



## St. Leonard's C E Primary School

### Relationships, Health and Sex Education Policy

St. Leonard's is a Church of England School. All policies implemented across the school support the creation of a learning culture which celebrates our Christian vision of preparing children for "Life in all its fullness" and our core values of Love, Respect and Responsibility.

#### 1. Links to other policies

The Relationships, Health and Sex Education policy links to the PSHE Curriculum which has been developed to help promote positive mental health and emotional well-being in our pupils and to teach our students' self-responsibility for their behaviour and their lifestyle choices.

Other policies which are linked are: Anti-Bullying, Confidentiality, Equality, Inclusion, Mental Health and Wellbeing, Online Safety, Safeguarding and Child Protection and SEND Policy.

#### 2. Aims

The aims of Relationships, Health and Sex Education at our school are:

- To enable our children to be respectful, understanding and accepting citizens, who are aware and tolerant of the multitude of differences they may encounter in our modern society
- Provide a framework in which sensitive discussions can take place
- Provide young people with reliable information so they can make informed decisions about their health and bodies
- Give pupils an understanding of emotional and physical development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of identity and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Deal with misconceptions, myths and misunderstandings
- To safeguard pupils

### 3. Definitions

Relationships Education in primary school is teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with pupils being taught about, what friendship is, what family means, what a relationship is, and who the people are who can support them.

Health Education is about giving pupils the information that they need to make good decisions about their own physical health and mental wellbeing. It is important that pupils understand that good physical health contributes to good mental well-being, and vice versa. Pupils should be prepared for the onset to puberty through age appropriate guidance.

RHE stands for Relationships and Health Education.

RHE involves a combination of sharing information, and exploring issues and values. RHE is **not** about the promotion of sexual activity, indeed evidence shows that the provision of well taught, effective RHE reduces the likelihood of young people engaging in risky behaviours (See [A curriculum for life: the case for statutory PSHE education](#)).

### 4. Statutory requirements

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools as per section 34 of the Children and Social Work Act 2017.

Sex Education is not compulsory in primary schools and is **not** delivered in Relationships and Health Education. Elements of Sex Education are contained in the National Curriculum for science, which is compulsory, and the Department for Education recommends that “primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils”. We are not changing anything regarding our provision which we have had in place for many years now (see Appendix 4).

### 5. Policy development

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

1. Review – The Head Teacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated what exactly pupils need from their RHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## **6. Curriculum**

For information about our curriculum, see our curriculum map in Appendix 1.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this curriculum, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

## **7. Delivery of RHE**

RHE is mostly taught within the personal, social, health and economic (PSHE) education curriculum, although some aspects may be discussed in Religious Education. Sex Education is taught within the science curriculum.

Lessons are taught by class teachers and occasionally by external agencies such as school nurses or SCARF.

RHE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (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).

For more information about our RHE curriculum, see Appendices 1 and 2.

## **8. Monitoring and evaluation**

RHE will be monitored just like any other subject, for example through:

- Learning Walks
- Work Scrutiny
- Pupil Voice

- Staff Consultations
- Ongoing CPD

Pupils' development in RHE is monitored by class teachers termly through summative assessment. Students should be given feedback on their progress and be able to articulate their understanding of key aspects of the curriculum.

## **9. Inclusion**

“Each person in all their unique difference should be able to thrive, irrespective of physical appearance, gender, race, religion, ethnicity, socio-economic background, academic ability, disability, sexual orientation or gender identity” (Valuing All God’s Children, Church of England 2019)

All students have a right to age appropriate RHE regardless of background. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility for all of our pupils.

The Equality Act of 2010 protects children, young people and adults against discrimination, harassment and victimisation in relation to education.

The backgrounds of all pupils are taken into account when planning and teaching, so that the topics are sensitive to the needs of our pupils and families. The Safeguarding Policy will be adhered to should a safeguarding issue arise.

## **10. Roles and responsibilities**

### **10.1 Governance**

The Full Governing Body will approve the Policy. This policy will be reviewed annually in the first instance, and bi-annually thereafter.

### **10.2 The Head Teacher**

The Head Teacher is responsible for ensuring that RHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of Sex Education (see section 10).

### **10.3 Staff**

Staff are responsible for:

- Delivering RHE in a sensitive way
- Modelling positive attitudes to RHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RHE

It is important that RHE is taught by staff trained and eager to teach RHE just like any other subject. If staff have concerns about teaching RHE they should speak to their line manager, but it is an expectation that all staff will promote the values and ethos of the curriculum.

