

# Sex Education Policy

Swanbourne CE School

Mursley CE School

Drayton Parslow Village School

Kingfishers Pre-School (Mursley)

**(In this policy known as the Three Schools)**



This policy was agreed by the *Governing Body* - **June 2023**

The policy was reviewed - **June 2025**

This policy is due to be reviewed - **June 2026**

(Copies of this policy are available for staff, parents, visitors and volunteers on request from the school office)

## Sex Education Policy

### 1. School ethos / values statement

At the Three Schools we are committed to providing a holistic approach to education which aims to support the academic, cultural, personal and social development of all our pupils. From September 2020 statutory **Relationships Education** and **Health Education** will be part of the taught curriculum within **PSHE**. This is an essential part of a child's education and contributes to their personal development. **Sex Education** is not statutory at primary, but recommended by the DfE. We teach **Sex Education** as part of our **Relationships Education** within the planned **PSHE** curriculum.

### 2. Aims of the Sex Education policy

All primary schools offering **Sex Education** are required to define any **Sex Education** they choose to teach other than that covered in the **Science** curriculum, outline the subject content, how it will be taught and who is responsible for teaching it, and state the parental/carers right to withdraw from non-statutory **Sex Education** lessons and the protocols established by the school to facilitate this. Schools are also required to consult with parents with regards to the policy and to work with parents, offering support in talking too their children about **Sex Education** and how to link this to what is being taught in school. It is the statutory responsibility of the governing body to ensure the school has a compliant and up to date **Sex Education** Policy.

The aim of this policy is to:

- Provide information to staff, parents and carers, governors, pupils and other agencies regarding the organisation, content and approach to teaching of **Sex Education**
- Help parents and carers to understand what is covered in **Sex Education** and support them to work with their child to secure the very best outcomes for all pupils
- Demonstrate how the school meets legal requirements with regards to teaching **Sex Education**

### Legal Requirements

- To comply with The **Relationships Education, Relationships and Sex Education and Health Education** (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make **Relationships Education** compulsory for all pupils receiving primary education. They also make **Health Education** compulsory in all schools except independent schools.
- To comply with the **Relationships Education, Relationships and Sex Education (RSE) and Health Education** statutory guidance from the DfE (June 2019)
- To comply with the requirements to have an up to date **Sex Education** policy /RSE policy developed in consultation with pupils, parents and carers (Education Act 1996) and in line with the DfE statutory guidance on **Relationships Education, RSE and Health Education** (June 2019)
- To have due regard to the Equality Act (2010) which requires schools to prevent discrimination, advance equality of opportunity and foster good relation between different groups. The protected characteristics that apply to school age children are disability, race, religion or belief, sex, sexual orientation, gender reassignment, pregnancy and maternity.
- To fulfil statutory safeguarding duties and ensure any safeguarding issues arising from **Relationships/Sex Education** teaching are identified and followed in accordance with the school safeguarding policy.

### 3. Parents'/ carers right to withdraw

At The Three Schools we teach **Sex Education** as part of our **Relationships** and **PSHE** curriculum. As **Sex Education** is not statutory at Primary school we wish to state the right of parents and carers to withdraw their child from designated Sex Education lessons. We encourage parents/carers to make an appointment to come in and speak to the Class teacher or Executive Headteachers about any concerns they may have. Requests for withdrawal should be put in writing using the **Sex Education** letter response form **(Appendix 3)**.

Parents and carers do not have the right to withdraw their child from **PSHE**, which includes statutory **Relationships Education** and **Health Education** (including the changing adolescent body/puberty). The **Science** curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full **PSHE** curriculum.

### 4. Development of the policy

This policy was developed by the **PSHE** lead in consultation with school governors, parents and pupils.

This policy links to the **PSHE** policy, **Relationships Education** Policy, **Child Protection** Policy, **Anti-Bullying** Policy, **Online Safety** Policy, **Equalities** policy and the **School Behaviour** policy.

We aim to work collaboratively with parents/carers to ensure pupils receive **Sex Education** lessons that are relevant and age appropriate and sensitive to the needs of the community we serve. We welcome parents and carers to make an appointment to come in to discuss any aspect of this policy and the provision in school.

