



# Longmoor

Community Primary School

*Together we grow, explore, discover.*

## Relationship & Sex Education Policy

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# Contents

Aims	3
Statutory Requirements	3
Policy Development	4
Definitions	4
Curriculum	4
Statutory RSE Curriculum Content	5
Statutory Science Curriculum Content	7
Non-Statutory Sex Education	8
Delivery	9
Dealing with Sensitive Issues & Difficult Questions	10
Roles & Responsibilities	10
The Governing Board	10
The Headteacher	11
Staff	11
Pupils	11
Parents	11
Parents' Right to Withdraw	12
Confidentiality	12
SEND	13
Equalities & Diversity	13
The School Environment	13
Equal Opportunities	13
Training	14
Monitoring & Evaluation	14
Appendix 1: Long Term Curriculum Map	15
Appendix 2: Standardised Parents' Letter	16
Appendix 3: Parent Form: Withdrawal from Sex Education Within RSE	18

## Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Promote responsible behaviour.
- Create a positive culture of communication around issues of relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Give pupils an understanding of reproduction and sexual development.
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

## Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the **Children and Social Work act 2017**.

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, 2019).

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 knowledge of the main external body parts; the changes as humans develop to old age 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.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Longmoor Community Primary School, we teach RSE as set out in this policy.

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."*

## Policy Development

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

- **Review:** The Health, Community and Wellbeing Faculty pulled together all relevant information including relevant national and local guidance;
- **Staff Consultation:** all school staff were given the opportunity to look at the policy and make recommendations;
- **Parent/Stakeholder Consultation:** parents and any interested parties were invited to attend a meeting about the policy;
- **Pupil Consultation:** we investigated what exactly pupils want from their RSE;
- **Ratification:** once amendments were made, the policy was shared with governors and ratified.

## Definitions

- Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.
- Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.
- RSE is about the emotional, social and cultural development of pupils, and involves learning about a variety of different relationships, including what healthy and unhealthy relationships look like.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

## Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

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

Primary sex education is not compulsory in primary schools; however, Longmoor Community Primary School believe that children should understand the facts about human reproduction before they leave primary school through sequenced and progressive age-appropriate content. By doing so, we are providing children with knowledge that will stop those seeking answers online.

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

## **Statutory RSE Curriculum Content**

Our RSE curriculum is embedded within our PSHE curriculum and is set out as per Appendix 1, however, this will be adapted when necessary.

Key objectives of the statutory Relationships Education curriculum are outlined below:

### **Families and people who care for me**

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- 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.
- 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.
- 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.
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

### **Caring friendships**

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

- 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 physically or verbally aggressive behaviour is never right.
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### **Respectful relationships**

Children should know:

- the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- 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.
- 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.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and granting in relationships with friends, peers and adults.

### **Online relationships**

Children should know:

- that people sometimes behave differently online, including by pretending to be someone they are not.
- 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.
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
- how information and data is shared and used online.

### **Being safe**

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- 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.

- that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
- how to recognise and report feelings of being unsafe or feeling bad about any adult and others.
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report concerns or abuse, and the vocabulary and confidence needed to do so.
- where to get advice e.g. family, school and/or other sources.

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

## **Statutory Science Curriculum Content**

### **In EYFS (reception and nursery) children learn:**

- Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

### **In Key Stage 1 (years 1 – 2) children learn:**

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

### **In Key Stage 2 (years 3 – 6) children learn:**

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age

- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

## **Non-Statutory Sex 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 2 that animals, including humans, have offspring which grow into adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 3 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation in Year 4. These lessons form part of the statutory requirements for Health Education.

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 to prepare them for the KS3 curriculum where sex education covers more than the facts around human reproductions. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught progressively in years 4, 5 and 6.

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
- 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
- how a baby develops in the womb and how babies are born

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.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request.



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

## Delivery

Longmoor Community Primary School uses the Jigsaw scheme of work for effective PSHE and RSE delivery. The scheme, written by experts, is fully sequenced and progressive, ensuring that all areas of the statutory guidance are covered (see Appendix 1 for RSE curriculum mapping).

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers – taught to mixed-gender groups.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, online relationships aspects may be taught in computing and other aspects are included in religious education (RE).

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other
- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning continue or extend. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

1. Families and people who care for me;
2. Caring friendships;
3. Respectful relationships;
4. Online relationships;
5. Being safe.

For more information about our RSE curriculum, see Appendices i and ii.

