



Preston & Wingham Primary Schools Federation



Learning together, we grow kind hearts  
and healthy minds.

# Relationships & Sex Education (RSE) Policy

## APPROVAL & ADOPTION

This policy was formally agreed and adopted by the Governing Body on:

20<sup>th</sup> January 2025

**Chair of Governors**

Signed: \_\_\_\_\_



## **What is Relationships and Sex Education (RSE)?**

Relationships & Sex Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## **Statutory Requirements**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. The statutory guidance from the DfE states:

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools, as well as making Health Education compulsory in all state-funded schools.'

The statutory guidance also says:

'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.'

All maintained schools must teach the following as part of the National Curriculum Science Orders:

### **Key Stage 1**

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
- Notice that animals, including humans, have offspring which grow into adults.

### **Key Stage 2**

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

## **Aims and Objectives**

We view the teaching of high level RSE education as a tool to safeguard children. The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of beliefs and lifestyles that may be different to their own, including LGBTQ+

The objectives of RSE are:

- To provide the knowledge and information to which all pupils are entitled.

- To clarify/reinforce existing knowledge.
- To foster positive family relationships.
- To raise pupils' self-esteem and confidence, especially in their relationships with others.
- To help pupils to understand puberty and the physical development of their bodies.
- To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others.
- To value and respect differences between individuals, groups and cultures.
- To help gain access to information and support.
- To develop skills for a healthier, safer lifestyle.
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- To respect and care for their bodies.
- To be prepared for puberty and adulthood.
- To understand, respect and value LGBTQ+

### **Involvement in RSE**

Every child is entitled to receive RSE regardless of ethnicity, gender, religion, age, culture, disability, sexuality, language special needs, disadvantaged and looked after children. It is our intention all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development.

### **Parental consultation**

Parents/carers have the right to withdraw their child/ren from some or all of sex education (but not Relationships or Health Education) delivered as part of statutory RSE. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the head of school. Alternative work will be given to pupils who are withdrawn from sex education. The Heads of School will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than as part of the science curriculum. The school informs parents when aspects of the sex education programme are taught and provides opportunities for parents to view the videos and resources being used.

Parents/carers were invited to read the policy draft and respond with their thoughts. Our consultation was organized in this way due to Covid-19 restrictions. Leaders reviewed the thoughts of parents/carers before ratifying the final policy.

### **Safeguarding**

Teachers need to be aware that effective RSE, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a safeguarding issue. Staff will be mindful of the federation's safeguarding policies and practices at all times and will inform the Designated Safeguarding Lead immediately of any concerns.

### **Controversial and Sensitive Issues**

Staff are aware that views around SRE related issues are varied. However, while personal views are respected, all SRE issues are taught without bias. 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 a different opinion.

### **Dealing with Difficult Questions**

Both formal and informal SRE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The federation believes that individual staff must use their professional skill and discretion in this area but questions will be answered honestly. Staff are advised to refer to the Designated Safeguarding Lead if they are concerned.

### **Curriculum Content & Organisation of RSE**

RSE is an integral element of a broader developmental personal, social, health and economic (PSHE) education programme. In an integrated programme, the PSHE education curriculum also covers emotional health and wellbeing, drugs, healthy eating and physical activity, citizenship and safety. Learning in RSE and PSHE is also linked to the curriculum in relevant subjects, such as the science, computing, religious education and PE curriculum. There is a common set of skills underpinning the topics in RSE and PSHE and it is, therefore, essential and good practice that teaching and learning about relationships and sex is planned and implemented within this broader framework rather than as a stand-alone subject.

RSE is taught by classroom teachers & teaching assistants. A range of teaching methods which involve children's full participation are used to teach RSE. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach RSE education may include fiction, reference books, leaflets and extracts from video clips. RSE education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Our curriculum for PSHE, relationships and health education is based upon the Heartsmart scheme of work. The curriculum for science, computing and PE follows the requirements of the National Curriculum. Our religious education curriculum follows the Kent Agreed Syllabus and we use Discovery RE to deliver this. The detailed framework showing coverage of both PSHE and Relationships & Health Education within Heartsmart is found at the end of this policy. Our termly unit plans for each class can be found on the curriculum page of our school websites.

All of our RSE 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).

If parents would like to know more about our curriculum, they can contact the Head of School.

