



# Relationships, Sex and Education Policy

This policy was approved by the Curriculum and Standards Committee and the FGB in June 2023. It will be reviewed in two years or earlier in line with regional or national changes.

Signed Mrs P Lyall Head Teacher

Signed Miss J Darmanin Chair of Curriculum Committee

Review date: May 2025

## **Introduction**

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. It was produced by the PSHE (Personal, Social, Health and Economic education) coordinator working collaboratively with Senior Leadership Team and all teachers.

We have based our school's relationships and sex education policy on the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019) alongside the DfE's implementation guidance to help plan and develop the curriculum.

Department for Education guidance states that from September 2020, all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science National Curriculum including the main external body parts, the human life cycle (including puberty) and reproduction in some plants and animals. Other related topics that fall within the statutory requirements for Health Education, such as puberty and menstrual wellbeing, will be included within PSHE education lessons.

Within the statutory guidance document for RSE and Health Education, the DfE also encourages schools to deliver age-appropriate sex education if they feel their pupils need this information:

*"It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement...."*

"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 should 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 of the human life cycle set out in the national curriculum for science - how a baby is conceived and born"

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Our definition of Relationships Education includes all of those elements defined within this statutory topic – these are detailed below in the 'RSE Curriculum' section.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

## **Rationale And Ethos**

At Hodnet, RSE is underpinned by the ethos and values of our school and should offer children the opportunity to clarify and develop their attitudes and values as well as their moral code.

Through our PSHE programme we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

RSE is lifelong learning about personal, physical, moral and emotional development. It is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love

and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices as well as take personal responsibility.

### **Roles And Responsibilities**

Relationships and Sex Education (RSE) forms part of the Personal, Social, Health and Economic (PSHE) education curriculum in our school. The RSE programme is led by the PSHE Co-ordinator with the support of the Senior Leadership Team.

PSHE lessons are taught by class teachers, supported by expert visitors as appropriate and necessary. Teaching staff receive training in the delivery of the RSE curriculum through dedicated staff meetings, led by the PSHE Co-ordinator with the support of external experts as required.

As a school we are aware that the primary responsibility for providing children's RSE lies with parents and carers. We recognise the need to work with parents and carers to ensure a shared understanding of RSE and to deliver an effective programme that meets the needs of our pupils.

### **The RSE Curriculum**

Effective Relationships & Sex Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain positive, healthy relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

At Hodnet, we use Shropshire Local Authority's recommended schemes of work for PSHE: Respect Yourself: Eat Better, Move More, Relationship and Sex Education primary programme, which is an award-winning programme accredited by the PSHE Association. It fulfils the needs of our pupils as well as meeting our obligations to provide statutory Relationships and Health Education. This scheme includes a specific Year 6 programme that focusses on the transition to secondary schools. The content of this policy, as well as our PSHE curriculum, has been developed in relation to the needs of our pupils and in consultation with school staff and Governors. As is required by the new statutory guidance, parents have also been consulted on the relevant content within the policy. We believe that this process ensures that the curriculum we provide for our pupils is reflective of the requirements placed upon us and also of the needs of our school community.

### **Statutory Relationships Education**

As part of our PSHE/Relationships Education programme of study, children will be taught what a relationship is; the different types of relationships they might have e.g. with family members, friends, and other adults; the importance of healthy and secure relationships to wellbeing; what constitutes a healthy relationship, in person and online; how to set and observe appropriate boundaries in relationships; how to recognise when a situation is unsafe; strategies for dealing with situations that they find uncomfortable or that are unsafe; and sources of help and advice.

A summary of the key objectives of the statutory Relationships Education curriculum is set out in the table below.

