teacher or PSHE subject leader to view on request and, in the case of the year 5 'extended unit identified above', parents will be written to in advance to share an overview of lesson content and possible resources used. (See appendix 2 for an example of this letter.)

Managing children's questions

To support children with asking any questions they may have, a question box will be available in class so that these can be posed anonymously if a child wishes. Children's questions will be dealt with honestly and sensitively and in an age-appropriate way. When answering questions teachers will also decide whether it is appropriate to share these with the whole class, with a specific group or the individual who asked them. If children ask questions outside the scope of this policy, teachers will either respond in an appropriate manner, so that they are fully informed and don't seek answers online, or refer the child to their parents to discuss. (Where possible, these questions will also be shared with the child's parents by the class teacher.) If any questions raise safeguarding concerns, teachers will refer this to the Designated Safeguarding Lead.

Any sensitive questions addressed to non-teaching staff, (e.g. lunchtime supervisors, LSAs) should be referred to the class teacher who will be aware of the child's background and level of maturity. This will allow for a more considered answer to be given.

Parents' right to withdraw their children from RSE lessons

Parents have the right to withdraw their child/ren from some or all of the planned sex education curriculum; however, as previously stated, as we are required to teach the elements of sex education contained in the science curriculum, parents are not allowed to withdraw them from these particular lessons.

Requests for withdrawal should be put in writing and addressed to the headteacher. (See request for withdrawal form in appendix 3.) The head teacher will then discuss this request with the child's parents/carers and take the subsequently agreed course of action. If a pupil is excused from sex education, alternative work will be given and the child will go to another class for the duration of the lesson. A copy of the withdrawal request will also be placed in the child's school file so that parents' wishes are on record.

Please note, due to the cross curricular nature of much of this teaching, it is impossible to guarantee that any child will be completely excluded from discussions relating to sexual issues as they can also arise outside of specifically planned non-statutory sex education lessons, e.g. during the delivery of the science curriculum.

PSHE SCARF CURRICULUM OVERVIEW

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities & difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets & touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset	Cycles Life stages Girls & boys – similarities & difference
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing & celebrating difference Developing respect & accepting others Bullying & getting help	How our feelings can keep us safe – inc. online safety Safe & unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene & health Cooperation	Getting help Becoming independent My body parts Taking care of self & others
Y2	Bullying & teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind & helping others Celebrating difference People who help us Listening Skills	Safe & unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving & spending	Growth Mindset Looking after my body Hygiene & health Exercise & sleep	Life cycles Dealing with loss Being supportive Growing & changing Privacy
Y3	Cooperation Online rules & restrictions Online behaviours Friendship (respectful relationships) Coping with loss	Recognising & respecting diversity Being respectful & tolerant My community Bullying, inc. online	Managing risk Decision-making skills Drugs & their risks Staying safe online Digital literacy	Helping & being helped Looking after the environment Managing money Developing critical thinking	Keeping myself healthy & well Celebrating & developing my skills Developing empathy	Changing bodies & puberty Keeping safe Safe & unsafe secrets Relationships, inc. online
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising & celebrating difference (inc. religions & cultural difference) Understanding & challenging stereotypes	Managing risk inc. online Understanding the norms of drug use (cigarette & alcohol use) Influences Online safety & behaviours	Making a difference (different ways of helping others or the environment) Media influence & digital literacy Decisions about spending money	Having choices & making decisions about my health Taking care of my environment My skills & interests	Body changes during puberty Managing difficult feelings Relationships inc. marriage
Y5	Feelings Friendship skills, inc. compromise Assertive skills Cooperation Recognising emotional needs	Recognising & celebrating difference, inc. religions & cultural Critical digital awareness Online Bullying & self esteem	Online safety Bullying inc. online Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	My health rights, respect & duties Making a difference Decisions about lending, borrowing & spending Media manipulation Artificial Intelligence	Growing independence & taking ownership Keeping myself healthy Media awareness & safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising & celebrating difference Recognising & reflecting on prejudice-based bullying Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Digital footprint Drugs: norms & risks (inc. the law)	Understanding media bias Digital critical thinking Caring: communities & the environment Earning & saving money Understanding democracy	Aspirations Managing risk Looking after wellbeing Digital literacy & critical thinking skills	Coping with changes Keeping safe inc. online AI/ deep fakes Body Image Sex education Self-esteem

Roles and responsibilities

The governing body

- The governing body approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

- The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from the non-statutory components of RSE.