In addition to the statutory curriculum, as a Federation we have decided to offer sex education in Years 5 and 6 for our pupils. This will focus on:

- Preparing boys and girls for the changes that adolescence brings (Years 5 & 6)
- How babies are made (Year 6)

## **Roles and responsibilities**

### **The governing board**

The governing board will approve the RSE policy, and hold the Executive Headteacher to account for its implementation. For the purposes of this policy the word headteacher is used to represent the Executive Headteacher and the Heads of School.

### **The Executive Headteacher**

The Executive Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE.

### **The subject champion**

- To undertake monitoring of standards in RSE and use this to inform the subject action plan.
- Provide leadership and management of their subject to secure high-quality teaching and learning.
- Play a key role in motivating, supporting and modelling good practice for all staff.
- Take a lead in policy development and review
- To liaise with outside agencies and attend subject specific courses.
- To report to the Executive Headteacher and Governing Body on RSE-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non- statutory/non-science] 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 Executive Headteacher/Head of School. This involves all staff as all teachers will be expected to teach Heartsmart and the Science curriculum that is appropriate for the year group they teach. The Sex education section, which parents can opt out of, will take place as a short block of teaching in Year 5 and 6. Year 5 and 6 teachers are expected to lead this learning.

### **Monitoring arrangements**

The delivery of RSE is monitored by the PSHE subject champion, the Heads of School, the Executive Headteacher and governors. They will do this through:

- Learning walks and visits to lessons
- Book reflections
- Discussions with staff and pupils

This policy will be reviewed every year as is the statutory requirement by middle and senior leaders.

The review and any recommended amendments will be reported to the governing body for approval.  
[Appendix 1 - Detailed Framework showing coverage of PSHE and Relationships & Health Education - cannot opt out](#)

|  |   | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|--|---|------|------|------|------|------|------|
| <b>RELATIONSHIPS EDUCATION</b>   |   |      |      |      |      |      |      |
| <b>Families and people who care for me</b><br><i>Pupils should know...</i> |   |      |      |      |      |      |      |
| F1   | that families are important for children growing up because they can give love, security and stability.   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| F2   | 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. | ✓    |      |      | ✓    | ✓    |      |
| F3   | 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.  |      | ✓    |      | ✓    |      | ✓    |
| F4   | 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.  | ✓    |      |      | ✓    | ✓    |      |
| F5   | that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.   |      |      |      |      |      | ✓    |
| F6   | how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.  |      |      | ✓    |      | ✓    |      |
| <b>Caring Friendships</b><br><i>Pupils should know...</i>                  |   |      |      |      |      |      |      |
| CF1  | how important friendships are in making us feel happy and secure, and how people choose and make friends.   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CF2  | the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.                            | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |

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|   |   | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|---|---|------|------|------|------|------|------|
| CF3   | that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CF4   | 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.  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| CF5   | 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. | ✓    |      | ✓    | ✓    | ✓    | ✓    |
| <b>Respectful Relationships</b><br><i>Pupils should know...</i> |   |      |      |      |      |      |      |
| RR1   | 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.                 | ✓    | ✓    |      | ✓    | ✓    | ✓    |
| RR2   | practical steps they can take in a range of different contexts to improve or support respectful relationships.  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| RR3   | the conventions of courtesy and manners.  |      | ✓    | ✓    | ✓    |      |      |
| RR4   | the importance of self-respect and how this links to their own happiness.   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| RR5   | 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.   |      | ✓    | ✓    | ✓    | ✓    | ✓    |
| RR6   | 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.   | ✓    | ✓    |      | ✓    | ✓    | ✓    |
| RR7   | what a stereotype is, and how stereotypes can be unfair, negative or destructive.   |      |      | ✓    |      |      |      |
| RR8   | the importance of permission-seeking and giving in relationships with friends, peers and adults.  |      |      |      | ✓    |      |      |





