



**Good Shepherd Trust**  
life in all its fullness

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# **Relationships and Sex Education Policy**

## **Ambleside CE Primary School**

<b>Date of Adoption</b>	<b>July 2020</b>
<b>Date of Next Review</b>	<b>July 2023</b>

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## Values

Every member of the Trust family of schools will be valued and encouraged to fulfil their potential. In our Trust we believe:

- Everyone has something to offer
- Trust, honesty, empathy and social responsibility are the Christian values that frame our work
- We are here for the whole person, spiritually, morally, educationally and socially
- In working with transparency and openness

### 1. Aims

The aim of this policy is to communicate to staff, local governing body members, parents/carers, visitors and pupils how Relationships and Sex Education (RSE) will be delivered by:

- Providing a framework in which sensitive discussions can take place
- Preparing pupils for the changes that occur to their bodies, minds and emotions as a consequence of growth from childhood to adulthood
- Preparing pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Helping pupils develop feelings of self-respect, confidence and empathy
- Creating a positive culture around issues of sexuality and relationships
- Teaching pupils the correct vocabulary to describe themselves and their bodies
- Supporting all young people to stay safe and prepare for life in modern Britain

This policy has been written for primary schools since at the time of writing, all schools within the Trust are primaries.

Where the term Headteacher is used this covers the responsibilities held by a Headteacher or by either a Head of School, or Executive Head depending on the management structure in place in the individual school setting.

As a mixed Multi Academy Trust our family of schools includes both Church of England and Community settings. For Church of England schools only this policy contains reference to and links to the Church of England's Vision for Education, and relevant Bible verses.

*So God created humankind in his image, in the image of God he created them*

#### **Genesis 1:27**

*I have come in order that you might have life—life in all its fullness*

#### **John 10:10**

*The Vision contains four core strands:*

- **Educating for wisdom, knowledge and skills:** *enabling discipline, confidence and delight in seeking wisdom and knowledge, and developing talents in all areas of life.*
- **Educating for hope and aspiration:** *enabling healing, repair and renewal, coping wisely when things go wrong, opening horizons and guiding people into ways of fulfilling them.*
- **Educating for community and living well together:** *a core focus on relationships, participation in communities and the qualities of character that enable people to flourish together.*
- **Educating for dignity and respect:** *the basic principle of respect for the value and preciousness of each person, treating each person as a unique individual of inherent worth.*

*Relationships Education helps to promote each of these four core strands through: the development of knowledge and understanding, which places our pupils in a position of strength; and different kinds of relationships, are respected and valued.*

### 2. Rationale

In keeping with the vision of the Trust and its schools, we believe that all pupils have a right to an education which enables them to flourish and fulfil their potential, without fear, in a community where differences are treated with dignity and respect.

Across the Trust, we understand that for pupils to flourish academically, their mental and emotional wellbeing is vital. To ensure our schools are happy and nurturing learning environments and workplaces for pupils and staff respectively, positive and healthy relationships between all members of our school community (including between pupils and adults) are important.

Feedback is welcomed and suggestions on either the content of this policy (which will be taken into account when it is reviewed) or how the curriculum may need to be adapted to take into account the temporary or permanent family circumstances of any pupils, are warmly invited. Please contact the school to arrange a telephone call or meeting with the headteacher to discuss any feedback or suggestions.

This policy is aimed at supporting pupils' emotional wellbeing, safety and personal development and promoting safe and healthy relationships and should be read in conjunction with the following supporting policies and procedures:

- Whole School Behaviour Policy
- Child Protection Policy and Safeguarding Procedures
- Peer on Peer Abuse Policy
- Equality Policy and Objectives
- PSHE Policy
- PE Policy
- And any other relevant school policies

The relationships and sex education (RSE) programme aims to support the personal and social development of all children, ensuring that they have the ability to accept their own and others' sexuality, to express their sexuality in positive ways and to enjoy relationships based on mutual respect and responsibility, free from any abuse.

