

Relationships and Sex Education Policy

Approved by:	Trust Board
Approval period:	Autumn Term 2026 – Autumn Term 2029
Review cycle:	Annual
Policy Source:	The Key Model Policy

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This policy sets out our approach to relationships and sex education (RSE) across the Great Learners Trust.

Introduction

Across the Great Learners Trust, we believe that the Relationships and Sex Education programme is an important way of helping children to make sense of growing up as well as some of the bigger questions in life. We believe that our Relationships and Sex Education programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about relationships, sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood. Relationships and Sex Education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Promote a culture of safeguarding whereby pupils understand what positive relationships look like and which parts of their body are private
- 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
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a trust of primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At the Great Learners Trust we teach RSE as set out in this policy.

3. Policy and curriculum development

This trust-wide policy has been developed in consultation with a range of key local stakeholders

The development process has involved the following steps:

1. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy and curriculum content at their respective schools
3. Pupil consultation – we investigated what exactly pupils want from their RSE
4. Ratification – once amendments were made, the trust-wide policy was shared with the board of trustees for ratification and school-level curriculum content was ratified by local governors

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of improving awareness, sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

5. Curriculum

Our trust-wide RSE curriculum is set out as per Appendix 1 and 2. School-specific content is published on our school websites.

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

Any curriculum resources and materials will be shared with parents and carers upon request.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

6. Delivery of RSE

At the Great Learners Trust, we believe that effective Relationships and Sex Education should be:

- An integral part of the PSHE and Science curriculum and delivered as part of that curriculum
- Provided at an appropriate time and an appropriate level for the children. This should include ensuring materials are appropriate for pupils with Special Educational Needs / Disability.
- Taught together within class groups, although children may be separated as and when appropriate e.g. in Year 5 when discussing puberty or splitting a mixed class into individual year groups
- Covered with great sensitivity and providing opportunities for children to reflect, ask questions and to discuss their views on this vital aspect of life and learning
- Offering a positive and open view of Relationships and Sex Education and supporting sexual self-acceptance. We believe that our Relationships and Sex Education should be empowering for all pupils, regardless of gender, gender identity, sexuality, ethnicity, faith, ability and disability. It must also promote gender as well as LGBT equality; challenge all discrimination as well as ensure that our children understand that there are a variety of relationships and family patterns in the modern world.

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Sex Education focuses on teaching children about their bodies, private body parts and aspects of growing up as well as beginning to teach the process of reproduction in Upper Key Stage 2.

For more information about our RSE curriculum, see Appendices 1 and 2.

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).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

Sensitive Issues:

From time to time, sensitive issues will be raised by pupils. It is important that all individuals concerned with the delivery of RSE in school are in alignment regarding their response to these. Parents and carers should be reassured that the personal beliefs and attitudes of a teacher should not influence the teaching of RSE. The issues concerned may include contraception, abortion, safe sex, HIV and other sexually transmitted diseases, sexual identity or orientation, homophobic bullying and different families. It is important to acknowledge that pupils may hear these terms through different sources such as the media and need to feel able to ask for further information. The response from the member of staff will be appropriate to the child's age, maturity and learning needs, and thought will be given to whether the response is appropriate in a class, small group or individual situation. The detailed lesson planning will clearly state the content that will be covered. Questions will always be treated with respect and with a caring response. Staff and other adults will always be sensitive to underlying problems which may be worrying a child. The main guidelines in this situation are:

- be sensitive;
- is the context appropriate?
- is the question relevant to the content of the lesson?
- is the group ready in terms of maturity?

In such instances, teachers may answer a question with the response "We are not learning about this in Year... You may ask your Mum/Dad /Carer when you get home." "You will learn more about this in Year....." (if known). If staff have a concern, then parents may be contacted.