### 5. Definition of Sex Education

**Sex Education** at The Three Schools is taught through the **PSHE** curriculum as part **Relationships Education**. **Sex Education** is taught in addition to the statutory **Science** curriculum and provides factual and age appropriate knowledge about conception and birth. In preparation for the secondary **RSE** curriculum, **Sex Education** teaches pupils to recognise the difference between intimate and non-intimate relationships, promotes healthy committed relationships including marriage, consent and the values and responsibilities required to build healthy adult relationships. It also teaches pupils the legal age for marriage and consensual sexual relationships, to recognise their right to their own physical and emotion personal space, how to keep themselves safe, and how to report concerns or issues.

**Puberty Education** is part of statutory **Health Education** and parents/cares do not have the right to withdraw their child from this aspect of the curriculum.

### 6. The Curriculum

#### Intent

#### *Why teach Sex Education?*

The DfE states in the statutory **Relationships, Relationships and Sex Education** and **Health Education** guidance (page 23) 'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools school have a **Sex Education** programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and - drawing on knowledge from the national curriculum for science - how a baby is conceived and born'.

High quality **Sex Education** will support pupils to:

- Be taught factual and correct information about this how a baby is conceived and born
- Explore in a safe and managed environment questions they may have about puberty and give them an age appropriate understanding of sexual development
- Understand that all intimate relationships should be consensual and based on love and respect
- Understand the law and be taught that intimate relationships are for consenting adults
- Understand the importance of marriage and committed relationships and learn about different cultural and religious approached to this
- Recognising and establish their own personal boundaries, and privacy relating to their own bodies and are taught the scientific vocabulary for all body parts.
- Dispel myths and incorrect information about sex and how a baby is conceived and born
- Recognise unhealthy relationships, inappropriate behaviour and to report concerns or abuse (including signposting to trusted online support services such as Childline and NSPCC)
- Ask a trusted adult rather than go on line with regards to any concerns or questions they may have and avoid viewing any inappropriate material or entering into social media conversations.

### **Implementation**

**Sex Education** is delivered through the **Relationships** curriculum as part of **PSHE** education.

To ensure the content and delivery of **Sex Education** is appropriate and relevant to our pupils we use simple baselines to ascertain what pupils already know, and find out what they would like to learn.

Distancing techniques are used in **PSHE** education, which provide depersonalised examples which support children to explore what is being taught without sharing their own personal experiences in the lesson.

**What we use** - PSHE Association programme of study and the Medway Public Health Directorate - Primary RSE lessons.

**Who** teaches this? **Sex Education** lessons are delivered with 2 adults in the classroom at all times.

**When** - **Sex Education** is taught as part of the **PSHE** curriculum in **Year 5 and Year 6**

**How** - **Sex Education** lessons are delivered in the Summer term through 12 lessons.

### **Entitlement and equality of opportunity**

We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstances. Teaching of **Sex Education** will take into account the age, ability, readiness and cultural backgrounds of children (including those with English as an additional language) to ensure that all can fully access education provision. We will teach and encourage children to be aware of the needs of others and considerate of other's beliefs and opinions. We recognise the right for all pupils to have access to a **Sex Education** that meets their learning needs. We will ensure that pupils with SEND receive access to **Sex Education** through an inclusive and differentiated curriculum. All pupils will have access to the teaching of **Sex Education**.

## **Where you can view curriculum information (See Appendix 1)**

Across The Three Schools, we are using the following resources to deliver Sex Education in Year 5 and Year 6;

- PSHE Association
- PSHE Association quality assured resources (See Appendix 5)
- Kapow PSHE Resources and Planning
- Medway Public Health Directorate - Primary RSE lessons (Y6)
- Betty - It's perfectly natural
- NSPCC - Making sense of relationships (KS2)

## **Managing Difficult Questions**

All aspects of **PSHE** are underpinned by shared and understood ground rules (See Appendix 2) with lessons being delivered in a safe and well-managed environment. Pupils are encouraged to ask questions and raise issues in a respectful and appropriate manner. Some questions or issues raised may not be appropriately answered in whole class lessons and these will be followed up separately on an individual or group basis. A question box is available for pupils who do not feel confident to ask questions or wish to have a separate conversation with a member of staff. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. We also respect that some questions are better addressed at home with parents/ carers and the school will share information with parents/carers on an individual basis should the need arise.