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

include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

## **Dealing with Sensitive Issues & Difficult Questions**

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. A question box will be available for pupils to ask anonymous questions.

If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class.

Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead (Ellie Garside), or a Deputy Designated Safeguarding Lead in her absence (Mark Garside or Angela Haynes).

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

## **Roles & Responsibilities**

### **The Governing Board**

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board has delegated the approval of this policy to the Curriculum and Standards Committee, chaired by Liz Barr Jones.

## The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

## Staff

Staff are responsible for:

1. Delivering RSE in a sensitive way;
2. Modelling positive attitudes to RSE;
3. Monitoring progress;
4. Responding to the needs of individual pupils;
5. Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

## Pupils

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

## Parents

The school must work in partnership 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 co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as,

by working in partnership with parents, they recognise the importance of this aspect of their child's education

- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

## Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education (human reproduction) within RSE.

At Longmoor Community Primary School, human reproduction is covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit) which takes place in Summer 2 each academic year.

Parents have the right to request their child is withdrawn from the PSHE lessons that explicitly teach this within the unit, explicitly:

- Year 4, Lesson 2 (Having a baby)
- Year 5, Lesson 4 (Conception)
- Year 6, Lesson 3 (Conception, birth)

In Summer 1, a letter will be sent out to Years 4, 5 and 6 outlining what is due to be covered and offering parents the right to withdraw.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative work will be given to pupils who are withdrawn from sex education (human reproduction).

## Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or

carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

## SEND

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

## Equalities & 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 School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls (from birth), including free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

## Equal Opportunities

Longmoor Community Primary School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,

- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

## Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

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

## Monitoring & Evaluation

The delivery of RSE is monitored by the school's Assistant Headteacher for Curriculum, Assessment and Infrastructure (Luke Rimmer), in partnership with the Designated Safeguarding Lead (Ellie Garside) through:

- Pupil Voice,
- Pupil Surveys,
- Parent Voice,
- Parent Surveys,
- Behaviour Data,
- Learning Walks,
- Planning Scrutiny,
- Work Scrutiny

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Mark Garside (Headteacher) annually. At every review, the policy will be approved by the Curriculum and Standards Committee of The Governing Body.

# Appendix 1: Long Term Curriculum Map

	Relationships	Changing Me
Foundation Stage	<ul style="list-style-type: none"> <li>Family life</li> <li>Friendships</li> <li>Breaking friendships</li> <li>Falling out</li> <li>Being a good friend</li> </ul>	<ul style="list-style-type: none"> <li>Bodies</li> <li>Respecting my body</li> <li>Growing up</li> <li>Growth and change</li> <li>Fun and fears</li> <li>Celebrations</li> </ul>
Year 1	<ul style="list-style-type: none"> <li>Belonging to a family</li> <li>Making friends/being a good friend</li> <li>Physical contact preferences</li> <li>People who help us</li> <li>Qualities as a friend and person</li> <li>Self-acknowledgement</li> <li>Being a good friend to myself</li> <li>Celebrating special relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles – animal and human</li> <li>Changes in me</li> <li>Changes since being a baby</li> <li>Differences between male &amp; female bodies</li> <li>Linking growing and learning</li> <li>Coping with change</li> <li>Transition</li> </ul>
Year 2	<ul style="list-style-type: none"> <li>Different types of family</li> <li>Physical contact boundaries</li> <li>Friendship and conflict</li> <li>Secrets</li> <li>Trust and appreciation</li> <li>Expressing appreciation for relationships</li> </ul>	<ul style="list-style-type: none"> <li>Life cycles in nature</li> <li>Growing from young to old</li> <li>Increasing independence</li> <li>Differences in female &amp; male bodies</li> <li>Assertiveness</li> <li>Preparing for transition</li> </ul>
Year 3	<ul style="list-style-type: none"> <li>Family roles and responsibilities</li> <li>Friendship and negotiation</li> <li>Keeping safe online &amp; who can help</li> <li>Being a global citizen</li> <li>Being aware of how choices affect others</li> <li>Awareness of different lives in children</li> <li>Expressing appreciation for family &amp; friends</li> </ul>	<ul style="list-style-type: none"> <li>How babies grow</li> <li>Understanding a baby's needs</li> <li>Outside body changes</li> <li>Inside body changes</li> <li>Family stereotypes</li> <li>Challenging my ideas</li> <li>Preparing for transition</li> </ul>
Year 4	<ul style="list-style-type: none"> <li>Jealousy</li> <li>Love and loss</li> <li>Memories of loved ones</li> <li>Getting on and falling out</li> <li>Girlfriends and boyfriends</li> <li>Showing appreciation to people &amp; animals</li> </ul>	<ul style="list-style-type: none"> <li>Being unique</li> <li>Having a baby</li> <li>Girls and puberty*</li> <li>Confidence in change</li> <li>Accepting changes</li> <li>Preparing for transition</li> <li>Environmental change</li> </ul>
Year 5	<ul style="list-style-type: none"> <li>Self-recognition and self-worth</li> <li>Building self-esteem</li> <li>Safer online communities</li> <li>Rights and responsibilities online</li> <li>Online gaming and gambling</li> <li>Reducing screen time</li> <li>Dangers of online grooming</li> <li>SMART internet rules</li> </ul>	<ul style="list-style-type: none"> <li>Self and body image</li> <li>Influence of online and media on body image</li> <li>Puberty in girls</li> <li>Puberty in boys</li> <li>Conception*</li> <li>Growing responsibility</li> <li>Coping with change</li> <li>Preparing for transition</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Mental health</li> <li>Identifying MH worries and sources of support</li> <li>Love and loss</li> <li>Managing feelings</li> <li>Power and control</li> <li>Assertiveness</li> <li>Technology safety</li> <li>Responsibility with technology use</li> </ul>	<ul style="list-style-type: none"> <li>Self-image</li> <li>Body image</li> <li>Puberty and feelings</li> <li>Conception to birth*</li> <li>Reflections about change</li> <li>Physical attraction</li> <li>Respect and consent</li> <li>Boyfriends/girlfriends</li> <li>'Sexting'</li> <li>Transition</li> </ul>