This policy should be a working document that is fit for purpose, represents the ethos of the Trust and its family of schools and enables consistency and quality across the Trust. It is related to the following legislation:

- Education Act 1996
- Education Act 2002
- Equality Act 2010
- Education Act 2011
- Children and Social Act 2017

The following documentation is also related to this policy:

- Equality Act 2010: Advice for Schools (DfE)
- Keeping Children Safe in Education: Statutory Guidance for Schools and Colleges (DfE 2018)
- Special Educational Needs and Disability Code of Practice: 0 to 25 Years. Statutory Guidance for Organisations Who Work with and Support Children and Young People with Special Educational Needs and Disabilities (DfE) and (DoH)
- Behaviour and Discipline in Schools (DfE 2016)
- Alternative Provision: Statutory Guidance (DfE 2013)
- Mental Health and Behaviour in Schools (DfE 2018) Preventing and Tackling Bullying (DfE 2017)
- Sexual Violence and Sexual Harassment between Children in Schools (DfE 2018)
- Promoting Fundamental British Values as part of SMSC in Schools (DfE 2014)
- National Citizen Service Guidance for Schools (DfE 2017)

- Parental Engagement on Relationships Education (DfE 2019)
- Race Disparity Audit - Summary Findings from the Ethnicity Facts and Figures Website (Cabinet Office)

From September 2020 Relationships Education must be taught by all primary schools in England and Health Education will also be compulsory. In both subjects parents will not be able to request for their children to be withdrawn. However, parents will have the right to withdraw their children from sex education (see **Section 9** for more detail on parents' right to withdraw).

### 3. Statutory Requirements

In all Trust schools, RSE is taught as set out in this policy. We provide relationships education to all pupils as per **The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of Children and Social work act 2017.**

As academies Trust schools do not have to follow the National Curriculum but are expected to offer all pupils a curriculum that is **similar** to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. There are however certain elements of Sex Education which every school is **legally** obliged to teach. These are set out in the National Curriculum for science (which is a statutory document) and involve teaching pupils about the human body, including how it changes during puberty, the life cycles of animals, and the processes of reproduction of animals.

**In addition to the compulsory teaching of relationships education, the Trust requires all its schools to teach sex education to their pupils, in addition to, and following on from the compulsory sex education prescribed in the National Curriculum for Science.**

For more information, the statutory guidance for schools on delivering relationships and sex education can be reached via the following link:

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf).

For more information about the curriculum, see Appendix 1.

In teaching RSE, each school is required by their funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

### 4. Policy Development

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

**Review** – a working group pulled together all relevant information including relevant national and local guidance

**Directors Agree Framework** – the Trust Directors agreed the policy framework ready for consultation

**Staff consultation** – school staff were given the opportunity to look at the policy and make recommendations

**Parent/stakeholder consultation** – parents and any interested parties were invited to give their views about the policy

**Local Governing Body** – once amendments are made and curriculum plans confirmed at school level, the Local Governing Body are consulted and agree the individual school delivery of the policy

### 5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. This will involve a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual orientation or sexual activity. Growing up in an increasingly complex and digital world the aim is to equip children with the relevant knowledge to make the right decisions and to keep themselves safe and happy.

### **What is Relationships Education?**

Through the Relationships Education programme, pupils learn:

- to cherish themselves and others as unique and wonderful
- to recognise what a healthy relationship looks like and how to form healthy relationships, ensuring respect and dignity for themselves and others
- to have the knowledge and confidence to recognise when relationships, or specific behaviours within a relationship, may be inappropriate, harmful or abusive, and to know where to seek help if necessary
- to understand that friendships and relationships differ according to age, familial links, status, etc.
- how to live well together, including behaving well towards others, disagreeing well, forgiving and repairing broken relationships
- how to keep themselves and others safe, including understanding age-appropriate ways of being friends, and the nature and importance of consent
- how to make sense of the world around them (including an online world and the changes to their bodies); and
- to develop the skills to express their own views and make their own informed decisions.

The focus of teaching is on ensuring knowledge and understanding of the concepts of **families** (the importance and value of belonging to a loving family and the fact that families are all different); and **friendship** (the importance of having friends, knowing what it means to be a good friend, how to spot an issue and what to do about it, how to resolve issues and where to get help).

