



Heath Mount School

Relationships Education Policy **Including Sex Education Policy**

Heath Mount School, Hertfordshire

**Independent Day and Boarding School for Boys
and Girls**

May 2021

1. Introduction

- 1.1 Heath Mount School ('the School') believes that effective relationships education and relationships and sex education (RSE) is essential for young people to make responsible and well-informed decisions about their lives. The aim of RSE is to help prepare pupils for the opportunities, responsibilities, and experiences of adult life. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health, and relationships and to build self-efficacy. These subjects can support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.
- 1.2 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's RSE programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.
- 1.3 The School recognises an aim of this policy is to help to create a culture of safety, equality, and protection.
- 1.4 The School is required to ensure that every pupil up to and including Year 6 is provided with relationships education and further, that every pupil of secondary school age (Years 7 and 8) is provided with relationships and sex education except in so far as the pupil is excused (see paragraph 18 below). Throughout this policy, we refer to the overarching subject of relationships and relationships and sex education as 'RSE' except where we are specifically referring to our primary curriculum, which is referred to as relationships education. All references to the Years 7 and 8 curriculum are referred to as RSE.

2. Aims

- 2.1. Relationships education for primary education and RSE for secondary education is part of the Personal, Social, Health and Economic Education (PSHEE) curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. The education provided is age appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents, with the aim of providing pupils with the knowledge they need of the law.
- 2.2. What pupils will learn in RSE at School is set out in more detail in the School's leaflet to parents, '*Talking to Children about Relationships and Sex.*' (Appendix 1). Further details of what is covered under the RSE curriculum as pupils progress through the School is contained within Appendix 2 '*Relationships and Sex Education Curriculum Map.*' This is an evolving document which the School may need to adapt as and when necessary. Curriculum maps are updated termly, and these can be found on the School's website. The aims of relationships education and RSE at the School are:
- 2.2.1. To provide a consistent standard of relationships education, sex, and health education across the school;
- 2.2.2. To enable pupils to learn about the nature of marriage and civil partnership and their importance for family life and raising children;

- 2.2.3. To understand safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing.
- 2.2.4. Provide a framework in which sensitive discussions can take place;
- 2.2.5. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- 2.2.6. Help pupils develop feelings of self-respect, confidence, and empathy;
- 2.2.7. Create a positive culture around issues of sexuality and relationships;
- 2.2.8. Teach pupils the correct vocabulary to describe themselves and their bodies;
- 2.2.9. Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene;
- 2.2.10. Give pupils an understanding of reproduction and sexual development;
- 2.2.11. 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 RSHE curriculum.
- 2.2.12. 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.
- 2.2.13. Combat exploitation.

3. Application and Accessibility

- 3.1. This policy is a whole school policy and has been authorised by the governors and applies to all pupils, including those in the EYFS, and all staff.
- 3.2. This policy is published on the School's website. It is available free of charge in hard copy on request from the School Office and can be made available in large print or other accessible format if required.
- 3.3. This policy and all of the policies referred to in it, are available to staff in the policies folder on the staff drive and on the staff room noticeboards in each section of the School.

4. Regulatory Framework

- 4.1. This policy has been prepared to meet the School's statutory and regulatory responsibilities under:
 - 4.1.1. Education (Independent School Standards) Regulations 2014;
 - 4.1.2. Statutory framework for the Early Years Foundation Stage (DfE, March 2017);
 - 4.1.3. Education and Skills Act 2008;

- 4.1.4. Education Act 2002;
 - 4.1.5. Children Act 1989;
 - 4.1.6. Equality Act 2010;
 - 4.1.7. Children and Families Act 2014;
 - 4.1.8. Children and Social Work Act 2017;
 - 4.1.9. Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- 4.2. This policy has regard to the following guidance and advice:
- 4.2.1. *Keeping children safe in education* (DfE, September 2021) (**KCSIE**);
 - 4.2.2. *Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children* (DfE, July 2018);
 - 4.2.3. *Sexting in schools and colleges: responding to incidents and safeguarding young people* (UK Council for Child Internet Safety, August 2016);
 - 4.2.4. *Sexual violence and sexual harassment between children in schools and colleges* (DfE, May 2018);
 - 4.2.5. *Searching, screening and confiscation: advice for schools* (DfE, January 2018);
 - 4.2.6. *Relationships education, relationships and sex education and health education FAQs* (DfE, May 2018), the Government response to draft Relationships education and relationships and sex education (RSE) and health education guidance; and
 - 4.2.7. *Relationships, sex and health education: guide for schools* (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education.
 - 4.2.8. *Creating an LGBT-inclusive primary curriculum* (Stonewall, 2019)