**Whilst it is vital to have trust and openness we cannot offer total confidentiality to pupils. Any disclosures or areas of concern will be followed up in accordance with our safeguarding procedures.**

## **Impact**

**High quality Sex Education will enable our pupils to:**

- Have a factual and age appropriate understanding of how babies are made and born
- Understand that intimate and sexual relationships are a natural part of adult life
- Know who to talk to if they have further questions about sex and intimate relationships
- Be aware of and respect different types of relationships in accordance with the Equalities Act
- Know they will continue to learn about sex education in their secondary school
- Keep themselves safe on line, recognising risks, harmful content, and online contact and be able to report any concerns at the earliest stage
- Know how to keep safe by recognising any inappropriate behaviour from others
- Report concerns or abuse and have the confidence, knowledge and vocabulary to do so

## **7. Confidentiality and safeguarding**

Any personal disclosures made by pupils will be followed up in accordance with the school's child protection policy. Teachers will report any safeguarding concerns to the DLS and share concerns with parents/carers according to the school's safeguarding procedures.

## 8. Roles and responsibilities

- The Governing Body will approve the policy and hold the Executive Headteachers to account for its implementation.
- The Executive Headteachers are responsible for ensuring **PSHE** including **Sex Education** is taught consistently across the Three Schools and for managing requests with regards to the parental right to withdraw from non-statutory **Sex Education**.
- The **PSHE** lead (Charlene Smuts) is responsible for leading and managing the subject. Teachers are responsible for delivering **PSHE**.
- Pupils are expected to fully engage with **PSHE** provision including **Sex Education** and treat other with respect.

## 9. Working with parents and carers (consulting, informing and supporting)

At The Three Schools, we operate an open-door policy in relation to queries or questions. We are committed to working with parents and carers. We will communicate with parents and carers at the start of each academic year such as informing them of **Sex Education** sessions including intended content for a particular year group.

We offer leaflets and guidance for parents/carers on the school website for further information. Parents /carers are welcome to make an appointment to view materials used to teach **Sex Education**. Parents and carers are only entitled to withdraw their child from designated **Sex Education** lessons. **(See Appendix 3)**.

We will communicate with parents and carers at specific times of the year such as informing them of Year 5 and Year 6 **Sex Education** sessions including intended content - Parents are asked to sign a consent form for children to take part in these sessions **(See Appendix 3)**.

Parents and carers do not have the right to withdraw their child from **PSHE** which includes statutory **Relationships Education** and **Health Education** (including the changing adolescent body/puberty).

The **Science** curriculum also includes content on human development, including reproduction, which there is no right to withdraw from. We highly recommend all students receive the full **PSHE** curriculum.

## 10. Working with outside agencies and visiting speakers

The **Sex Education** programme will be led by the **PSHE** lead (Charlene Smuts) and will be taught by Class Teachers and Teaching Assistants as appropriate. If we use the services of external contributors in some circumstances such as the delivery of **Sex Education** in upper Key Stage 2, before a visitor is invited to take part in sessions, staff will ensure that they understand the ethos and values of The Three Schools, has a clear knowledge of the schools' **PSHE** and **Sex Education** programme of study and understands the objectives of the session and the aims and outcomes of the learning.

## 11. Monitoring, evaluation and training

- **Sex Education** will be monitored and evaluated by the **PSHE** lead, SLT and Governors in line with the monitoring cycle agreed by the school.
- The **Sex Education** policy will be reviewed annually.
- To ensure staff are confident to deliver all aspects of the **PSHE** curriculum including **Sex Education**, access to online, in school, local and national training will be made available in accordance with the school's CPD programme for staff development.

## 12. Policy development

- Who wrote the policy? - PSHE lead with staff pulled together all relevant information including relevant national and local guidance, including advice and guidance from Public Health PSHE lead for Buckinghamshire Council (Carol Stottor).
- Were parents consulted? - This policy has been consulted on with parents and Governors through the use of consultation periods and questionnaires.
- Were staff consulted? - All school staff were given the opportunity to look at the policy and make recommendations before the final policy was completed.
- Were parent/stakeholder groups consulted - LPPA parent action group and any interested parties were invited to provide feedback following receipt of PSHE overview, policy, statement of intent and information regarding **Sex Education** and **Relationships** lessons.
- Ratification - This policy was shared and ratified with governors in June 2020.