Much teaching is 'on the spot' either in the classroom or on the playground or lunch hall. Often the best Relationships Education is born out of reflecting on actual issues that have occurred and exploring together how to put them right or how we could do something differently going forwards.

Planned Relationships Education sessions which take account of the age of the pupils take place as part of PSHE sessions, circle times and sometimes collective worship time (assemblies).

Detailed information about the content of the Relationships Education programme in each year group can be found in Appendix 1

### **Lesbian, Gay, Bisexual and Transgender (“LGBT”) people**

In keeping with the school and Trust's loving and inclusive Christian ethos, we believe that **every** pupil deserves life in all its fullness and is uniquely and wonderfully made. We teach pupils to value and respect their peers regardless of their sexual orientation or gender identity, and that of their parents, whatever it might be.

We expect (in line with the Whole School Behaviour Policy and the Equality Act 2010) that **all** pupils will feel valued and will be treated with dignity and respect by all other members of the school community.

To this end, as with all other areas of diversity, we celebrate the differences that make each of our school families unique. We help pupils to make sense of the ways in which their own family life is the same as, and different from, that of their friends and how to ask and answer questions sensitively and respectfully.

## **6. Curriculum**

The RSE curriculum is set out as per Appendix 1 & 2. Schools across the Trust use a variety of appropriate resources, including but not limited to:

- All About Us - Living and Growing
- Barnardos – Real Love Rocks
- Kidsafe, Jigsaw
- CORAM Life Education
- and TWINKL.

Parents are invited to view the resources we use for sex education. Please contact the Headteacher to facilitate this.

The curriculum has been developed in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and do not feel the need to seek answers online.

Although it is not statutory to deliver sex education outside of the science curriculum at primary level, the DfE recommends that all primary schools should have a sex education programme in place. The Trust acknowledges that Sex Education is not compulsory in primary schools, however, as stated in **Section 3** each Trust primary school must teach pupils sex education beyond, and following on from, what is required of the science curriculum. This will be tailored to the age and the physical and emotional maturity of pupils. It will ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle. They will also have the requisite knowledge to keep themselves safe and to make informed decisions.

Primary sex education at Trust schools will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

However, parents have the right to request that their child be withdrawn from sex education beyond the national curriculum for science. For more information see **Section 9**.

## **7. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, supported by assemblies/worship, circle time etc. Some sex education is taught through other subject areas (for example, science and PE), where it is felt that they contribute significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils also receive stand-alone sex education sessions delivered by a trained health professional. We ensure that all school personnel are trained to manage disclosures of any type and pupils are made aware of how to raise concerns, and how a report will be handled.

Relationships education in Trust primary schools focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online safety
- Being safe

Teachers will seek opportunities to draw links between relationships, sex and health education and other curriculum subjects wherever possible to enhance pupils' learning. Ensuring that students are taught the characteristics of good physical health and mental wellbeing.

Mental wellbeing is recognised throughout the Trust as a normal part of daily life, in the same way as physical health. Physical health and mental wellbeing have the following eight areas of study that should be covered by the end of primary school and include detail on what pupils should know:

- Mental well-being
- Internet safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- The changing adolescent body

For more information about the Primary RSE curriculum, see Appendix 1.

Relationships education will:

- Ensure that pupils know and understand the different kinds of friendship and relationship that exist
- Ensure that pupils have a confident understanding, of what is and is not acceptable in relation to how others treat their body, so that they are able to identify when someone is attempting to cross boundaries inappropriately
- Make sure pupils know where to get help if needed
- Ensure pupils understand the law about the acceptable use of social media and online safety
- Support the emotional development and wellbeing of pupils who may be struggling to make sense of the changes to their body
- Give pupils an opportunity to ask questions in a safe environment, and to receive appropriate responses
- Ensure staff are trained in how to sensitively handle pupils' questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education

These sessions are delivered by the **Class Teacher** where possible, with support from health professionals where appropriate.

Parents will be informed when these sessions will be taking place in order that they can support their child at home. Any parent wishing to discuss the content or materials used is warmly welcomed to make an appointment to do so with their child's class teacher.

