



# Chesham Preparatory School

## Parent links

[Understanding Relationships and Health Education in your child's primary school: a guide for parents – GOV.UK](#)

[Relationships Education, Relationships and Sex Education \(RSE\) and Health Education - GOV.UK](#)

## RELATIONSHIPS AND SEX EDUCATION POLICY

### Introduction

This policy covers Chesham Preparatory School's whole school approach to Relationships and Sex Education (RSE). We believe that RSE is vital for the personal, social and emotional development of our pupils. It equips children and young people with the information, skills and values they need to have safe, respectful and enjoyable relationships and empowers them to take responsibility for their sexual health and wellbeing.

Chesham Preparatory School believes that all children and young people have a right to holistic, inclusive and needs-led RSE. We believe that through providing high quality RSE, we are upholding the ethos and values of our school and its commitment to equality and celebration of difference. The school is an independent co-educational day school for children from Nursery up to Year 6. The school currently has approximately 400 children on roll from a mixture of backgrounds and cultures, although we are a predominantly Christian school.

We will ensure that this policy is effectively communicated to staff and parents. The information below complies with our statutory obligations to deliver RSE under sections 34 and 35 of the Children and Social Work Act 2017. It will have due regard for the DfE's statutory Relationships Education, Relationships and Sex Education and Health Education Guidance and other relevant guidance. We will review the policy on an annual basis to ensure that it is in line with current Government guidance and legislation and to ensure that our RSE programme continues to meet the needs of our pupils.

The policy should be read in conjunction with other relevant policies: Anti-Bullying policy, Behaviour policy, Child Protection and Safeguarding Policy, PSHE Policy.

### Our RSE Policy is informed by existing DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years
- Alternative Provision
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

- SMSC requirements for independent schools

The purpose of this RSE policy is to set out the ways in which the school's provision for Relationship and Sex Education supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

### **Definition of Relationship and Sex Education**

We define **Relationships education** as learning about the physical, social, legal and emotional aspects of human relationships including friendships, intimate, sexual and committed relationships and family life.

We define **Sex and Relationship education** as lifelong learning about the physical, social, legal and emotional aspects of human sexuality and behaviour, including human reproduction. This includes puberty and conception. We take the approach that Relationships and Sex Education are best approached in an integrated way and using a gender equity and human rights framework.

We define **Sex Education** as teaching about human reproduction and teach this in Years 5 and 6.

We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. Simultaneously, we will seek to nurture children's curiosity about the world around them, supporting their development and their respect for themselves and each other.

### **Equality, inclusion and social justice**

We believe that RSE is a key vehicle for promoting equality, inclusion and social justice. Our RSE is designed to promote gender equality through challenging gender stereotypes, sexism and sexual harassment in schools. We take these issues seriously and ensure that we embed content on gender equality throughout the curriculum.

We are also committed to an RSE that makes every pupil feel valued and included and is relevant to them. This means we are committed to an LGBT+ inclusive and SEND inclusive curriculum and are mindful of the SEND Code of Practice 2014 when planning for this subject.

We will also ensure that we take into account the religious and cultural background of all pupils when teaching RSE. An inclusive RSE will seek to challenge all forms of discrimination and prejudice between pupils and promote understanding and respect as outlined under the Equality Act 2010.

We believe that all our pupils should be kept safe from harm. Female Genital Mutilation affects girls particularly from North African countries, including Egypt, Sudan, Somalia and Sierra Leone. Although our school has no/few children from these backgrounds and consider girls in our school safe from FGM, we will continue to review our policy annually.

### **Curriculum content - see Appendix 1**

To cover the curriculum content outlined in the RSE Guidance, we will equip our pupils to build positive and respectful relationships online and offline. We seek to ensure that it gives pupils the knowledge, skills, attitudes and values that will help them to:

- Realise their health (including sexual health), wellbeing and dignity
- Build self-esteem and self-worth
- Explore and value their personal and sexual identity and the personal/sexual identities of others
- Understand family structures, committed relationships and the legal status of different types of long-term relationships
- Understand and make sense of the real-life issues they are experiencing in the world around them
- Manage and explore difficult feelings and emotions
- Consider how their choices affect their own wellbeing and that of others
- Develop as informed and responsible citizens
- Understand and ensure the protection of their rights throughout their lives

We believe that high quality, comprehensive RSE does not encourage early sexual experimentation but in fact builds young people’s confidence and self-esteem and helps them understand the reasons for delaying sexual activity.