## 13. Policy monitoring and review

- We will formerly review this policy every year as well as if incidents occur that suggest the need for review.
- Parents/carers will be involved in policy review and monitoring via participation in and communication from The Three Schools' **PSHE** working party which will include members or the LPPA parent action group.

David May (**Executive Co-Headteachers**)

Charlene Smuts (**PSHE Lead**)

Kaye Rudd (**Chair of Governors - Swanbourne**)

Alison Terry (**Chair of Governors - Mursley and Drayton Parslow**)

Policy created - **June 2023**

Policy reviewed - **June 2025**

Policy to be reviewed - **June 2026**



The Three Schools PSHE Long-Term Overview (2024/2025)

Relationships

Health and Wellbeing

Living in the Wider World

Specific Sex Education Elements

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	<p><b>What is the same and different about us?</b> Ourselves and others: similarities and differences; individuality; our bodies (correct names for main body parts, including external genitalia)</p>	<p><b>Who is special to us?</b> Ourselves and others: people who care for us; groups we belong to; families (similarities and differences)</p>	<p><b>What helps us stay healthy?</b> What being healthy means; hygiene; medicines that help us stay healthy; people who help us with health</p>	<p><b>What can we do with money?</b> What money is (different forms of money); making choices about money; difference between needs and wants</p>	<p><b>Who helps to keep us safe?</b> Keeping safe (who can help them and how to get help); People who help us (different roles in the community)</p>	<p><b>How can we look after each other and the world?</b> Ourselves and others: the world round us; caring for others and our responsibilities; growing and changing (how needs change as they grow from young to old)</p>
<b>Year 2</b>	<p><b>What makes a good friend?</b> Friendship and how to make friends; feeling lonely; managing arguments</p>	<p><b>What is bullying?</b> How behaviour affects other; bullying; words and actions; respect for others</p>	<p><b>What jobs do people do?</b> People and a range of jobs; earning money; role of the internet</p>	<p><b>What helps us to stay safe?</b> How rules and restrictions help keep them safe; recognising risks; what to do when they feel unsafe or worried</p>	<p><b>What helps us grow and stay healthy?</b> Different things that help us to be healthy: eating and drinking, exercising, playing and resting (sleep)</p>	<p><b>How do we recognise our feelings?</b> Recognising and describing feelings; mood; times of change; loss and bereavement; growing up</p>
<b>Year 3</b>	<p><b>How can we be a good friend?</b> Friendships: making positive friendships; managing loneliness; dealing with arguments.</p>	<p><b>What keeps us safe?</b> Keeping safe (at home and school); how to keep their body safe; hygiene; medicines and household products</p>	<p><b>What are families like?</b> How family structures differ from each other; features of family life; caring for each other</p>	<p><b>What makes a community?</b> Community: belonging to groups; similarities and differences; respect for others</p>	<p><b>Why should we eat well and look after our teeth?</b> Being healthy: eating, dental care</p>	<p><b>Why should we keep active and sleep well?</b> Being Healthy: keeping active; resting</p>

<b>Year 4</b>	<b>What strengths, skills and interests do we have?</b> <i>Self-esteem; self-worth; personal qualities; goal setting; managing set backs</i>	<b>How do we treat each other with respect?</b> <i>Respect for self and others; courteous behaviour; how to respond to inappropriate behaviour; human rights; rights of children and importance of protecting it</i>	<b>How can we manage our feelings?</b> <i>What affects feelings and emotions; expression of feelings; behaviour and managing feelings</i>	<b>How can we help in an accident or emergency?</b> <i>Basic First Aid; accidents; dealing with emergencies</i>	<b>How can our choices make a difference to others and the environment?</b> <i>Caring for others and the environment and animals; shared responsibilities; making choices and decisions</i>	<b>How can we manage risk in different places?</b> <i>Keeping safe; out and about; managing others' influence; keeping safe online; recognising and managing risk; reporting concerns; awareness of laws and restrictions</i>
<b>Year 5</b>	<b>What makes up a person's identity?</b> <i>Identity: personal attributes and qualities; similarities and differences; individuality; stereotypes</i>	<b>What decisions can people make with money?</b> <i>Money: making decisions, keeping track of spending and saving</i>	<b>How can drugs common to everyday life affect health?</b> <i>How drugs like alcohol and tobacco can affect health; laws to protect us; healthy habits</i>	<b>How can friends communicate safely?</b> <i>Different types of relationships; how internet and social media can be used to communicate with friends and family; online safety</i>	<b>How will we grow and change?</b> <i>How bodies change during puberty; how puberty affects emotions and feelings; personal hygiene; advice and support during puberty</i>	<b>What jobs would we like?</b> <i>Careers; aspirations; role models; the future (what might influence their decisions)</i>
<b>Year 6</b>	<b>How can we keep healthy as we grow?</b> <i>Link between mental and physical health; how positive friendships support wellbeing; making choices to support a balanced lifestyle; becoming independent; taking more responsibility for physical and mental health; strategies and support</i>		<b>How can the media influence people?</b> <i>Media literacy and digital resilience - evaluating inline content and media; influences and decision making - debate and consider different viewpoints; online safety-reporting concerns and identifying risks</i>	<b>What will change as we become more independent?</b> <i>Different relationships (including romantic or intimate relationships); choices people make about relationships and commitment; changing and growing (puberty, reproductive organs, contraception), becoming more independent (increased opportunities and responsibilities); how to manage change (including moving to secondary school)</i>		