|     |   | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|---|------|------|------|------|------|------|
|     | <b>Online Relationships</b><br><i>Pupils should know...</i>   |      |      |      |      |      |      |
| OR1 | that people sometimes behave differently online, including by pretending to be someone they are not.  |      |      | ✓    |      | ✓    | ✓    |
| OR2 | 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. | ✓    | ✓    |      |      |      |      |
| OR3 | the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.  | ✓    | ✓    | ✓    |      |      |      |
| OR4 | how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                     |      |      |      |      | ✓    |      |
| OR5 | how information and data is shared and used online.   |      | ✓    | ✓    |      |      |      |
|     |   |      |      |      |      |      |      |
|     | <b>Being Safe</b><br><i>Pupils should know...</i>   |      |      |      |      |      |      |
| BS1 | what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).   |      |      |      | ✓    | ✓    | ✓    |
| BS2 | 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.       |      |      |      |      |      | ✓    |
| BS3 | that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                                      | ✓    |      | ✓    |      |      |      |
| BS4 | how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.   | ✓    |      |      |      | ✓    |      |
| BS5 | how to recognise and report feelings of being unsafe or feeling bad about any adult.  | ✓    |      | ✓    | ✓    | ✓    | ✓    |



|     |  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|--|------|------|------|------|------|------|
| BS6 | how to ask for advice or help for themselves or others, and to keep trying until they are heard. | ✓    |      |      |      | ✓    |      |
| BS7 | how to report concerns or abuse, and the vocabulary and confidence needed to do so.              | ✓    | ✓    |      |      | ✓    |      |
| BS8 | where to get advice e.g. family, school and/or other sources.                                    | ✓    | ✓    |      | ✓    | ✓    |      |

|     |  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|--|------|------|------|------|------|------|
|     | <b>HEALTH EDUCATION</b>  |      |      |      |      |      |      |
|     | <b>Mental Wellbeing</b><br><i>Pupils should know...</i>  |      |      |      |      |      |      |
| MW1 | that mental wellbeing is a normal part of daily life, in the same way as physical health.  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW2 | that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW3 | 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.  | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW4 | how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.   | ✓    | ✓    | ✓    | ✓    | ✓    | ✓    |
| MW5 | the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.   |      |      |      | ✓    |      |      |
| MW6 | simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.   | ✓    | ✓    |      |      |      | ✓    |
| MW7 | isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.  |      | ✓    | ✓    |      | ✓    |      |



|      |  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--|------|------|------|------|------|------|
| MW8  | that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.   | ✓    | ✓    |      | ✓    | ✓    | ✓    |
| MW9  | 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). | ✓    | ✓    |      | ✓    |      |      |
| MW10 | 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.   |      |      |      | ✓    |      |      |
|      |  |      |      |      |      |      |      |
|      | <b>Internet Safety and Harms</b><br><i>Pupils should know...</i>   |      |      |      |      |      |      |
| ISH1 | that for most people the internet is an integral part of life and has many benefits.   | ✓    |      |      | ✓    |      |      |
| ISH2 | 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.  |      |      |      | ✓    | ✓    | ✓    |
| ISH3 | 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.   |      |      |      |      | ✓    | ✓    |
| ISH4 | why social media, some computer games and online gaming, for example, are age restricted.  |      |      |      |      | ✓    | ✓    |
| ISH5 | 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.  |      |      |      | ✓    |      |      |
| ISH6 | how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.  |      |      | ✓    |      | ✓    | ✓    |
| ISH7 | where and how to report concerns and get support with issues online.   |      | ✓    |      | ✓    |      |      |



|     |   | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|-----|---|------|------|------|------|------|------|
|     |   |      |      |      |      |      |      |
|     | <b>Physical Health and Fitness</b><br><i>Pupils should know...</i>  |      |      |      |      |      |      |
| PH1 | the characteristics and mental and physical benefits of an active lifestyle.  | ✓    | ✓    | ✓    |      |      |      |
| PH2 | 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. |      | ✓    |      |      |      |      |
| PH3 | the risks associated with an inactive lifestyle (including obesity).  |      | ✓    | ✓    |      |      |      |
| PH4 | how and when to seek support including which adults to speak to in school if they are worried about their health.   |      |      | ✓    |      |      |      |
|     |   |      |      |      |      |      |      |
|     | <b>Healthy Eating</b><br><i>Pupils should know...</i>   |      |      |      |      |      |      |
| HE1 | what constitutes a healthy diet (including understanding calories and other nutritional content).   |      |      | ✓    |      |      |      |
| HE2 | the principles of planning and preparing a range of healthy meals.  |      | ✓    | ✓    |      |      | ✓    |
| HE3 | the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).            |      | ✓    |      |      |      |      |
|     |   |      |      |      |      |      |      |
|     | <b>Drugs, alcohol and tobacco</b><br><i>Pupils should know...</i>   |      |      |      |      |      |      |