Evidence shows that effective RSE plays a role in behaviour change, including reducing unprotected or unwanted sex and reducing harmful behaviour, including sexual harassment and sexual violence.

**Example of curriculum content:**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	KS1 TEAM (Relationships)  KS1 Digital Wellbeing (Relationships)	KS1 Think Positive (Health and Wellbeing)  KS1 One World (Living in the Wider World))	KS1 Diverse Britain (Living in the Wider World)  KS1 Be Yourself (Relationships)	KS1 Aiming High (Living in the Wider World)  KS1 Safety First (Health and Wellbeing)	KS1 VIPs (Relationships)  KS1 Money Matters (Living in the Wider World)	KS1 It’s My Body (Health and Wellbeing)  KS1 Growing Up (Health and Wellbeing)
Year 2	KS1 TEAM (Relationships)  KS1 Digital Wellbeing (Relationships)	KS1 Think Positive (Health and Wellbeing)  KS1 One World (Living in the Wider World))	KS1 Diverse Britain (Living in the Wider World)  KS1 Be Yourself (Relationships)	KS1 Aiming High (Living in the Wider World)  KS1 Safety First (Health and Wellbeing)	KS1 VIPs (Relationships)  KS1 Money Matters (Living in the Wider World)	KS1 It’s My Body (Health and Wellbeing)  KS1 Growing Up (Health and Wellbeing)
Year 3	LKS2 TEAM (Relationships)	LKS2 Digital Wellbeing (Relationships)	LKS2 Aiming High (Living in the Wider World)	LKS2 Be Yourself (Relationships)	LKS2 Money Matters (Living in the Wider World)	LKS2 Growing Up (Health and Wellbeing)
Year 4	LKS2 VIPs (Relationships)	LKS2 Diverse Britain (Living in the Wider World)	LKS2 Think Positive (Health and Wellbeing)	LKS2 One World (Living in the Wider World)	LKS2 Safety First (Health and Wellbeing)	LKS2 It’s My Body (Health and Wellbeing)
Year 5	UKS2 Digital Wellbeing (Relationships)	UKS2 Aiming High (Living in the Wider World)	UKS2 TEAM (Relationships)	UKS2 Be Yourself (Relationships)	UKS2 Money Matters (Living in the Wider World)	UKS2 Growing Up (Health and Wellbeing)
Year 6	UKS2 Diverse Britain (Living in the Wider World)	UKS2 One World (Living in the Wider World)	UKS2 VIPs (Relationships)	UKS2 Think Positive (Health and Wellbeing)	UKS2 It’s My Body (Health and Wellbeing)	UKS2 Safety First (Health and Wellbeing)

## **Aims and objectives**

From EYFS to Year 6, we want PSHE and RSE to put in place the fundamental building blocks and characteristics of positive, healthy and respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

All children in Key Stage 2 learn about puberty, health and how a baby is born.. We do not use sex education as a means of promoting any form of sexual orientation.

Effective Relationships and Sex Education is essential if children are to make informed, responsible decisions about their lives. A graduated, age-appropriate programme is followed which develops as a spiral where sex and relationships education are addressed progressively.

In PSHE we follow the TWINKL PSHE programme which is in line with Government guidance (for agreed vocabulary see Appendix 3) and we link closely with the Science Department to ensure consistency of information throughout and appropriate and comprehensive Schemes of Work.

## **Subject delivery**

RSE will be delivered as part of our PSHE curriculum, which has planned, timetabled lessons across all key stages, using a spiral curriculum approach.

The head of department will work closely with colleagues in related curriculum areas (Science, Computing, PE and Citizenship) to ensure a holistic and joined-up approach to what is taught in RSE. We also supplement learning through using a whole school approach and utilising time outside of the classroom through topics explored in school assemblies, through art and drama, school celebrations and workshops.

RSE will address aspects of relationships and sex in an integrated way. We will take care to highlight lessons that contain what we define as sex education so that we can respect the wishes of parents who have withdrawn their children from this content. The programme will be delivered in a non-judgemental, factual way, using the correct medical terms where appropriate (for example when teaching about external body parts). School staff will not express or be expected to express their personal views or beliefs when teaching RSE.

All staff who have responsibility for delivering RSE will undergo training to ensure they are up-to-date with the RSE Policy and curriculum requirements regarding RSE. In addition to ongoing training, CPD will also be scheduled in response to updates to our RSE scheme of work and any new development in terms of course content.