## Statutory National Requirements – By the end of Primary school children should know:

| Families and people who care for me  | Caring friendships   | Respectful relationships  | Online relationships  | Being safe   |
|--|--|---|---|--|
| <ul style="list-style-type: none"> <li>that <b>families are important</b> for children growing up because they can give love, security and stability.</li> <li>the <b>characteristics of healthy family life</b>, 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' <b>families</b>, either in school or in the wider world, <b>sometimes look different</b> from their family, but that they <b>should respect those differences</b> and know that other children's families are also <b>characterised by love and care</b></li> </ul> | <ul style="list-style-type: none"> <li>how <b>important friendships are</b> in making us feel happy and secure, and <b>how people choose and make friends</b>.</li> <li>the <b>characteristics of friendships</b>, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>that <b>healthy friendships are positive</b> and welcoming towards others, and do not make others feel lonely or excluded.</li> <li>that <b>most friendships have ups and downs</b>, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to <b>violence is never right</b>.</li> <li>how <b>to recognise who to trust and who not to trust</b>, how to judge when a friendship is making them feel unhappy or uncomfortable, <b>managing conflict</b>, how to manage these situations and how to seek help or advice from others, if needed</li> </ul> | <ul style="list-style-type: none"> <li>the <b>importance of respecting others, even when they are very different from them</b> (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 <b>improve or support respectful relationships</b>.</li> <li>the conventions of <b>courtesy and manners</b>.</li> <li>the <b>importance of self-respect</b> and how this links to their own happiness.</li> <li>that in school and in wider society they can <b>expect to be treated with respect by others</b>, and that in turn they should show due respect to others, including those in positions of authority</li> <li>about <b>different types of bullying</b> (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a <b>stereotype is</b>, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of <b>permission-seeking</b> and giving in relationships with friends, peers and adults</li> </ul> | <ul style="list-style-type: none"> <li>that people <b>sometimes behave differently online</b>, 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 <b>importance of respect for others online</b> including when we are anonymous.</li> <li>the <b>rules and principles for keeping safe online</b>, how to <b>recognise risks</b>, harmful content and contact, and <b>how to report them</b>.</li> <li>how to critically consider their online friendships and sources of information including <b>awareness of the risks associated with people they have never met</b>.</li> <li>how <b>information and data is shared and used online</b></li> </ul> | <ul style="list-style-type: none"> <li>what sorts of <b>boundaries</b> are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the <b>concept of privacy</b> and the implications of it for both children and adults; including that it is <b>not always right to keep secrets if they relate to being safe</b>.</li> <li>that each <b>person's body belongs to them</b>, and the differences between <b>appropriate and inappropriate</b> or unsafe physical, and other, <b>contact</b>.</li> <li>how to <b>respond safely and appropriately</b> to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to <b>recognise and report feelings of being unsafe</b> or feeling bad about any adult.</li> <li><b>how to ask for advice or help</b> for themselves or others, and to keep trying until they are heard.</li> <li><b>how to report concerns or abuse</b>, and the <b>vocabulary</b> and confidence needed to do so.</li> <li><b>where to get advice</b> e.g. family, school and/or other sources</li> </ul> |

### Physical Health and Mental Well Being

In addition to the Relationships and Sex Education PSHE coverage, there are additional focuses on Mental and Physical Wellbeing, with further opportunities to discuss managing emotions, respectful behaviour and taking care of their body. Lessons will promote a healthy active lifestyle: considering the effect of diet and exercise as well as screen time. It will also encourage children to ask for support from trusted adults if they are worried about their physical or mental health.

## **Non-Statutory Sex Education**

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 3 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals. The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Coping with Change” unit in the summer term.

Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother’s womb (Year 3);
- that for a baby to be made, a sperm from the father and an egg from the mother must meet; that this can happen when a grown-up man and woman share an especially close and loving embrace that is a loving and very private part of a grown-up relationship (no detail on what this involves). (Year 4);
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means. (Year 5);
- how a baby develops in the womb, stages in pregnancy and how babies are born (Year 6).

In each year group, lessons will recap on the content of previous years as a reminder and to allow for children to “catch up” if they were not present for the previous year’s lessons.

We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur, we will respond by telling them that they will learn about that when they are older. Please see the relevant section within this policy for further information on how teachers manage difficult questions in RSE. Suitable and age appropriate answers for common questions are suggested in the supporting resources included with the programme to support teachers.

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non- statutory sex education lessons – please see the relevant section within this policy in regard to this process.

## **EYFS AND KS1**

Early Years Foundation Stage (EYFS) follows the statutory framework for the Early years Foundation Stage.