## Appendix 2: Standardised Parents' Letter

Dear Parent/Carer,

As you may already be aware, Relationships Education is statutory in all primary schools and has been since September 2020. At Longmoor, this change did not affect our curriculum as our PSHE scheme of work already covered different relationships, different families, growing up, puberty and their changing bodies.

Parents and carers do not have the right to withdraw their children from Relationships Education objectives which link to the National Curriculum. This includes all the information on puberty and how the human body changes.

### The PSHE Association states:

'Teaching about puberty before children experience it is essential to ensure that pupils' physical, emotional and learning needs are met and that they have the correct information about how to take care of their bodies and keep themselves safe.'

### Ofsted's PSHE lead, Janet Palmer HMI, has said:

'If pupils are kept ignorant of their human, physical and sexual rights... they are not being adequately safeguarded.'

Parents and carers have the right to withdraw their child from **3 lessons** over their course of time with us. These lessons cover the non-statutory aspects of RSE, predominantly the facts around human reproduction.

Year	When is it taught?	Learning outcome
4	Summer Term 2, Lesson 3	I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
5	Summer Term 2, Lesson 4	I understand that sexual intercourse can lead to conception and that is how babies are usually made.
6	Summer Term 2, Lesson 3	I also understand that sometimes people need IVF to help them have a baby.

We fully believe that all children should learn about these important life skills in an open, honest and safe environment. We want our children to grow up happy, healthy, safe and able to manage the challenges and opportunities of modern Britain. We believe that by delivering this content in an age and developmentally appropriate way, this will equip your child with the knowledge to make informed decisions about their well-being, health and relationships, as well as preparing them for a successful transition to secondary school.

Any children who are withdrawn from the Relationships Education lessons will be provided with an alternative lesson.



If there is any part of the curriculum that you have concerns or queries about, please do hesitate to contact Mrs. Garside.

Please organise to speak to myself if you wish to discuss or withdraw your child from these lessons.

Yours faithfully,

Mr. Garside

## Appendix 3: Parent Form: Withdrawal from Sex Education Within RSE

TO BE COMPLETED BY PARENTS		TO BE COMPLETED BY SCHOOL	
Name of Child	<input type="text"/>	Class	<input type="text"/>
Name of Parent	<input type="text"/>	Date	<input type="text"/>
Reason for withdrawing from sex education within relationships and sex education		Meeting Date	
<input type="text"/>		<input type="text"/>	
Any other information you would like the school to consider		Agreed actions from discussion with parents	
<input type="text"/>		<input type="text"/>	
Parent Signature	<input type="text"/>		
Headteacher's Signature	<input type="text"/>		