5. Definitions

5.1. Where the following words or phrases are used in this policy:

- 5.1.1. *PSHEE* refers to *Personal, Social, Health and Economic Education*. Schools are expected to use their PSHEE programme to deliver statutory content in the delivery of their curriculum.
- 5.1.2. *'Relationships education'* refers to teaching children, in partnership with parents, how to respect themselves and others and to, look after themselves. The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The School delivers much of this through Relationships and Health Education, which are statutory parts of the broader subject, PSHEE.

- 5.1.3. *RSE 'Relationships and Sex Education'* is about the emotional, social, and cultural development of pupils, and involves learning, in partnership with parents, about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It involves a combination of sharing information and exploring issues and values. It is not about the promotion of sexual activity.
- 5.1.4. '*Sex Education*' is defined by the School (following guidance from the DfE) as learning about '*how a (human) baby is conceived and born.*'
- 5.1.5. *SMSC* refers to *Spiritual, Moral, Social and Cultural Development*.
- 5.1.6. references to '*the School*' mean Heath Mount School;
- 5.1.7. references to '*the Head*' mean Head of the School;
- 5.1.8. references to '*Parent or Parents*' means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);
- 5.1.9. references to '*staff*' mean all those who work on behalf of the School, regardless of their employment status, including contractors, supply and agency staff, volunteers, and Governors.

6. Policy Development and consultation

- 6.1. The School has taken into account the DfE's recommendation that all primary schools have a Sex Education programme and understands that this is not a statutory requirement. The School understands that teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils. Parents/carers, governors and pupils have been consulted about this and the School has decided that it will offer content in Sex Education in the context of Relationships Education and RSE, alongside the science curriculum. This may be subject to change, following consultation with parents and pupils.
- 6.2. This policy has been developed in consultation with staff, pupils, and parents. The consultation and policy development process involved the following steps:
 - 6.2.1. Review: The Director of Curriculum working with the Deputy Head (Pastoral) and Head of PSHEE pulled together all of the relevant national and local guidance. Recommendations were made to the Senior Management Team.
 - 6.2.2. Staff consultation: staff were given the opportunity via Inset sessions to comment on the School's approach to the delivery of relationships education and Relationships and Sex Education.
 - 6.2.3. Parents' consultation: parents have been appraised of the School's proposed approach via email updates. All parents were invited to attend a webinar about the curriculum and policy, with a recording of this webinar then being made available to all parents. Parents will be informed before each RSE unit is taught of the specific content to be covered.

- 6.2.4. Governors consultation and approval: governors have been involved in the development of the School's approach and the policy and consultation process. Once amendments were made, the policy was shared with governors and approved.
- 6.2.5. Pupil consultation: The School has and will continue to investigate what exactly pupils want from their RSE.
- 6.3. As a result of this process, the School decided to offer content in Sex Education in the context of Relationships Education and RSE.

7. Curriculum Content

- 7.1. The School's Curriculum is set out at Appendix 2, but this may need to be adapted as and when necessary.
- 7.2. The School have developed the Curriculum in consultation with parents, pupils, and staff, considering 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 do not need to seek answers online.
- 7.3. Relationships education throughout the School focuses on teaching the fundamental building blocks and characteristic of positive relationships including:
 - 7.3.1. Families and people who care for me;
 - 7.3.2. Caring friendships;
 - 7.3.3. Respectful relationships;
 - 7.3.4. Online relationships and
 - 7.3.5. Being safe.
- 7.4. The PSHEE and SMSC policies detail what each topic covers and when each topic is taught. See Appendix 2 for a broad overview of the curriculum map.
- 7.5. In Years 7 and 8, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision is outlined in Appendix 1.
- 7.6. RSE is taught within the PSHEE curriculum. The biological aspects of RSE (how a (human) baby is conceived and born) are taught within the science curriculum. This extends the learning about sexual reproduction in '*some plants and animals*' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty. This is taught in Years 7 and 8 at the School (see Appendix 2).
- 7.7. RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:
 - 7.7.1. Families;
 - 7.7.2. Respectful relationships, including friendships;
 - 7.7.3. Online and media
 - 7.7.4. Being safe;
 - 7.7.5. Intimate and sexual relationships, including sexual health.
- 7.8. 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, LGBTQ 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).