### **Right to request the withdrawal of pupils from Sex Education sessions**

Pupils **cannot** be excused from Relationships Education. It is a compulsory subject. Similarly, pupils **cannot** be excused from any elements of the science curriculum which deal with the human body or reproduction.

However, parents **can request** that their child be excused from Sex Education lessons. See **Section 9** for more details.

Whilst we respect the right of parents to make such a request, it is not recommended that pupils miss these lessons. A lack of knowledge and understanding of sex makes it more likely that pupils will ask their friends and receive inaccurate information; turn to the internet and find information or images that are misleading or distressing; and potentially become prematurely sexually active. All children have an entitlement to clear information and guidance, taught by a responsible adult in a safe and appropriate setting.

### **Pastoral Support for Pupils - Menstruation**

It is essential that this area is sensitively but accurately delivered in a way that encourages a positive body image and fosters a clear understanding of what happens to girls' bodies during menstruation and why this happens. With proper teaching, girls can be reassured by receiving Relationships & Sex Education Policy v1 010720



accurate information about what is happening to their bodies and both boys and girls will learn the facts of what happens during menstruation and the science behind it. Boys will also learn that it is a natural function and that they should be sensible, sensitive and respectful to female family members, friends and acquaintances on this subject. Coverage of this subject will ensure that all female pupils are prepared for the onset of menstruation and know where in their school they can find freely available sanitary products.

### **Pupils with Special or Additional Needs**

The teaching of Relationships Education to some pupils with Special or Additional Needs will be particularly sensitive and will need to carefully match the age and understanding of the individual pupil.

Some pupils may need to be taught Relationships Education in a different way to the rest of their age group. As in all other cases of adapting the curriculum to meet an individual pupil's needs, this will occur in consultation with the pupil's family and will be regularly reviewed. Any parent with concerns about their child's ability to engage with the planned curriculum should speak to the class teacher in the first instance.

All areas of learning are taught within the context of family life. Taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

To foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, Trust schools implement a robust Whole School Behaviour Policy, as well as a Child Protection and Safeguarding Policy, which set out expectations of pupils. The Trust and its schools have a zero-tolerance approach to bullying. Fostering a culture based on mutual respect and understanding for one another is the aim. Any bullying incidents caused because of the relationships, sex and health education programme, such as those relating to sexual orientation, will be dealt with as seriously as other bullying incidents.

When a school is inspected all aspects of Relationships Education, Sex Education and Health Education will be assessed. This will consider pupils' personal development, behaviour and welfare or their spiritual, moral, social and cultural development.

## **8. Roles and Responsibilities**

### **8.1 The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from certain components of RSE if requested (see section 9). The CEO will hold the headteacher to account for its implementation.

### **8.2 The Local Governing Body**

The Local Governing Body (LGB) is responsible for monitoring that RSE is taught consistently across the school. The LGB will report on the implementation of the policy annually to the Chair of the School Improvement Committee. This report should focus on the impact the policy has had on teaching and learning and any comments the school has had from pupils, parents or the wider community. A short proforma is available at Appendix 3.

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive and age appropriate way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

- Responding appropriately, supported by the headteacher, to pupils whose parents wish them to be withdrawn from sex education within RSE (other than sex education in the National Curriculum as part of science)

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.

#### **8.4 Pupils**

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

#### **9. Parents' Right to Withdraw**

The Good Shepherd Trust and its schools believe that every child is entitled to an age-appropriate education in relationships and sex education, based on learning accurate knowledge and positive attitudes. This education includes knowledge about human reproduction, different types of families, healthy relationships and friendships, and how to keep safe in social settings and online. It is hoped that every parent across the Trust fully supports this belief, and that every family will allow their child to learn in this way.

Some elements of relationships and sex education are compulsory for every child. These include human reproduction in science. However, for some other elements, parents/carers have the legal right to withdraw their child, and this includes sex education lessons other than science. If considering withdrawing your child from these lessons, consider these three steps before deciding:

- Consult this policy and appendices including the vocabulary used (Appendix 4) and frequently asked questions (Appendix 5) and reflect on any questions or concerns you have.
- Make an appointment to meet with the headteacher, who will be very happy to listen questions/concerns and respond to them
- Discuss it with the class teacher and/or the professional in the school who will be delivering the lessons.