Teachers “must ensure that cognitive development proceeds hand-in-hand with their social and personal development”.

EYFS teachers will develop lessons that meet this objective as the Respect Yourself scheme doesn’t cover this year group. Within the framework, the Personal, Social and Emotional Development programme encourages children to strongly build relationships with adults (both at home and school) based on trust and reflect on their own and other’s feelings. They will be supported to develop friendships with peers and play cooperatively. Children will know the difference between a good and bad touch and identify safe or risky

situations, knowing to report to an adult if they are worried. Adults will model and guide children towards looking after their bodies through healthy eating, and managing personal needs independently. Resulting in more independence during toileting and changing for PE for example.

There are also science links in the Early Learning Goal: The Natural World. Children will explore the natural world around them by comparing differences in plants and animals. They will enter primary with knowledge of the differences between boys and girls and will have this reinforced with the correct terms for body parts modelled. Play equipment, like dolls, will be anatomically correct and diverse.

The ELG: People, Culture and Communities will encourage children to consider different religious and cultural communities. They will understand families can be different in other people's homes and may include same sex parents.

**Years One and Two (KS1) follow the Respect Yourself scheme** use across both key stages. In year one, changes growing up are link closely to the science unit Animals and Humans. Children will identify different animal groups and their structures. They will label parts of an animal, including a human using scientific language. They will look at changes from a baby and between a boy and a girl. Stereotypes about a gender's abilities talents or abilities will be challenged.

Year Two will look at how animals, including humans, have offspring that grow into adults, with a focus on a healthy diet and exercise supporting this growth. They will continue to expand on using the correct vocabulary to describe body parts. RSE lessons will encourage children to reflect on personal skills and talents, as well as to look at increasing independence and responsibilities.

### **Delivery**

All elements of our Relationships & Sex Education programme will be delivered in an age-appropriate and sensitive manner as part of our regular weekly timetabled PSHE education programme. RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the subject lead.

Occasionally, appropriate and suitably experienced and/or knowledgeable visitors from outside school may be invited to contribute to the delivery of RSE in school, for example the NSPCC. All visitors will be familiar with and understand the school's RSE policy and be expected to work within it.

An overview of our KS2 PSHE programme is included within the appendices of this policy for reference.

### **Teaching And Learning Strategies**

We aim to provide an environment and atmosphere for RSE where pupils feel safe, relaxed, unintimidated, and focused; and where they have confidence and trust in the knowledge, ability and skills of staff in school. This ensures that both pupils and staff feel fully confident in engaging in age-appropriate discussions around potentially sensitive topics and themes.

To provide clarity and create a safe learning environment, at the beginning of each session, a set of ground rules will be agreed by the class based on a school-wide template provided in the programme resources. As a minimum, ground rules from the teacher's guidance include the following basic guidelines:

- Listen politely to each other.
- Everyone gets a turn - if they want one.
- Respect everybody's contribution.
- No personal information - no names.
- No personal questions.
- No making fun.

- An age-appropriate rule around confidentiality and safeguarding

Children and teachers are free to suggest and agree further ground rules as appropriate to the topic of each lesson.

Other teaching and learning strategies utilised in RSE (and across the PSHE curriculum) to establish a safe learning environment include the following techniques:

- Using 'distancing' techniques such as role play, case studies, videos etc. to depersonalise sensitive issues.
- Anonymous question boxes. These can help children to have the confidence to ask sensitive questions, and they provide an opportunity for teachers to pre-empt questions that might not be age appropriate or that might raise safeguarding or child protection concerns.
- It will be emphasised to children that any voluntary sharing of information should be anonymous (for example "someone I know..." rather than "I" or naming names). Should personal questions be asked of either children or staff, children will be reminded that the ground rules for RSE prohibit personal questions. Although staff may draw on their personal experiences to answer certain questions, for example around menstruation, this should always be depersonalised and discussed in third person rather than first person.

All staff teaching RSE will be supported and advised by the PSHE lead and senior leadership team on these matters as required.

### **Managing Difficult Questions**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions. Any questions from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. teacher, teaching assistants.