8. Curriculum delivery

8.1. The content of the RSE curriculum is delivered through the curriculum areas of science, PSHEE and other relevant departments (e.g. Theology, Philosophy and Religion - TPR) and is also delivered in the following ways:

8.2. Pastoral programme:

8.2.1. tutor time delivered by form tutors;

8.2.2. assembly delivered by members of staff and / or external agencies;

8.2.3. collapsed timetable sessions delivered by members of staff and / or external agencies;

8.2.4. The PSHEE, science, TPR curriculum (see curriculum map at Appendix 2).

9. Content of Sex Education

9.1. In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics outlined in Appendix 2.

9.2. The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum. Accordingly, the following summary in this paragraph, alongside Appendix 2 and any communications to parents, the curriculum provides what the School chooses to teach in this area.

9.3. The content of the School's Sex Education programme will be gradually developed in an age appropriate way. Years 1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.) Years 3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join. Years 7/8 will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.

9.4. The School science curriculum map includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 2.

9.5. Sex education in Years 7 and 8, as part of RSE in secondary schools also includes teaching about intimate and sexual relationships, including sexual health. It also includes what the law says about sex, relationships, and young people, as well as broader safeguarding issues and using technology.

10. Teaching Methodologies

- 10.1. In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

11. Delivery of the Sex Education Curriculum

- 11.1. Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.
- 11.2. Parents/carers will be informed by letter about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.
- 11.3. Teachers will be offered support to develop their skills and to learn from others where needed, including team teaching.

12. Pupil questions

- 12.1. The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information. INSET and other training will seek to include information on how teachers can respond.

13. Equality

- 13.1. The School will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics.
- 13.2. The School will be alive to issues such as sexual violence and sexual harassment, sexism, homophobia, and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled.

14. Students with Special Educational Needs and Disabilities (SEND)

- 14.1. Relationships education and RSE will be accessible for all pupils and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

15. Lesbian, Gay, Bisexual and Transgender (LGBT)

- 15.1. The School will ensure that the teaching of relationships education and RSE is sensitive and age appropriate in content and will consider when it is appropriate

to teach pupil about LGBT. This content will be fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson.

- 15.2. The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Board of Governors of the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:
 - 15.2.1. in the way it provides education for pupils;
 - 15.2.2. in the way it provides pupils access to any benefit, facility, or service; or
 - 15.2.3. subjecting them to any other detriment.
- 15.3. The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

16. Safeguarding, reports of abuse and confidentiality

- 16.1. The School will follow *Keeping children safe in education (KCSIE)* and will ensure children are taught about safeguarding, including about how to stay safe online. Open forums to discuss potentially sensitive issues will be made available to pupils. Pupils will also be made aware of how to raise concerns or make a report and how any report will be handled.
- 16.2. Teachers will follow the School's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's Child Protection and Safeguarding Policy and procedures if a child protection issue is raised.
- 16.3. The School will encourage students to talk to their parents or carers and support them to do so. The School will also inform students of sources of confidential help, for example, the school nurse, counsellor, GP, or local young person's advice service.
- 16.4. Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

17. Parents' participation

- 17.1. The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:
 - 17.1.1. teaching their children about relationships and sex;
 - 17.1.2. maintaining the culture and ethos of the family;
 - 17.1.3. helping their children cope with the emotional and physical aspects of growing up;
 - 17.1.4. preparing them for the challenges and responsibilities that sexual maturity brings.
- 17.2. The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and RSE programmes.
- 17.3. The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education.

- 17.4. Parents and carers of pupils in Years 7-8 have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum, which cover the biological aspects of human growth and reproduction. The School will make alternative arrangements for students in each case so that they receive appropriate, purposeful education during the period of withdrawal.
- 17.5. Following a request to withdraw in relation to a pupil in Years 7-8, the Head will request a discussion with the child's parents or carers, and where appropriate, with the child. Following that discussion, except in exceptional circumstances, the School should respect the parents' or carers' request to withdraw the child. Any discussions and decisions will be documented by the School.
- 17.6. Parents and carers of pupils in the Prep School have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE at primary age except for those parts included in the science curriculum. The individual subjects are identified in the overview of the delivery of teaching units coverage across curriculum areas tables included in Appendix 2.