#### **10.4 Pupils**

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

### **11. Parents' right to withdraw their child from RHE**

Relationships and Health Education is compulsory in all primary schools. There is no right to withdraw from Relationships and Health Education.

Sex Education is not mandatory in primary schools. The National Curriculum for Science includes subject content in related areas, including puberty. Parents have the right to withdraw their children from the non-statutory components of sex education (see Appendix 4). Requests should be made, in writing, to the Head Teacher and are encouraged to discuss the matter with a senior member of staff in the first instance. A copy of withdrawal requests will be placed in the pupil's educational record and alternative work will be given to pupils who are withdrawn from sex education.

### **12. Training**

Staff delivering RHE are trained on the delivery of RHE and it is included in our continuing professional development calendar.

## Appendix 1: Curriculum map

### Relationships and Health Education curriculum map

At St Leonard's CE Primary School we have a PSHE curriculum which has six themes, one for each half term: Me and My World, Keeping Me Healthy and Safe, Relationships and Feelings 1, We're Different and that's Amazing, the World Outside the Classroom, Relationships and Feelings 2.

This is a progressive curriculum and builds on pupils learning year on year, ensuring that every aspect covered is age appropriate. There is scope for teachers to respond to any emerging pupil needs.

SCIB refers to Safeguarding Children In Banbury, a multi-agency group which has responded to the needs of the local community by planning units on 3 themes: Substance misuse, Online Safety, and Exploitation.

YEAR GROUP	THEME	RELEVANT LEARNING OBJECTIVES (L.Os)
1	<b>Me and My World</b>	L.O – To be able to share how I am special/unique.
1	<b>Keeping Me Healthy and Safe</b>	L.O – To know how to keep my brain healthy. L.O – To know what keeps me healthy. (food) L.O – To understand safer strangers/safer places. L.O – To know how to keep myself safe. (Water? railway? Building site? Road? Choose most app) L.O - SCIB
1	<b>Relationships and Feelings 1</b>	L.O – To understand I belong to a family unit. L.O – SCIB L.O – To know what jealousy is. L.O - To understand the meaning of STOP. L.O – To know why friendship is important. (NB- happy/secure/how to make and choose friends)
1	<b>We're Different and That's Amazing</b>	L.O – To be able to identify differences in my class. (NB – physically/interests) L.O – To know how to show respect to others. (NB – manners) L.O – To understand what is fair/unfair. L.O – To know how to solve problems. (friendships) L.O – To be able to give and receive complements.
1	<b>The World Outside the Classroom</b>	Links made through other units
1	<b>Relationships and Feelings 2</b>	L.O – To know how to be a good friend. L.O – SCIB L.O – To be able to identify changes in my life. L.O – To be able to express my feelings about change.
2	<b>Me and My World</b>	L.O – To know how I am special/unique. L.O – To be able to identify groups I belong/don't belong to.

2	<b>Keeping Me Healthy and Safe</b>	<p>L.O – To know how to keep my brain healthy.</p> <p>L.O – To be able to make healthy choices. (food)</p> <p>L.O – To be able to identify safer places and people.</p> <p>L.O – To know how to keep myself safe. (water? Railway? Building side? Road? Choose most app)</p> <p>L.O – SCIB</p>
2	<b>Relationships and Feelings 1</b>	<p>L.O – To understand why my family are important to me. (NB – love, care, stability)</p> <p>L.O – SCIB</p> <p>L.O –To understand why I might feel jealous.</p> <p>L.O – To understand the meaning of STOP.</p> <p>L.O – To know the characteristics of healthy friendships. (NB – mutual respect, truthfulness, trust, loyalty, kindness, generosity, shared interests, support)</p>
2	<b>We're Different and That's Amazing</b>	<p>L.O – To understand ways in which we are all different. (NB – background/experiences)</p> <p>L.O – To know how to show respect to others. (NB – manners)</p> <p>L.O – To understand that things don't always seem fair.</p> <p>L.O – To know how to solve problems. (friendships)</p> <p>L.O – To be able to give and receive compliments.</p>
2	<b>The World Outside the Classroom</b>	Links made through other units
2	<b>Relationships and Feelings 2</b>	<p>L.O – To know the difference between bullying and unkind behaviour.</p> <p>L.O – SCIB</p> <p>L.O – To understand how change makes me feel.</p> <p>L.O – To be able to express my feelings about change.</p>
3	<b>Me and My World</b>	<p>L.O – To be able to celebrate my strengths.</p> <p>L.O – To know who I can turn to when I need help (NB-focus on family units)</p> <p>L.O – To be able to work as a team</p>
3	<b>Keeping Me Healthy and Safe</b>	<p>L.O – To know how to keep my brain healthy.</p> <p>L.O – To understand what a safe/unsafe secret is.</p> <p>L.O – To know how to keep myself safe. (water? Railway? Building side? Road? Choose most app)</p> <p>L.O – SCIB</p>
3	<b>Relationships and Feelings 1</b>	<p><u>Relationships and Feelings 1</u></p> <p>L.O – To know ways in which I can make myself feel confident</p> <p>L.O – SCIB</p> <p>L.O –To be able to identify things that make me angry</p> <p>L.O – To understand the meaning of STOP</p> <p>L.O – To know the difference between bullying/unkind behaviour</p>