In some lessons, an anonymous question box may be used to allow children to ask questions about potentially sensitive or embarrassing topics.

Teaching staff will endeavour to answer questions as openly as possible but if faced with a question they do not feel comfortable answering within the classroom, or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements. The school believes that individual teachers must use their professional skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned about any question from a safeguarding perspective.

If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

## **Recording And Assessment**

Pupils will have the opportunity to reflect on their learning within lessons and at the end of each unit. In addition to the pupils' self-assessment, teachers will assess through informal methods, such as observations and class or group discussions. Observations may have a particular focus; e.g. children's listening skills, empathy etc. Quizzes may be used before and after a unit of work to aid assessment.

Elements of RSE that occur in the science curriculum will be assessed through recorded work, or end of unit tests, to establish age related expectations of knowledge and understanding.

## **Resources**

At Hodnet, we use Shropshire's Respect Yourself: Eat Better, Move More Relationship and Sex Education primary programme for PSHE. It is a comprehensive scheme of planning and resources. Class teachers review the planning and resources for each lesson to ensure they are fully relevant and accessible to the needs of children in their classes and tailor them if necessary. Additional resources may be used if considered appropriate. The use of resources outside the scheme of work will be selected to ensure they are consistent with the school's ethos and values, support our aims and objectives, and meet the needs of our pupils.

The resources we use in delivering non-statutory sex education include a series of videos from Sense: Making Sense of Growing Up and Keeping Safe. This series of videos is designed to provide an age-appropriate perspective and contextualises the facts about human conception and reproduction within a committed, loving adult relationship. Individual videos are specifically linked in the programme of study to ensure they are age appropriate and support class discussions. These materials are available for parents/carers to view on request to the PSHE Coordinator or class teacher.

## **Safeguarding**

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding.

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the designated safeguarding leads within the school. The Headteacher will then deal with the matter in consultation with health care professionals. School policy will then be followed. (See also Safeguarding Policy).

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. The PSHE Lead should be informed of such visits and they must have the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

## **INCLUSIVITY**

### **Special Educational Needs and Learning Differences**

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning



differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

### **Equalities And Diversity**

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

In our school, we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

### **The Role of Parents/Parental Right of Withdrawal**

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Provide opportunities to view videos, lesson plans and resources used in the RSE programme;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science.

Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We will inform parents of the right to withdraw by letter (usually in the first part of Summer Term) in advance of non-statutory sex education lessons being taught in KS2. We will ask parents to refer to the policy available on the school website to inform decisions. Parents and carers who wish to exercise their right to withdraw their child from non-statutory sex education should talk with the class teacher, the PSHE coordinator or the head teacher who will explore any concerns and discuss resources being used.

If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to

remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of the Science National Curriculum.

### **Monitoring And Review**

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness and will inform parents of any revisions to the school policy or curriculum as required.

Teachers will continually reflect on the effectiveness of our PSHE provision, and the PSHE Coordinator will gather staff views through regular feedback. A folder containing examples of unnamed children's work will be compiled to show progression across RSE throughout the school.

The Curriculum Committee of the governing body monitors our RSE policy on a regular basis. This committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives consideration to any feedback from parents about the RSE programme and makes a record of all such comments. Governors require the headteacher to keep them informed on the content and delivery of the RSE programme, that we teach in our school.

### **Location And Dissemination**

Copies of this policy are held by the Headteacher and PSHE co-ordinator. Further copies are available in the staff policy folder on the school network; on the school website and from the school office on request from parents.

### **Staff Support and Training**

Hodnet Primary School believes in the importance of appropriate staff training to enable staff to deliver effective RSE. The PSHE co-ordinator will access courses or INSET opportunities to assist staff involved in the delivery of RSE, disseminating any useful information or resources in staff meetings.

Signed by

Mrs Penny Lyall      Headteacher      Date: June 2023

Mr S Freeman      Chair of Governor      Date: June 2023

Miss J Darmanin      Chair of C&S committee      Date: June 2023

Next review date:      June 2025

## Appendix A - Teaching Strategies in RSE

Ground Rules – help to create a safe environment for both teacher and pupil. A basic template for ground rules is provided for staff to use as a starting point. These should be discussed, added to if necessary and agreed with each class before RSE lessons commence.