18. Parents' Right to Withdraw

- 18.1. Parents have the right to request that their child be withdrawn from some or all of sex education. This right will be communicated to them by the School.
- 18.2. Parents do not have the right to withdraw their children from relationships education.
- 18.3. Parents do have the right to request that their child be excused from some or all of Sex Education delivered as part of statutory Relationships Education. Before granting any such request the Head will discuss the request with parents (and if appropriate, with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social, and emotional benefits for the child of being part of the lessons will also be discussed. The School will record the discussion and the outcomes.
- 18.4. The School will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).
- 18.5. The School will offer support to parents who wish to deliver Sex Education at home.
- 18.6. If a pupil is excused from Sex Education, the School will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.
- 18.7. The parents will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

19. Training

- 19.1. The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.
- 19.2. The level and frequency of training depends on the role of the individual member of staff and the need for them to complete risk assessments as part of their role.

19.3. The School maintains written records of all staff training.

20. Record Keeping

20.1. All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

20.2. All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's Child Protection and Safeguarding policy.

20.3. The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published a privacy notice on its website which explains how the School will use personal data.

21. Roles and Responsibilities

21.1. The governing board

21.1.1. The governing board has delegated approval of this policy to the Education Committee and will hold the Head to account for the implementation of this policy.

21.2. The Head

21.2.1. The Head is responsible for ensuring RSE is taught consistently across the School, and for managing requests to withdraw pupils from the non-statutory and non-science components of RSE (see paragraph 18).

21.3. The roles with responsibility for RSE, PSHEE, science and other relevant subject leaders are as follows:

21.3.1. Deputy Head (Pastoral) and Director of Curriculum;

21.3.2. Head of PSHEE, Head of Science, Head of TPR and Heads of each school section;

21.4. They will ensure that:

21.4.1. all Schemes of Work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

21.4.2. colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery conforms to the guidelines set down in the policy and its appendices;

21.4.3. staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

21.4.4. any review of the programme includes an opportunity for the views of parents to be considered;

21.4.5. the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy.

21.5. Pupils

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

22. Monitoring, Evaluation and Review

22.1.1. The School will monitor this policy on an ongoing basis, taking into account the recommended guidelines from the relevant authorities and organisations. The School will regularly review the effectiveness of this policy and how it can be improved.

22.2. The Governors will review this policy annually.

Governors' committee reviewing	Education Committee
Date last formally approved and became effective	21 st June 2021
Period of review	Annually
Next review date	June 2022
Person responsible for implementation and monitoring	Director of Curriculum
Related policies	<ul style="list-style-type: none"> • safeguarding and child protection policy and procedures; • behaviour and discipline policy; • risk assessment policy for pupil welfare; • anti-bullying policy; • disability policy; • SEND policy • equal opportunities policy • online safety policy; • acceptable use of ICT policy for pupils; • curriculum policy; • PSHEE policy • Spiritual, Moral, Social and Cultural Education (SMSC) policy;

Appendix 1:

Talking to Children about Relationships and Sex Support and information for families

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information on our programme in this leaflet.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships, sexual behaviour, sexuality, sexual health and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE.

Why should parents/carers talk to their children about relationships, bodies and sex?

- Children tell us they want their parents/carers to be the first ones to talk to them about puberty, sex and relationships.
- If families start talking to their children about bodies, puberty, sex and relationships, they are less likely to get ideas that worry or confuse them and they learn that it's alright to talk about these things at home and to ask for help if they need it.
- Children learn most about values and relationships from family experiences. Close, loving relationships are the best way of showing a young person how your family 'does things' based on your values, culture, faith and beliefs.
- If families talk about relationships, bodies and sex openly and honestly, young people are:

- more likely to be able to keep themselves safe from abuse
- more prepared for puberty and the changes they will experience
- more likely to delay having sex for the first time
- more likely to avoid non-consensual or unwanted sexual activity
- more likely to use contraception if they do have sex
- less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

What do children learn in RSE in school at Heath Mount?