We will deliver RSE through a spiral curriculum relevant to age. While sex education in our school means that we give children information about sexual behaviour, we do this with an awareness of the moral code and values which underpin all our work in school. In particular, we teach sex education in the belief that:

- Sex Education should be taught in the context of marriage, family life or a stable, loving relationship.
- It is part of a wider social, personal, spiritual and moral education process.
- It provides information which is easy to understand and relevant and appropriate to the age and maturity of the pupils.
- It encourages the exploration and clarification of values and attitudes.
- Children should be taught to have respect for their own bodies.
- Children should learn about their responsibilities to others, responsibility for their own actions and be aware of the consequences of sexual activity.
- It is important to build positive relationships with others, involving trust and respect.
- Pupils and teachers respect each other's views. We are aware of different approaches to sexual orientation, without promotion of any particular family structure. The important values are love, respect and caring for each other.
- Children should be taught about issues surrounding the negotiation of consent.
- Children should be signposted to sources of additional information and support.

### **Pupil voice**

We use pupil voice to evaluate how relevant and engaging RSE is to children's lives.

Throughout our RSE scheme of work we enable students to express their views on the range of topics and issues that RSE covers and to ensure that they listen to other opinions and evidence, reflect on their own perspectives and take a broader view.

We want to ensure that all pupil voices are heard but that those views that are hurtful, offensive or exclusionary do not dominate and are addressed. We want to ensure a culture where human rights, social justice, inclusion and diversity are promoted.

### **Answering pupil questions**

RSE explores a range of issues that may provoke questions from pupils. We view questions as a positive sign that pupils are engaged with what is being taught and feel able to express natural curiosities about themselves, their bodies and relationships with others.

As much as possible, where a question is relevant to the whole class, we will answer it to the whole group. There may occasionally be the need to deal with a question outside of the classroom if it is not suitable for the entire class.

Questions will always be answered openly and honestly in a pupil, age and developmentally appropriate way.

School staff will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either party vulnerable.

We believe that an open approach to answering questions prevents pupils from learning inaccurate or harmful information online or from peers and older students.

We believe that exploring issues with the whole class helps to reduce the stigma and shame that can surround some of the issues explored in RSE. Importantly, we believe that children are better protected

from harm and abuse when they are able to discuss issues openly with trained professionals and in a safe environment. We also encourage labelling all parts of the body with the correct terminology when answering questions.

### **Links between the Science curriculum and RSE**

We teach RSE through different aspects of the curriculum in PSHE and Science, where we feel that they contribute significantly to a child's knowledge and understanding of his/her own body and how it is changing and developing.

In Years 5 and 6 we teach about the parts of the body and how these work; we explain changes in the body related to puberty such as periods, voice breaking and wet dreams. We discuss how a baby is conceived and born. We encourage the pupils to ask for help if they need it. In Year 6 girls are provided with a pack of sanitary protection. All girls and boys in Year 6 will receive a book on puberty sent home with a covering letter so the parents can choose if and when they show the book to their children.

Significant aspects of Sex Education are part of the **Science National Curriculum**:

In Key Stage 1 we teach children about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Children learn to appreciate the differences between people and how to show respect for each other.

### National Science Curriculum - Primary Appendix 2

#### Key stage 1

Year 1 pupils should be taught to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

- Notice that animals, including humans, have offspring that grow into adults.
- Describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

#### Key Stage 2

In Key Stage 2 we teach about life processes and the main stages of the human life cycle in greater depth. During Year 6, pupils are introduced to a more formal approach to Sex Education. The Sex Education plans have been carefully designed to develop a child's understanding of life processes, including birth, growth and reproduction. Emphasis is placed on the changes that will affect them as they enter puberty.

Year 5 pupils should be taught to:

- Describe the life processes of reproduction in some plants and animals.
- Describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
- To describe the life process of reproduction in some plants and animals.
- The main stages of the human life cycle.
- The physical and emotional changes that take part during adolescence/puberty.

#### Resources in Science:

The school has a range of books, pictures, photographs and teacher resource material that is deemed suitable for the age and maturity of the pupils.

#### **Parental involvement**

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and cooperation. In promoting this objective we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE of their child.
- Take seriously any issues that parents raise with teachers or Governors about this policy or the arrangements for RSE in the school.
- Encourage parents to be involved in reviewing the school policy and making modifications to it as necessary.
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home.
- Send a letter home yearly regarding PSHE and Science links, vocabulary and topics taught.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

#### **Parental right to request their child be excused from Sex Education**

As outlined within the statutory guidance, parents/carers have the right to request their child be withdrawn from all or part of Sex Education lessons that are delivered as part of RSE.