3	<b>We're Different and That's Amazing</b>	<p>L.O – To understand ways in which we are all different (NB – beliefs/culture)</p> <p>L.O – To understand why we should respect differences in others. (NB – everyone has the right to be treated with respect)</p> <p>L.O – To understand that people have different points of view.</p> <p>L.O – To know how to solve problems. (friendships)</p> <p>L.O – To be able to give and receive compliments</p>
3	<b>The World Outside the Classroom</b>	Links made through other units
3	<b>Relationships and Feelings 2</b>	<p>L.O – To understand my body belongs to me. (NB – private parts of the body/names etc)</p> <p>L.O – To know the difference between safe/unsafe touch.</p> <p>L.O – SCIB</p> <p>L.O – To understand how significant changes make me feel. (NB – link to transition)</p>
4	<b>Me and My World</b>	<p>L.O – To be able to celebrate my strengths</p> <p>L.O – To know the characteristics of a healthy family life. (NB – commitment, protection, time, sharing, care)</p> <p>L.O – To be able to work as a team</p> <p>L.O – To know how to show good learning behaviour. (learning powers)</p>
4	<b>Keeping Me Healthy and Safe</b>	<p>L.O – To know how to keep my brain healthy</p> <p>L.O – To understand what a safe/unsafe secret is. (NB – reporting and seeking advice)</p> <p>L.O – To know how to keep myself safe. (water? Railway? Building side? Road? Choose most app)</p> <p>L.O – SCIB</p>
4	<b>Relationships and Feelings 1</b>	<p>L.O – To be able to identify situations in which I feel confident</p> <p>L.O – SCIB</p> <p>L.O – To be able to cope with the feeling of anger</p> <p>L.O – To understand the meaning of STOP</p> <p>L.O – To understand how bullying makes people feel</p>
4	<b>We're Different and That's Amazing</b>	<p>L.O – To be able to identify things we can learn from each other's differences. (NB beliefs/culture/interests/strengths)</p> <p>L.O – To understand how we can respect differences in others. (NB – how do we show respect?)</p> <p>L.O – To know how to handle differing points of view</p> <p>L.O – To know how to solve problems. (friendships)</p> <p>(NB – never resort to violence)</p> <p>L.O – To be able to give and receive compliments</p>
4	<b>The World Outside the Classroom</b>	Links made through other units

4	<b>Relationships and Feelings 2</b>	L.O – To know I have the right to privacy. (NB – body) L.O – To know how to respond to touch that makes me feel uncomfortable. (NB – reporting) L.O – SCIB L.O – To understand how significant changes make me feel. (NB – link to transition)
5	<b>Me and My World</b>	L.O – To be able to celebrate my strengths and weaknesses L.O – To be able to identify how I contribute to our class
5	<b>Keeping Me Healthy and Safe</b>	L.O – To know how social media can impact my mental health. (NB – seeking advice) L.O – To understand what a positive/negative role model is. L.O – To understand the concept of domestic violence. (NB – incl reporting concerns) L.O – SCIB
5	<b>Relationships and Feelings 1</b>	L.O – To be able to recognise when a friendship is making me unhappy. (NB – who to turn to) L.O – SCIB L.O – To be able to identify things that cause me stress L.O – To understand the meaning of STOP L.O – To understand the impact of peer pressure
5	<b>We're Different and That's Amazing</b>	L.O – To understand that others' families may be different to my own. (NB – different family set ups) L. O – To understand ways in which we are all different. (NB – disabilities/Invictus Games/Paralympics) L.O – To understand that people have different points of view L.O – To know how to show courtesy to those I disagree with L.O – To understand the concept of stereotyping
5	<b>The World Outside the Classroom</b>	Links made through other units
5	<b>Relationships and Feelings 2</b>	L.O – To know family relationships are not always easy (NB – where to turn if feeling unsafe/unhappy) L.O - Puberty (See Science Curriculum Appendix 4) L.O – SCIB L.O – To be able to share my feelings about moving into year 6 (NB – worries/hopes/questions)
6	<b>Me and My World</b>	L.O – To know why our classroom/school has rules. (NB - come up with class rules) L.O – To be able to celebrate my strengths and weaknesses L.O – To be able to identify how I contribute to our class
6	<b>Keeping Me Healthy and Safe</b>	L.O – To understand how to cope with the pressure of social media (NB – seeking advice) L.O – To be able to identify positive role models L.O – To know how to cope with domestic violence (NB –