Staff

Staff are responsible for:

- Delivering relationships and sex education in a sensitive way; taking account of family and faith backgrounds.
- Planning for, and delivering scientifically accurate information and ensuring that correct scientific vocabulary is taught and used with the children.
- Providing children with access to a broad and balanced experience that is accessible to all children.
- Establishing a safe learning environment that helps facilitate open discussion and allows pupils to reflect on their understanding as well as ensure they feel confident enough to engage in discussions and ask appropriate questions.
- Responding honestly, sensitively and in an age-appropriate way to questions posed by children.
- Modelling positive attitudes to relationships and sex education.
- Monitoring children's learning in order to ensure they make progress.
- Responding appropriately to children whose parents wish them to be withdrawn from the non-statutory components of RSE.

N.B – 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 headteacher.

Pupils

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

Parents

At Clarendon, we recognise their parents have a central role to play in their child's education. As a result we request that parents:

- Work in partnership with the school to support their child/ren's understanding and development of Relationships and Sex Education.
- Liaise with the school, at the earliest opportunity, if they have any concerns or questions regarding the planned content of the school's RSE curriculum or if they are considering requesting that their child is withdrawn from the non-statutory elements of this work.

Equal Opportunities Statement

Clarendon Primary School is committed to the provision of RSE for all children. Our programme aims to respond to the diversity of children's abilities, cultures, faiths, gender and family backgrounds. Through RSE we seek to develop a positive view of female and male sexuality. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision implemented if required.

During RSE lessons objective discussions about the diversity of personal, social and sexual preference in relationships will take place and prejudiced views will be challenged in order to encourage tolerance. Any bullying around sexual behaviour or perceived sexual orientation arising from this prejudice will be dealt with as a serious matter.

Safeguarding children

Teachers are aware that effective Relationship and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, can sometimes lead to the disclosure of information that may be considered as a child protection issue. Whilst in RSE lessons the usual standards of confidentiality between a child and their teacher will be observed, where a child's question or a disclosure may suggest the possibility of abuse, the Designated Safeguarding Leader (Mr W Neale) will be informed and the procedures outlined in the school's Child Protection Policy will be followed. **N.B.** No adult should ever promise confidentiality to a child (ref: Safeguarding Policy).

Any disclosure of female genital mutilation must be reported to the police, either by the teacher to whom it is disclosed or by the Designated Safeguarding Lead (DSL).

Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. If they then feel things have not been satisfactorily resolved, parents can choose to follow the school's complaints procedure. (A copy of this can either be obtained from the school office or from the school's website.)

Training

Staff are trained on the delivery of relationships education as and when required.

The PSHE subject leader may also invite visitors from outside the school, such as school nurses, health professionals and relationship educators, to provide support and training to staff teaching relationship and health education.

Monitoring arrangements

The delivery of RSE is monitored by the PSHE and Science Subject Leaders through, for example:

- Learning walks
- Planning scrutiny
- Lesson observations
- Pupil interviews

Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

Relevant policies and documents

This policy should be read in conjunction with the following key policies/documents:

- PSHE Policy
- Safeguarding and child protection policy
- Special Educational Needs Policy
- Teaching and Learning Policy
- Curriculum Policy
- Assessment Policy
- Behaviour Policy
- Anti-bullying Policy
- Equality Policy and related documentation
- PSHE Curriculum (SARF)
- Science Curriculum
- Religious Education Policy and Surrey Agreed Syllabus
- National Curriculum 2014
- School Values

Assessment

The science aspect of RSE will be taught through relevant topics which are assessed by the teacher. Teachers will also make informal assessments which will inform the content and manner of their RSE teaching.

Policy Review

The RSE Policy will be reviewed on an annual basis by the headteacher and governor's and will take into account any feedback from parents, pupils, teachers and other stakeholders.

Date reviewed: Autumn Term 2026
Review date: Autumn Term 2027

Appendix 1

Intended outcomes for the end of KS2

Relationships education:

By the end of primary school:

Families and people who care for me	Pupils should know: • That families are important for children growing up safe and happy because they can provide love, security and stability. • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	Pupils should know: • How important friendships are in making us feel happy and secure, and how people choose and make friends. • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful relationships	Pupils should know: • How to pay attention to the needs and preferences of others, including in families and friendships. (This includes how we balance the needs and wishes of different people in relationships and why this can be complicated.) • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different

	preferences or beliefs. • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. (This includes thinking about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.) • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online safety and awareness	Pupils should know: • That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. (This includes, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.) • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. (This includes, understanding that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations.) • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	Pupils should know: • What sorts of boundaries are appropriate in friendships with peers and others (including online). This includes, learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. • How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Physical health and mental wellbeing:

By the end of primary school:

General wellbeing	Pupils should know: • The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • Understanding that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, & early support can help.
Wellbeing online	Pupils should know: • That for almost everyone the internet is an integral part of life. • The positive and negative aspects of the internet. • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships. • To understand the pros and cons of different ways of using online connection. • The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.