## Appendix 2 - G.R.O.U.N.D Rules (Ground rules) for Sex Education Lessons

Work with pupils to establish a list of Ground rules that will increase their feelings of safety and comfort during puberty and Sex Education classes.

It is essential that the following ground rules be included:

- No personal questions or sharing of private information.
- You have the right to pass on a question.
- No question is silly or stupid.
- Use dictionary words whenever possible.
- Post the list in the classroom and refer to it as needed.

There is a balance between encouraging pupils to talk about real life and over disclosure of private information. Encourage pupils to use the phrase "Someone I know..." instead of the person's name if sharing information of a personal nature.

The Three Schools **G.R.O.U.N.D** rules for Sex Education lessons;

**G...Gigging** is okay but laughing at others is not

**R...Respect** for myself and others is important

**O...Option** to pass on answering questions is available to all

**U...Use** dictionary words when describing the body

**N...No** question is a silly question!

**D...Do** use "Someone I know..." instead of the person's name

**Drayton Parslow  
Village School**

**Mursley CE  
(VC) School**



**Kingfisher  
Preschool**

**Swanbourne CE  
(VA) School**

**Executive Headteacher - Mr D May**

**Year 5 and Year 6 - Sex Education July XXXX**

**Date - XXXXX**

Dear Parents,

As part of the school's Personal, Social and Health Education programme (PSHE), your child will soon receive Sex Education lessons, the purpose of Sex Education is to provide knowledge and understanding of how the human body changes during puberty and the processes of human reproduction, within the context of relationships based on love and respect. It should develop understanding and attitudes which will help pupils to form relationships in a responsible and healthy manner and to appreciate the value of stable family life, including the responsibilities of parenthood and marriage.

If young people can start their transition into adulthood with good 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 may reinforce what you are already doing at home.

In the Summer Term in Year 5 and 6 the children will be completing the following topics;

**Year 5 - What will grow and change?** During this unit of work, the children will learn how their bodies change during puberty, how puberty affects emotions and feelings; find out more about personal hygiene and receive advice and support of how to manage themselves during puberty.

**Year 6 - What will change as we become more independent?** During this unit of work, the children will learn about different relationships (including romantic or intimate relationships); the choices people make about relationships and commitment, changing and growing (puberty, reproductive organs, contraception) and becoming more independent (increased opportunities and responsibilities).

The key aims of SRE are to:

- 1 Provide accurate and relevant information about the physical and emotional changes that children and young people will experience through their formative years and into adulthood.
- 2 Establish an awareness of the importance of stable family life and relationships, including the responsibilities of parenthood and marriage.
- 3 Foster self-awareness and self-esteem.
- 4 Develop a sense of responsibility and respect for themselves and others.

The RSE programme we will be delivering includes videos and other learning materials that have been quality assured by the PSHE Association and input from Teacher XXX and Staff Member XXX. All teaching materials are appropriate to the age and emotional maturity of the pupils concerned and we will aim to present the programme in an objective, balanced and sensitive manner.

You are welcome to come into school or contact your child's teacher to discuss the programme of work we will be covering, any concerns you may have or to view any of the teaching materials used, prior to the children commencing this topic on XXXXXXXXXX.