|      |  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--|------|------|------|------|------|------|
| DAT1 | the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.             |      |      |      | ✓    | ✓    | ✓    |
|      |  |      |      |      |      |      |      |
|      | <b>Health and prevention</b><br>Pupils should know...  |      |      |      |      |      |      |
| HP1  | how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.                             |      |      |      |      |      | ✓    |
| HP2  | about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.                            |      | ✓    |      |      |      |      |
| HP3  | the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. |      |      |      |      | ✓    |      |
| HP4  | about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.             | ✓    |      |      |      |      |      |
| HP5  | about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.      | ✓    |      |      | ✓    |      |      |
| HP6  | the facts and science relating to allergies, immunisation and vaccination.   |      |      | ✓    |      |      | ✓    |
|      |  |      |      |      |      |      |      |
|      | <b>Basic First Aid</b><br>Pupils should know...  |      |      |      |      |      |      |
| BFA1 | how to make a clear and efficient call to emergency services if necessary.   |      |      | ✓    |      |      |      |
| BFA2 | concepts of basic first-aid, for example dealing with common injuries, including head injuries.  |      |      | ✓    |      |      |      |
|      |  |      |      |      |      |      |      |
|      | <b>Changing adolescent body</b><br>Pupils should know...   |      |      |      |      |      |      |



|      |  | Yr 1 | Yr 2 | Yr 3 | Yr 4 | Yr 5 | Yr 6 |
|------|--|------|------|------|------|------|------|
| CAB1 | key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. |      |      |      | ✓    | ✓    | ✓    |
| CAB2 | about menstrual wellbeing including the key facts about the menstrual cycle.   |      |      |      |      | ✓    |      |

Appendix 2 - Table to show coverage of Science and Sex Education

|               | <b>Science</b><br>(cannot opt out)  | <b>Sex Education</b><br>(can opt out) |
|---------------|---|---------------------------------------|
| <b>EYFS</b>   | Pupils should be taught to:<br>♣ know about similarities and differences in relation to places, objects, materials and living things. Make observations of animals and plants and explains why some things occur, and talk about changes. |                                       |
| <b>Year 1</b> | Pupils should be taught to:<br>♣ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.   |                                       |
| <b>Year 2</b> | Pupils should be taught to:   |                                       |

|               |   |  |
|---------------|---|--|
|               | <ul style="list-style-type: none"> <li>♣ notice that animals, including humans, have offspring which grow into adults</li> <li>♣ find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>      |  |
| <b>Year 3</b> |   |  |
| <b>Year 4</b> |   |  |
| <b>Year 5</b> | Pupils should be taught to: <ul style="list-style-type: none"> <li>♣ describe the changes as humans develop to old age including puberty and the menstrual cycle.</li> <li>♣ describe the life process of reproduction in some plants and animals.</li> </ul> | Pupils are: <ul style="list-style-type: none"> <li>♣ introduced to the physical and emotional changes that occur during puberty.</li> <li>♣ given the opportunity to consider some of the changes over which they have no control and the choices they can make concerning those over which they have no control.</li> </ul>   |
| <b>Year 6</b> | Pupils should be taught: <ul style="list-style-type: none"> <li>♣ about where to get more information, help and advice about growing and changing, especially about puberty.</li> </ul>   | Pupils: <ul style="list-style-type: none"> <li>♣ address the emotional and physical changes that boys and girls go through during puberty and address their worries and concerns.</li> <li>♣ explore the different types of relationships (friendships, parent-child and adult) and how adult sexual relationships between a man and woman can create a baby.</li> </ul> |

### Appendix 3 – Form for parents to opt out of Year 6 Sex Education

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |

Relationship and Sex Education (RSE)

Dear parents

As you will be aware all children since September 2020 are taught Relationships and Health Education. These subjects are designed to equip your child with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Statutory guidance from the Department for Education (DFE) states 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 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.

This year we have updated the resources used to support our delivery of sex education. In year 5 the children will be learning about puberty. The link below is the video we will use with the children.

<https://www.bbc.co.uk/iplayer/episode/b0759l4k/operation-ouch-specials-dont-panic-about-puberty>

The boys and girls will be separated for the session to avoid embarrassment as far as possible. After the video there will be a question-and-answer session where the children can write anonymous questions for the adult leading the session to answer. It is all dealt with very sensitively.

This is an important part of your child's learning; however, should you wish for your child to be excused from these sessions for any reason please speak to Mrs Clements or the school office.