Physical health and fitness	Pupils should know: • The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know: • What constitutes a healthy diet (including understanding calories and other nutritional content). • The importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know: • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. (This includes the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.)
Health and prevention	Pupils should know: • How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation.
Personal safety	Pupils should know: • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Pupils should know: • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	Pupils should know: • About growth and other ways the body can change and develop, particularly during adolescence. (This includes, the human lifecycle, and puberty should be discussed

	as a stage in this process.) • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes. <i>(It is important for girls to understand this before their periods start to help them know what to expect in order to avoid distress.)</i>
--	---

Appendix 2

Letter template for year 5 parents regarding the teaching of planned Relationships Sex Education (N.B – This will be issued each year, with any planned changes to lesson content included.)



Headteacher
Mr William Neale

Clarendon Primary School and Nursery



'Doing our best to achieve our best'

Knapp Road
Ashford
Middlesex
TW15 2HZ
Tel: 01784 253379

clarendonschool@googlemail.com

Dear Parents/Carers,

Sessions on Human Reproduction, Relationships and Puberty

As part of the PSHE and statutory Science curriculum for maintained schools, your child is soon to receive lessons on human reproduction, relationships and puberty which will recap the learning completed in Year 5. To support the delivery of this topic, resources provided by the Scarf scheme of work will be used.

This is an important topic to consider in school as these days there is a vast amount of (sometimes confusing) information about relationships and sex on the internet, on TV and in magazines, which young people may have access to. We believe that if young people can start their transition into adulthood with clear information and the confidence and knowledge to understand what is happening to them, they will hopefully grow into confident and healthy adults, able to make positive choices. This can start with learning the basics about growing up, and the sessions in school are aimed at reinforcing what you may already be talking about at home.

Education on human reproduction, relationships and puberty are important issues that concern us all. A copy of the content of these sessions is attached for your information and perusal. If you wish to review the video used in session B then please contact the school and we will arrange a time. As with all areas of the curriculum, teachers aim to answer children's questions in a frank, scientific and honest manner and are best placed to decide at what level any discussion should be aimed for the class as a whole, small group or individual children. As a school, we would welcome your support in the successful delivery of this topic.

Right of withdrawal: As per Clarendon's Relationship and Sex Policy,

All parents have the right to withdraw their children from all or part of the RSE lessons but children are required to take part in lessons teaching the National Curriculum Science programmes of study. If parents/carers wish to withdraw their child, they are requested to notify the school in writing; however, due to the cross-curricular nature of much of our teaching, it is impossible to guarantee that any child will be completely excluded from discussions relating to sexual issues which can arise outside specific sex education classes.

Kind regards,

Mrs Evans

Year 6 Science Sessions on Puberty & Human Reproduction– Summer Term

I have received and read the information regarding the Year 6 lessons on puberty, human reproduction and relationships.

Name of child: _____ Date: _____

Parent/carer: _____

**** Please return this slip to your child's teacher as soon as possible***

Science Year 5

Biology: Animals, including humans

Discuss why living things need to reproduce & look in detail at human life cycle, comparing with other animals. Study physical & emotional changes at puberty. Research rites of passage throughout human life cycle.

Descriptions of Sessions

Session A Life cycles and timeline.	Use riddle of Sphinx as starting points to discuss life cycle of humans. Recap on life cycles of plants/animals. Set ground rules and expectations of behaviour. Encourage children to think about their development since they were babies. Compare milestones reached with those of other animal babies that develop quickly into adults. Set a baby photo challenge. Chn draw timelines of their lives so far.
Session B Gestation	Chn draw graphs of gestation periods & life spans of different animals.
Session C Foetal development and pregnancy	Look at how the foetus develops in the womb and what choices women can make to promote healthy growth. Children make their own foetal development scientific diagram, with labels and info boxes.
Session D Puberty and adolescence	Introduce this theme by looking at age limits on certain things and why these are in place. Exploring the physical and emotional changes that happen for children during puberty. Children to sort changes during puberty between boys, girls and both.
Session E Human sexual reproduction and birth	Watch a video explaining how babies are made. Animation is used to show sexual reproduction and library footage shows the moment of fertilisation and the first cell division to form an embryo. We see an animation of a baby in the womb pushed through the cervix, then footage of a live birth.
Session F Growing old	We will look at the challenges we face as we age and the impact of living longer.

PSHE Year 5

Growing and Changing

Session A How are they feeling?	Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience.
Session B Taking notice of our feelings	Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.
Session C Dear Ash	Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe.
Session D Growing up and changing bodies	Identify some products that they may need during puberty and why; Know what menstruation is and why it happens.
Session E Changing bodies and feelings	Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty.
Session F Help! I'm a teenager - get me out of here!	List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Session G (Optional) Dear Hetty	Explain how someone might feel when they are separated from someone or something they like; Suggest ways to help someone who is separated from someone or something they like.

Appendix 3

Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

Appendix 4

DfE leaflet 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.