Distancing techniques – help to avoid embarrassment and protect privacy. Role play, case studies with invented characters, videos etc can help children to discuss issues in a depersonalised, safe environment.

Dealing with questions: Having a set of ground rules provides boundaries over what is appropriate and not appropriate and about how to respond to unexpected, embarrassing questions or comments from pupils in a whole-class situation. Where a topic is sensitive or potentially embarrassing, anonymous question boxes are a useful technique. Children's questions are written anonymously on paper. The following guidelines should be applied when responding to questions.

- The teacher should consider whether a question is appropriate before reading it out.
- If a question is very explicit; seems too old for a pupil; or inappropriate for a whole class session, explain that the question isn't something that needs to be known at this age and move on.
- If a question is of a personal nature, remind the pupil of the ground rule: 'no personal questions'.
- If a teacher or member of staff does not know or is unsure of an answer, they will say so and explain that they will get back to the pupil later (and try to specify when).
- • Colleagues or the PSHE Co-ordinator can always be consulted for support. It may be appropriate to liaise with parents/carers.
- Lengthy or complicated responses are not usually necessary. A simple and concrete piece of information offers clarity and may avoid confusion, for example, "At the moment we are looking at 'X', in secondary school you will look at 'Y' in more detail."
- Place within the context of the school's RSE curriculum. If the subject matter of a question does not fall within the primary RSE curriculum it should not be answered.
- If questions cause safeguarding or child protection concerns, follow the school's child protection procedures.

### Discussions

Discussion and reflection should be a part of the RSE lessons. Active learning ensures opportunities for considering beliefs and attitudes and for developing greater understanding. Watching a video or reading written material is used only to support or to complement wider structured activities.

**Appendix B – Hodnet’s coverage of puberty (Health Ed) and reproduction (Sex Ed) in “Coping with Change” unit of PSHE**

This unit is usually taught in the second half of summer term in all year groups. Please note Sex Ed lessons are kept entirely separate from Puberty lessons if any parents are exercising the right to withdraw their child from non-statutory Sex Ed. Puberty forms part of statutory Health Ed and therefore cannot be opted out of.

| <b>Year Group</b>   | <u>Year 3</u>  | <u>Year 4</u>  | <u>Year 5</u>   | <u>Year 6</u>  |
|---|--|--|---|--|
| <b>Mandatory:<br/>Health/Puberty<br/>coverage</b>           | Naming body parts including private parts and looking at the NSPCC underwear rule. That growing up involves physical and emotional changes; menstruation (mentioning that menstruation is part of your body changing as it gets ready to have babies, if you want to, when you are grown up)                 | Introduction to body changes in puberty for boys and girls. Girls body changes, menstruation. Need for hygiene routines.   | Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams. How puberty can affect emotions and ways to manage this.  | Body changes in puberty for boys and girls, menstruation, erections, ejaculation, wet dreams. Ways to manage the increasing responsibilities and emotional effects of life changes.  |
| <b>Can be<br/>opted<br/>out of:<br/>Sex Ed<br/>coverage</b> | That for a baby to grow, part comes from a woman (the mother) and part from a man (the father). No mention of where these come from or how they get to each other, the term seed is used. That it is usually the female that has the baby and in mammals including humans, the baby grows inside the mother. | For a baby to be made, the "ingredients" needed are a sperm from the father, an egg from the mother, a mother's womb to grow in. That the sperm and egg can meet when a grown-up man and woman share an especially close and loving embrace that is an intimate, loving and very private part of a grown-up relationship. No detail on what this involves. | How conception occurs. The stages in pregnancy and birth. We use the "Sense: Making Sense of Growing Up and Keeping Safe" series to contextualize this within a committed, loving adult relationship. | How conception occurs and how babies are born. Using the correct language for body parts and understanding their function in reproduction. We use the "Sense: Making Sense of Growing Up and Keeping Safe" series to contextualize this within a committed, loving adult relationship. |