- Parents/carers do not have a right to withdraw their child from Relationships Education.
- Parents/carers do not have the right to withdraw their child from any Sex education delivered as part of the Science curriculum.
- Parents do not have the right to withdraw their child from Health Education.

All children will have the right to opt into Sex Education three terms before they turn 16 and the school will make arrangements for this to happen.

Although parents/carers have the right to request to withdraw their child from any or all of Sex Education as part of Relationships Education, it is our aim to encourage parents to see the value of RSE learning and its contribution to keeping children safe, developing their emotional, social and physical wellbeing and for promoting equality and social justice.

Should a parent decide that they do not wish their child to take part in any of these lessons, we would ask that they first speak to the Headmaster to discuss their concerns. The Headmaster will discuss the request

with the parent/carer to fully understand and address any concerns/objections to the content of the curriculum.

If parents/carers do decide to withdraw their child, they should inform the Headmaster in writing and the school will keep a record of this. Except in exceptional circumstances, we will respect the parents' request to withdraw their child.

We will remind parents annually that the request that their child be excused from Sex Education is still in place.

### **Confidentiality**

Teachers conduct Sex Education lessons in a sensitive manner and in confidence. However, these lessons can lead to disclosures. If a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will follow the school's child protection policy and practice. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will listen, record and report any allegation of sexual abuse or under-age sexual activity to the Lead Safeguarding Officer. (See also Safeguarding Policy.)

### **The role of the Headmaster**

- To be aware of the RSE Policy and support the teaching staff in its delivery.
- To be a listening ear when parents express reservations.
- To ensure the school's safeguarding policy and practice are adhered to by staff.
- To review the policy annually to ensure the aims of the policy are followed.

### **Monitoring and review**

- We regularly monitor our RSE scheme of work to ensure that the quality of teaching is consistent, that the curriculum is meeting the national requirements under the Relationships Education, RSE and Health Education guidance, and that learning outcomes are reflective of pupil need. The Heads of Science and PSHE meet regularly to share views and discuss aspects of Science and PSHE relating to RSE. The School Nurse is kept informed of subject developments and of the timing and teaching of this area of the curriculum.
- The school is a member of the PSHE Association and keeps up-to-date with any changes to the curriculum.
- If changes are needed, members of staff, parents/carers and pupils will be consulted and any subsequent changes made will be clearly communicated.
- The school's Senior Management Team (SMT) monitors the implementation of the programme through:
  - Lesson observations
  - Planning scrutiny
  - Looking at samples of pupils' work
- This policy will be reviewed regularly by the SMT in conjunction with the Head of PSHE and the governors.

**Policy reviewed: September 2024**

**Next review: September 2025**

**Person responsible: Head of PSHE/The Headmaster**



## Appendix 1

### Relationships Education in Primary schools (Appendix) – DfE Guidance 2019

The focus in primary school should be on 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. The references R3/H5 etc. can be cross-referenced on the TWINKL Progression Maps to show which lessons throughout TWINKL contribute to which statutory outcomes. All statutory outcomes are covered in the TWINKL Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How TWINKL provides the solution
Families and people who care for me	<ul style="list-style-type: none"> <li>● R1 that families are important for children growing up because they can give love, security and stability.</li> <li>● R2 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>● R3 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>● R4 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>● R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious).</li> <li>● R6 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>	<p>All of these aspects are covered in lessons</p> <ul style="list-style-type: none"> <li>● TEAM</li> <li>● VIPS</li> <li>● Digital Wellbeing</li> <li>● Be Yourself</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● R7 how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>● R8 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>● R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.</li> </ul>	

	<ul style="list-style-type: none"> <li>● R10 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>● R11 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 and advice from others, if needed.</li> </ul>	
Respectful relationships	<ul style="list-style-type: none"> <li>● R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or have different preferences or beliefs.</li> <li>● R13 practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>● R14 the conventions of courtesy and manners.</li> <li>● R15 the importance of self-respect and how this links to their own happiness.</li> <li>● R16 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>● R17 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>● R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>● R19 the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	
Online relationships	<ul style="list-style-type: none"> <li>● R20 that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>● R21 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>● R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>● R23 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>● R24 how information and data is shared and used online.</li> </ul>	
Being safe	<ul style="list-style-type: none"> <li>● R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>● R26 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> </ul>	