By having a balanced, age-appropriate and informative education about relationships and sex, children should go on to have healthy, safe, happy and fulfilled lives during adolescence and beyond, and they are enabled to make wise choices on the basis of clear, accurate information.

#### **10. Training**

High quality staff training on the delivery of RSE will be provided on induction and will be regularly updated as part of our continuing professional development calendar.

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

The headteacher will undertake training, provided by the Trust, on engaging with parents/carers who express a desire to withdraw their children from sex education.

#### **11. Monitoring Arrangements**

The delivery of RSE will be monitored by the headteacher through:

Arrangements such as work scrutiny, planning scrutiny, lesson observations, pupil interviews and learning walks.

Pupils' development and progress in RSE will be monitored by class teachers as part of our internal assessment systems.

## RSE Curriculum Overview

Year Group	Topic	Learning Intentions
EYFS	<b>Growing Up</b>	Seek out others to share experiences. Show affection and concern for people who are special to them Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
Year 1	<b>Life Cycles</b>	Start to understand the life cycles of animals and humans Understand what changes happen as we grow and that this is OK
	<b>My Changing Body</b>	Know how my body has changed since I was a baby Understand that growing up is natural and that everybody grows at different rates
	<b>Boys' and Girls' Bodies</b>	Identify the parts of the body that make boys different to girls and use the correct names for these – penis, testicles, vagina Respect my body and understand which parts are private
Year 2	<b>Life Cycles</b>	Recognise cycles of life in nature Understand there are some changes that are outside my control and to recognise how I feel about this
	<b>Growing from Young to Old</b>	Tell you about the natural process of growing from young to old and understand that this is not in my control Identify people I respect who are older than me
	<b>Changing Me</b>	Recognise how my body has changed since I was a baby and where I am on the continuum from young to old Feel proud about becoming more independent
	<b>Being Confident &amp; Keeping Safe</b>	Understand there are different types of touch and tell you which ones I like and don't like Be confident to say what I like and don't like and ask for help
Year 3	<b>How Babies Grow</b>	Understand that in animals and humans lots of changes happen between conception and growing up and that usually it is the female who has the baby Express how I feel when I see babies or baby animals
	<b>Babies</b>	Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow Express how I might feel if I had a new baby in my family
	<b>Boys' and Girls' Bodies</b>	Recognise the differences between boys and girls, use the correct names for body parts – penis, testicles, vagina and appreciate that some parts of my body are private. Tell you what I like/don't like about being a boy/girl
	<b>Family Stereotypes</b>	Start to recognise stereotypical ideas I might have about parenting and family roles Express how I feel when my ideas are challenged and be willing to change my ideas
Year 4	<b>Unique Me</b>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of egg and sperm. I appreciate that I am a truly unique human being

<b>Year 4 cont'd</b>	<b>Having a Baby</b>	<p>Correctly label the internal and external parts of female and male bodies that are necessary for making a baby.</p> <p>Understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p>
	<b>Outside Body Changes</b>	<p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>Identify how boys' and girls' bodies change on the outside during this process</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings</p>
	<b>Inside Body Changes</b>	<p>Identify how boys' and girls' bodies changes on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings</p>
<b>Year 5</b>	<b>Self-image and body-image</b>	<p>Be aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self esteem</p>
	<b>Puberty for Girls</b>	<p>Explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Understand that puberty is a natural process that happens to everybody and that it will be OK for me.</p> <p>Describe how a girl's body changes in order for her to be able to have babies when she is an adult and that having periods (menstruation) is a natural part of this.</p> <p>Know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty.</p>
	<b>Puberty for Boys and Girls</b>	<p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
<b>Year 6</b>	<b>My Self-Image</b>	<p>Be aware of my own self-image and how my body image fits into that</p> <p>Know how to develop my own self-esteem</p>
	<b>Puberty</b>	<p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Express how I feel about the changes that will happen to me during puberty.</p>
	<b>Boy Talk Girl Talk</b>	<p>Ask questions I need answered about changes during puberty</p> <p>Reflect on how I feel about asking the questions and about the answers I receive</p>
	<b>Babies Conception to Birth</b>	<p>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>Recognise how I feel when I reflect on the development and birth of a baby.</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby. Appreciate how amazing it is that human bodies can reproduce in these ways.</p>
	<b>Attraction</b>	<p>Understand how being attracted to someone changes the nature of the relationship.</p> <p>Express how I feel about the growing independence of becoming a teenage and am confident that I can cope with this.</p>