		reporting concerns) L.O – SCIB
6	<b>Relationships and Feelings 1</b>	L.O – To understand how friendships and relationships involve give and take L.O – SCIB L.O – To understand the meaning of STOP L.O – To know how to cope with peer pressure
6	<b>We're Different and That's Amazing</b>	L.O – To understand that not everyone has the same experiences as me (NB - immigration) L.O – To understand how people's experiences may affect them L.O – To understand that people have different points of view. (NB – how to deal with this) L.O – To understand that we all have the right to be treated with respect L.O – To understand how stereotyping can be unfair/negative
6	<b>The World Outside the Classroom</b>	Links made through other units
6	<b>Relationships and Feelings 2</b>	L.O – To understand that marriage is a legal commitment L.O - Puberty and conception (See Science Curriculum Appendix 4) L.O – SCIB

## Appendix 2: Relationships Education

### By the end of Primary school pupils should know:

This guidance is from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#)

<b>Families and people who care for me</b>	<p>Pupils should know</p> <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>• that others' families, 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.</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> </ul>
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	<ul style="list-style-type: none"> <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>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li> </ul>
<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>

<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## Appendix 3: Health Education

### By the end of Primary school pupils should know:

This guidance is from the Statutory guidance on [Relationships education, relationships and sex education \(RSE\) and health education](#)

<b>Mental wellbeing</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li><li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li><li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li><li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li><li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li><li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li><li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li><li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li><li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li><li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li></ul>
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<b>Internet safety and harms</b>	<p>Pupils should know</p> <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>	<p>Pupils should know</p> <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>	<p>Pupils should know</p> <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>	<p>Pupils should know</p> <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>	<p>Pupils should know</p> <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>	<p>Pupils should know:</p> <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>	<p>Pupils should know:</p> <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>

## Appendix 4: Sex Education

Aspects of Sex Education are taught within the Science Curriculum, and these are compulsory for all children:

At Key Stage 1 (Years 1 and 2) the content includes:

- knowing that animals, including humans, move, feed, grow, use their senses and reproduce
- being able to recognise and compare the main external parts of the bodies of humans
- knowing that humans and animals can produce offspring and these grow into adults
- being able to recognise similarities and differences between themselves and others and to treat others with sensitivity

Key Stage 2 (Years 3 to 6):

- knowing that the life processes common to humans and other animals include nutrition, growth and reproduction
- knowing about the main stages of the human life cycle from birth to old age, including puberty

During Years 5 and 6, during the transition phase before moving to secondary school, children will be taught about:

- changes in the body related to puberty, such as periods and voice breaking
- when these changes are likely to happen, how they may cause young people anxiety and how they can deal with these (Year 5 and 6)
- *how a baby is conceived and born* (Year 6 only)

These lessons will be taught by the school nurse where possible, in a safe learning environment in which children do not feel embarrassed or anxious about unintended or unexpected questions from others. A 'question box' will be provided for the children to anonymously post their questions. The following ground rules will also be used to ensure children and teachers are comfortable during the sessions:

- no one (teacher or pupil) will have to answer a personal question
- no one will be forced to take part in a discussion
- correct names for body parts will be used
- meanings of words will be explained in a sensible and factual way

Parents will be notified via letter prior to these sessions and will have the opportunity to discuss any individual concerns with the class teacher beforehand.

Parents have the right to withdraw their children from the conception aspect of Sex Education (in italics above), which is not included in the National Curriculum Science Orders, and alternative work can be set. However, this rarely happens, as we teach this aspect in the final term before secondary school (Term 6); by working in partnership with parents, most recognise the importance of this aspect of their child's education which is compulsory in secondary schools.