	<ul style="list-style-type: none"> <li>● R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>● R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>● R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>● R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>● R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>● R32 where to get advice, eg family, school and/or other sources.</li> </ul>	
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### Physical health and mental wellbeing education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know...	How TWINKL provides the solution
Mental wellbeing	<ul style="list-style-type: none"> <li>● H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● H2 that there is a normal range of emotions (eg happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● H3 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>● H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● H7 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> </ul>	<p>All of these aspects are covered in lessons</p> <ul style="list-style-type: none"> <li>● It’s My Body</li> <li>● Safety First</li> <li>● Think Positive</li> <li>● Safety First</li> </ul>

	<ul style="list-style-type: none"> <li>● H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● H9 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>● H10 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>	
Internet safety and harms	<ul style="list-style-type: none"> <li>● H11 that for most people the internet is an integral part of life and has many benefits.</li> <li>● H12 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>● H13 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>● H14 why social media, some computer games and online gaming, for example, are age restricted.</li> <li>● H15 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>● H16 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>● H17 where and how to report concerns and get support with issues online.</li> </ul>	
Physical health and fitness	<ul style="list-style-type: none"> <li>● H18 the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● H19 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>● H20 the risks associated with an inactive lifestyle (including obesity).</li> <li>● H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	

Healthy eating	<ul style="list-style-type: none"> <li>● H22 what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● H23 the principles of planning and preparing a range of healthy meals.</li> <li>● H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (eg the impact of alcohol on diet or health).</li> </ul>	
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>● H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>	
Health and prevention	<ul style="list-style-type: none"> <li>● H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● H28 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>● H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>● H31 the facts and science relating to immunisation and vaccination.</li> </ul>	
Basic first aid	<ul style="list-style-type: none"> <li>● H32 how to make a clear and efficient call to emergency services if necessary.</li> <li>● H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	
Changing adolescent body	<ul style="list-style-type: none"> <li>● H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● H35 about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>	

## **Appendix 2**

### **National Curriculum Guidance for Science**

#### **Aspects of the Sex Education Programme included in the National Curriculum for Science**

##### **Key stage 1 (5-7) pupils should be taught:**

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

The content is covered in the topics Ourselves and Health and Growth.

##### **Key stage 2 (7-11) pupils should be taught:**

- That there are life processes common to humans and other animals, including reproduction.
- The main stages of the human life cycle, including physical and emotional changes during puberty.

The Content is covered in the Year 5 Human Body topic and Year 6 Reproduction topic.

## **Appendix 3**

### **Vocabulary for Science and PSHE and PSED 2023-24**

The vocabulary below is what we feel is appropriate to use when teaching RSEE in PSHE and Science.

#### **Agreed language in PSHE and Science**

##### **PSHE**

###### **Year 1**

Male, female, vagina, penis, testicles, breasts, bottom.

###### **Year 2**

Vagina, penis, testicles, anus, breasts, public, private, male, female.

###### **Year 3**

Male, female, vagina, vulva, womb, uterus, baby, nutrients, survive, care, love, affection, penis, testicles, breasts, grow, boyfriend, girlfriend.

###### **Year 4**

Penis, testicles, vagina/vulva, womb/uterus, girlfriend, boyfriend.

###### **Year 5**

Puberty, menstruation, periods, ovary/ovaries, vagina, oestrogen, vulva, womb/uterus, fallopian tube/oviduct, change, grow, mature, private parts, up and down emotions, puberty, body odour,

testicles/testes, larynx, facial hair, growth spurt, hormones, fertilisation, pregnancy, gender identity, asexual, heterosexual, homosexual

### **Year 6**

Puberty, boyfriend, girlfriend, change, grow, mature, private parts, genitals, reproductive organs, menstruation, uterus, vulva, fallopian tubes, oviduct, ovary/ovaries, cervix, vagina, penis, testicles, scrotum, sperm, semen, pubic hair, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, breasts, period, blood, discharge, sanitary towel, tampon, body odour, sweat, wet dream, labia, discharge, sanitary towels, tampons, gender identity, consent

## **Science**

### **Year 1**

Head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, private parts.

### **Year 2**

Baby, toddler, child, teenager, adult.

### **Years 3 and 4**

Male, female pollination, pollen, male, ovule, female, seed.

### **Years 5**

Male, female, reproduction, offspring, live birth, asexual reproduction, sexual reproduction, gestation period, internal and external fertilisation

### **Year 6**

Male, female, gestation period, pregnancy, live birth, asexual and sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, sexual intercourse, egg, pubic hair, breasts, vagina, vulva penis, testicles, scrotum, erection, sperm duct, urethra, uterus/womb, cervix, fallopian tubes/oviducts, ovaries, biological sex, gender identity, menstrual cycle, menstruation, hormones, testosterone, oestrogen, conception consent, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.