If you would like to see any of the resources we will be using, we will be in the Year 5 and 6 classrooms on XXXXXXXXXXXXXXXXXXXXXXXXXXXX between XXXpm and XXXpm.

We would be grateful if you would sign the reply slip below to acknowledge receipt of this letter and return the slip to your child's teacher by XXXXXXX.

Yours sincerely

David May  
(Executive Headteacher)

Charlene Smuts  
(PSHE Lead)

.....

**Year 5 and 6 - Sex Education - XXXXXXXXX**

Name of child .....

Class .....

(Please tick as appropriate)

I would like my child to participate in the Year 5/6 Relationships and Sex Education Programme.

I would not like my child to participate in the Year 5/6 Relationships and Sex Education Programme.

Signed: \_\_\_\_\_ Parent/Guardian.

## Appendix 4 - DfE guide and information for parents

### DfE information for parents

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

### Statutory Guidance

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/relationships-education-primary>

## PSHE Association Quality Assured Resources for RSE

Resource	Details	Topics Covered <i>(links to overviews)</i>
<b>MEDWAY COUNCIL</b> Primary PSHE education - relationships and sex education	13 lesson plans <ul style="list-style-type: none"> <li>• KS1: 3 Lessons</li> <li>• KS2: 10 Lessons</li> </ul>	<ul style="list-style-type: none"> <li>• Special people, friendship (Y1 Aut 2; Y3 Aut 1)</li> <li>• Growing and changing, body parts (Y1 Aut 1, Sum 2)</li> <li>• Puberty (Y5 Sum 1; Y6 Sum 1 &amp; 2)</li> <li>• Understanding relationships (Y3 Aut 1)</li> <li>• Conception and Pregnancy (Y6 Sum 1 &amp; 2)</li> </ul>
<b>NSPCC</b> Making sense of relationships	<ul style="list-style-type: none"> <li>• 3 Lesson plans KS2</li> </ul>	<ul style="list-style-type: none"> <li>• Managing transition</li> <li>• Healthy Friendships</li> <li>• Online relationships (Y6 Sum 1&amp;2)</li> </ul>
<b>HOME OFFICE</b> Disrespect Nobody	<ul style="list-style-type: none"> <li>• Discussion Guides to support campaign adverts - KS 2</li> </ul>	<ul style="list-style-type: none"> <li>• Relationship Abuse (Y4 Aut 2)</li> </ul>
<b>BETTY</b> It's perfectly Natural	<ul style="list-style-type: none"> <li>• 2 Lesson plans and accompanying videos - KS 2</li> </ul>	<ul style="list-style-type: none"> <li>• Growth and change (Y5 Sum 1; Y6 Sum 1&amp;2)</li> <li>• Menstruation and puberty (Y5 Sum 1; Y6 Sum 1&amp;2)</li> </ul>
<b>CORAM LIFE EDUCATION</b> Adoptables School Toolkit	<ul style="list-style-type: none"> <li>• 1 Lesson plan and accompanying video materials - KS 2</li> </ul>	<ul style="list-style-type: none"> <li>• Different types of families (Y3 Spr 1)</li> </ul>
<b>WOMEN'S AID</b> Expect Respect	<ul style="list-style-type: none"> <li>• Scheme of Work</li> <li>• KS 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Managing conflict (Y2 Aut 2; Y3 Aut 1)</li> <li>• Healthy and unhealthy relationships (Y1 Aut 2; Y5 Spr 2)</li> <li>• Bullying and harassment (Y2 Aut 2; Y4 Aut 2)</li> </ul>
<b>NSPCC</b> Underwear Rule	<ul style="list-style-type: none"> <li>• Lesson Plan and activity Resources - KS 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Body Parts and privacy (Y1 Aut 1; Y3 Aut 2)</li> <li>• Inappropriate touch (Y3 Aut 2)</li> </ul>
<b>NSPCC</b> Share Aware	<ul style="list-style-type: none"> <li>• 2 Lesson Plans - KS 1 &amp; 2</li> </ul>	<ul style="list-style-type: none"> <li>• Online safety and privacy awareness (Y4 Sum 2; Y5 Spr 2)</li> </ul>

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/812593/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf)

## 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.



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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.