## Expected Outcomes at the End of Primary School

<b>By the end of Primary School, pupils should know:</b>	
<b>Friendship, family, and wellbeing</b>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, 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</li> <li>• The different kinds of friendships and relationships, what they mean, and how they should be described</li> <li>• that families, either in school or in the wider world, can look different, and that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing 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</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age-restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise 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, vigorous exercise</li> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>

<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Good Shepherd Trust**

life in all its Fullness

## Annual LGB report on the implementation of the RSE Policy

**School:** ..... **Report Period:** .....

**Report Completed by:** .....

This report should be completed annually by the Local Governing Body in the summer term.

The report must be forwarded to the Chair of the School Improvement Committee at least 7 days before their last meeting of the academic year which is held in the second week of July. The Chair can be contacted via this email address:

chairsic@thegoodshepherdmat.co.uk

### Impact of the RSE Policy – Your Comments

Think about:

- What impact has the RSE policy had in your school?
- Have there been any comments or queries from pupils, parents or the wider community since the policy was implemented/in the reporting period?
- Were any children withdrawn from the additional sex education portion of the curriculum? If so, how many and how was this managed?
- Any elements of good practice that need to be highlighted
- Any areas of development that have been identified

**Vocabulary for Teaching Sex Education in Key Stage 2**

<b>Gender</b>	boy, girl, man, woman, male, female, gender, gender stereotypes, gender roles, similar, different
<b>Relationships</b>	relationship, friendship, family, adoption, fostering, love, loving, consent
<b>Emotions &amp; Feelings</b>	like, dislike, love, comfortable, uncomfortable, feelings, touch, hug, kiss, pleasant, unpleasant, moods, sexual feelings
<b>Body Parts &amp; Reproduction</b>	body parts, breasts, hips, penis, vagina, testicles, sperm, egg, ovary, fallopian tubes, ovulation, lifecycle, reproduction, sexual intercourse, semen, ejaculation, conception, pregnancy, childbirth
<b>Body Changes</b>	puberty, physical changes, emotional changes, spots, sweat, facial hair, underarm hair, pubic hair, menstruation, periods, tampons, sanitary towels, erection, wet dreams,
<b>Keeping Safe</b>	privacy, consent, human rights, respect, protection, FGM (female genital mutilation)



## **Frequently Asked Questions and Answers compiled by the DfE**

### **Q: Will my child's school have to engage with me before teaching these subjects?**

A: Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE, which will inform schools' decisions on when and how certain content is covered. Effective engagement gives the space and time for parents to input, ask questions, share concerns and for the school to decide the way forward. Schools will listen to parents' views, and then make a reasonable decision as to how they wish to proceed. When and how content is taught is ultimately a decision for the school, and consultation does not provide a parental veto on curriculum content.

A school's policies for these subjects must be published online and must be available to any individual free of charge. Schools should also ensure that, when they engage parents, they provide examples of the resources they plan to use, for example the books they will use in lessons.

### **Q: Will my child be taught sex education at primary? This is too young.**

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances, we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

### **Q: Does the new Relationships Education and RSE curriculum take account of my faith?**

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

### **Q: Do I have a right to withdraw my child from Relationships and Sex Education?**

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

### **Q: Has the government listened to the views of my community in introducing these subjects?**

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

**Q: Will my child be taught about LGBT relationships?**

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference and educate pupils about healthy relationships.

Pupils should receive teaching on LGBT content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBT content when teaching about different types of families.

Secondary schools should cover LGBT content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include ageappropriate teaching about different types of relationships in the context of the law.

**Q: What support will schools receive to deliver these subjects well?**

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

**Q: Where can I find out more information about what will be taught in my child's school?**

A: 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. We have also published parent guides, which explain what the subjects are, and parents' rights.

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 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 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.