	Questions children will consider	Content Areas
Age 3-5	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? • How can I be a good friend? • Can I recognise and show my emotions? 	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self care skills • Change and responsibilities • Identifying and managing emotions
Age 5-7	<ul style="list-style-type: none"> • What are the names of the main parts of the body? (R) • What can my amazing body do? • When am I in charge of my actions and my body? (R) • How can I keep my body clean? (H) • How can I avoid spreading common illnesses and diseases? (H) • How do babies change and grow? (Science) • How have I changed since I was a baby? (Science) • What's growing in that bump? (Science) • What do babies and children need from their families? (R) • Which stable, caring relationships are at the heart of families I know? (R) • What are my responsibilities now I'm growing up? (H) 	<ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene • Babies to children to adults • Growing up • Changing responsibilities

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Age 7-9</p>	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? (R) • When do we talk about our bodies, how they change, and who do we talk to?(R) • What can my body do and how is it special? • Why is it important to keep myself clean? (H) • What can I do for myself to stay clean and how will this change in the future?(H) • How do different illnesses and diseases spread and what can I do to prevent this? (H) • What are the main stages of the human life cycle? (Science) • How did I begin? (Sex Ed) • What does it mean to be 'grown up'? (H) • What am I responsible for now and how will this change? (H) • How do different caring, stable, adult relationships create a secure environment for children to grow up? (R) 	<ul style="list-style-type: none"> • Difference between males and females • Valuing the body • Responsibilities for hygiene • Stages of human life • Sperm+egg=baby • Being grown up • My responsibilities • Parents/carers' responsibilities
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Age 9-11</p>	<ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? (R) • How can I talk about bodies confidently and appropriately? (R) • What happens to different bodies at puberty? (H) • What might influence my view of my body? • How can I keep my growing and changing body clean? (H) • How can I reduce the spread of viruses and bacteria? (H) • What effect might puberty have on people's feelings and emotions? (H) • How can my words or actions affect how others feel, and what are my responsibilities? (H) • What should adults think about before they have children? (R) • Why might people get married or become civil partners? (R) • What are different families like? (R) • How are babies conceived and born? (SexEd) 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle • Human sexual reproduction • Changing emotions • Responsibility for others • Love, marriage and families

Age 11-13	<p>Human reproduction lessons in science include:</p> <ul style="list-style-type: none"> • How are babies conceived and born? (SexEd) • What are the structures and functions of the male & female reproductive systems? • What changes do male and female bodies go through during puberty? • What is the menstrual cycle? • How does a baby grow? • What are the common factors which affect the growth of a baby? • How can a pregnant mother keep healthy? • What is infertility? 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Changing hygiene routines • Human lifecycle • Human sexual reproduction • Changing emotions • Responsibility for others
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(R) after a question shows that this is part of statutory Relationships Education. (H) shows the question is part of statutory Health Education.

How can I talk to my child about sex and relationships?

- Read a book, leaflet or watch a video with your child.
- Talk while you're doing something else like washing up or driving.
- Enjoy talking. Laugh with each other, not at each other – it can reduce embarrassment and stress.
- Listen rather than judge. Ask them what they think.
- Answer questions and don't be afraid to say you don't know.
- Have a phrase ready for awkward moments – 'That's a good question. Let's talk about it when we get home.'
- Always respond – don't change the subject. Give the message it's important to talk about sex and relationships.
- If it feels too personal, talk about people in books, films or soaps.

What can I say?

Get ideas about what to say from a book like 'Questions Children Ask' by Miriam Stoppard, or 'Let's Talk about Where Babies Come From' by Robie Harris.

What do children and young people think?

Children and young people want to talk to their parents/carers about sex and relationships, but that can be daunting for a parent/carer. One group of 10-16-year-olds came up with these helpful pieces of advice for parents/carers:

- Take responsibility for talking to us. Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say 'I'll tell you when you're older'.
- Don't be angry and try not to be embarrassed.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.
- Wait until we're at home and on our own together to avoid embarrassment.

- Make sure we know what you're talking about and let us ask you questions.
- If we ask what a word means, ask us what we think the word means first.
- Don't laugh at us or spread gossip about what we have been talking about.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets, but talk to us too.
- Don't expect school to tell us everything – we want to hear from our parents/carers as well.