Kind regards,

Mrs H Clements





# Preston Primary School

**Respect Inclusive Creative Hardworking**

Mill Lane, Preston, Nr Canterbury, Kent, CT3 1HB

Tel: 01227 722235 Email: [office@preston.kent.sch.uk](mailto:office@preston.kent.sch.uk)  
[www.prestonprimary.org.uk](http://www.prestonprimary.org.uk)

Mrs H Clements BA Ed (Hons) NPQH Head of School & Executive Headteacher

## Year 6

### Relationship and Sex Education (RSE)

Dear parents

As you will be aware all children since September 2020 are taught Relationships and Health Education. These subjects are designed to equip your child with the knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life.

Statutory guidance from the Department for Education (DFE) states 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 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.

This year we have updated the resources used to support our delivery of sex education. In year 6 the children will be learning about how babies are made. There are three short videos that we share with the children. I have included the links below for you to view.

Relationships and families

<https://www.bbc.co.uk/teach/class-clips-video/articles/zyvvbqt>

Sperm, egg and reproductive organs

<https://www.bbc.co.uk/teach/class-clips-video/articles/znv3g7h>

Puberty

<https://www.bbc.co.uk/teach/class-clips-video/articles/zghnf82>

Sex and Sexual intercourse

<https://www.bbc.co.uk/teach/class-clips-video/articles/zsxtpt4j>

The boys and girls will be separated for the session to avoid any embarrassment. After the videos there will be a question-and-answer session where the children can write anonymous questions for the adult leading the session to answer. It is all dealt with very sensitively.

This is an important part of your child's learning; however, should you wish for your child to be excused from these sessions for any reason please speak to Mrs Clements or the school office.

Kind regards,

Mrs H Clements

### Overview of content



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| Video and source   | Summary of video   | Keywords   |
|--|--|--|
| BBC KS2 PSHE: Operation Ouch!<br>How are babies made?<br>Relationships and families  | The short film is about combinations of humans that make up a family: mothers and fathers, sisters, brothers, dogs, two fathers, two mothers, foster families. It introduces the concept of biological parents, adoptive parents, foster parents and divorced parents.               | Family, adoptive parent, foster parent, biological parent  |
| BBC KS2 PSHE: Operation Ouch!<br>How are babies made?<br>Sperm, egg and reproductive organs<br><br><a href="https://www.bbc.co.uk/teach/class-clips-video/articles/znv3g7h">https://www.bbc.co.uk/teach/class-clips-video/articles/znv3g7h</a>             | The short film introduces the topic of reproduction, genitals and reproductive body parts. It explains how babies start from an egg and a sperm. The correct terminology is given for genitals and reproductive body parts in male and female bodies.                                | Egg, sperm, cells, reproductive organs, sex cells, testicles, ovaries, fallopian tubes, uterus, vagina, testicles, testes, sperm duct, genitals, penis, scrotum, vulva, labia, puberty |
| BBC KS2 PSHE: Operation Ouch!<br>How are babies made?<br>Puberty<br><br><a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zghnf82">https://www.bbc.co.uk/teach/class-clips-video/articles/zghnf82</a>  | The short film looks at puberty and why it happens defining it as changing from a child to a reproductive adult. There is a description of the changes that happen in most bodies, what that may mean for female bodies and male bodies, when might it happen and that is it normal. | Puberty, reproductive organs, hormone, breasts, facial hair, pubic hair, sperm, testosterone, testicles, egg cells, ovaries, oestrogen   |
| BBC KS2 PSHE: Operation Ouch!<br>How babies are made?<br>Sexual intercourse<br>(contains some sexual content)<br><a href="https://www.bbc.co.uk/teach/class-clips-video/articles/zsxt4j">https://www.bbc.co.uk/teach/class-clips-video/articles/zsxt4j</a> | The short film talks about genitals, arousal, sexual intercourse and fertilisation. It sets out that this is something that can happen when a man and a woman decide to have sex to make a baby, and that this is the most common method of fertilisation.                           | Sperm, penis, erection, arousal, nerves, vagina, vulva, clitoris, consent, pleasure, orgasm, sperm duct, semen, ejaculation, egg, ovaries, fallopian tubes, fertilisation              |



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|  |   |  |
|--|---|--|
|  | The film refers to being grown up and the role of consent in choosing to start a physical relationship. |  |
|--|---|--|



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