For more information

If you'd like more information about PSHE or RSE or if you would like to withdraw your child from the Sex Education elements of these, please email Mrs Archer archerre@heathmount.org who will be happy to discuss this further with you.

To read the government guidance for Primary parents on RSE follow this link assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

Useful contacts

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

For a short film to introduce importance of privacy and not taking or sharing sensitive images search for 'NSPCC Share Aware'.

Appendix 2:
Relationships and sex education curriculum map

(R) = Relationships Education (H)= Health Education

YEAR GROUP	TERM	TOPIC/THEME DETAILS	CONTENT AREA
EYFS	Ongoing	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? • How can I be a good friend? • Can I recognise and show my emotions? 	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities • Identifying and managing emotions
Year 1	Summer 2	<ul style="list-style-type: none"> • What are the names of the main parts of the body? (R) • What can my amazing body do? • When am I in charge of my actions and my body? (R) • How can I keep my body clean? (H) • How can I avoid spreading common illnesses and diseases? (H) • 	<ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene

YEAR GROUP	TERM	TOPIC/THEME DETAILS	CONTENT AREA
Year 2	Summer 2	<ul style="list-style-type: none"> • How do babies change and grow? (Science) • How have I changed since I was a baby? (Science) • What's growing in that bump? (Science) • What do babies and children need from their families? (R) • Which stable, caring relationships are at the heart of families I know? (R) • What are my responsibilities now I'm growing up? (H) 	<ul style="list-style-type: none"> • Babies to children to adults • Growing up • Changing responsibilities
Year 3	Summer 2	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? (R) • When do we talk about our bodies, how they change, and who do we talk to? (R) • What can my body do and how is it special? • Why is it important to keep myself clean? (H) • What can I do for myself to stay clean and how will this change in the future? (H) • How do different illnesses and diseases spread and what can I do to prevent this? (H) 	<ul style="list-style-type: none"> • Difference between males and females • Valuing the body • Responsibilities for hygiene
Year 4	Summer 2	<ul style="list-style-type: none"> • What are the main stages of the human life cycle? (Science) • How did I begin? (Sex Ed) • What does it mean to be 'grown up'? (H) • What am I responsible for now and how will this change? (H) • How do different caring, stable, adult relationships create a secure environment for children to grow up? (R) 	<ul style="list-style-type: none"> • Stages of human life (science) • Sperm+egg=baby • Being grown up • My responsibilities • Parents/carers' responsibilities

YEAR GROUP	TERM	TOPIC/THEME DETAILS	CONTENT AREA
Year 5	Summer 2	<ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? (R) • How can I talk about bodies confidently and appropriately? (R) • What happens to different bodies at puberty? (H) • What might influence my view of my body? • How can I keep my growing and changing body clean? (H) • How can I reduce the spread of viruses and bacteria? (H) • What effect might puberty have on people's feelings and emotions? (H) • How can my words or actions affect how others feel, and what are my responsibilities? (H) 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria
Year 6	Summer 2	<ul style="list-style-type: none"> • Re-cap on Year 5 Health topics, including key facts about puberty and the changing adolescent body and menstrual wellbeing in addition to: • What should adults think about before they have children? (R) • Why might people get married or become civil partners? (R) • What are different families like? (R) • What effect might puberty have on people's feelings and emotions? (H) • How can my words or actions affect how others feel, and what are my responsibilities? (H) • How are babies conceived and born? (SexEd) <p>[subject to change following consultation period]</p>	<ul style="list-style-type: none"> • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Changing emotions • Responsibility for others • Love, marriage and families

YEAR GROUP	TERM	TOPIC/THEME DETAILS	CONTENT AREA
Year 7 and 8	Michaelmas Term Year 8	<p>Human reproduction lessons in science include:</p> <ul style="list-style-type: none"> • How are babies conceived and born? • What are the structures and functions of the male & female reproductive systems? • What changes do male and female bodies go through during puberty? • What is the menstrual cycle? • How does a baby grow? • What are the common factors which affect the growth of a baby? • How can a pregnant mother keep healthy? • What is infertility? <p>PSHE lessons in Year 7 and 8 to include:</p> <ul style="list-style-type: none"> • How are babies conceived and born? (SexEd) <p>[subject to change following consultation period]</p>	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Changing hygiene routines • Human lifecycle • Human sexual reproduction • Changing emotions • Responsibility for others