Confidentiality:

Staff should be clear about the boundaries of their legal and professional roles and responsibilities. They should be familiar with the procedures set out DfE document: 'Keeping Children Safe in Education' as stated in regular Safeguarding Training. Teachers cannot offer or guarantee absolute confidentiality. In certain circumstances a child may wish to confide in a trusted member of staff. They should be made aware before any disclosure that information may have to be passed on to the Designated Safeguarding Lead (DSL – Deputy). If there is a concern about the child's safety, then teachers and the DSL should follow the guidelines in the Safeguarding Policies adopted by the school.

6.1 Inclusivity

Our academies will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

They will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our trust, we will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

We remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)

- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

Our academies **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The board of trustees

The board of trustees will approve the RSE policy and hold the headteacher to account for its implementation through the CEO.

8.2 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

8.3 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.4 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/carers 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. All teachers will have the responsibility for teaching RSE. This will be completed following training from the headteacher, PSHE lead or Curriculum Lead.

8.6 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. The RSE overview for each year group can be found in Appendix 2.

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

Alternative work will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction from the PSHE Lead, headteacher or health professionals as appropriate and it is included in our continuing professional development calendar. Staff may request additional CPD (such as courses, team teaching etc) should they require further support.

Planning of RSE sessions will be mapped out thoroughly by the PSHE lead.

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.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher, PHSE Lead or Curriculum Lead through:

- Collecting pupil views
- Book monitoring
- Learning Walks

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

This policy will be reviewed annually by the trust central team. At every full review, the policy will be approved by the Trust Board.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Along with the Statutory Curriculum for PSHE (which includes Statutory Relationships and Health Education) The children will also take part in a set of 3 lessons (4 in Year 6) focused on the Sex Education part of Relationships. Some of these objectives may be covered in other areas but these lessons must be taught in the correct order. Please see further guidance for breakdown of lessons. Parents may opt out of the non-statutory elements of the curriculum but this must be agreed in advance with the headteacher and confirmed in writing.

Year 1	Year 2	Year 3
To understand some basic hygiene principles. To know how to keep clean and look after oneself. To introduce the concept of growing and changing. To understand that babies become children and then adults. To know the differences between boy and girl babies. To explore different types of families and who to ask for help. To know there are different types of families To know which people we can ask for help.	To introduce the concept of male and female and gender stereotypes. To identify differences between males and females. To understand that some people have fixed ideas about what boys and girls can do. To describe the difference between male and female babies. To explore some of the differences between males and females and to understand how this is part of the lifecycle. To describe some differences between male and female animals. To understand that making a new life needs a male and a female. To focus on sexual difference and name body parts. To describe the physical differences between males and females. To name the male and female body parts.	To explore the differences between males and females and to name the body parts. To know some differences and similarities between males and females. To name male and female body parts using agreed words. To consider touch and to know that a person has the right to say what they like and dislike. To Identify different types of touch that people like and do not like. To understand personal space. To talk about ways of dealing with unwanted touch. To explore different types of families and who to go to for help and support. To understand that all families are different and have different family members Identify who to go to for help and support.

Year 4	Year 5	Year 6
To explore the human lifecycle To describe the main stages of the human lifecycle. To describe the body changes that happen when a child grows up. To identify some basic facts about puberty. To discuss male and female body parts using agreed words To know some of the changes which happen to the body during puberty. To explore how puberty is linked to reproduction To know about the physical and emotional changes that happen in puberty. To understand that children change into adults so that they are able to reproduce.	To explore the emotional and physical changes occurring in puberty. To explain the main physical and emotional changes that happen during puberty. To ask questions about puberty with confidence. To understand male and female puberty changes in more detail. To understand how puberty affects the reproductive organs. To describe how to manage physical and emotional changes. To explore the impact of puberty on the body & the importance of hygiene. To explore ways to get support during puberty. To explain how to keep clean during puberty. To explain how emotions, change during puberty. To know how to get support and help during puberty.	To consider puberty and reproduction. To describe how and why the body changes during puberty in preparation for reproduction. To talk about puberty and reproduction with confidence. To consider physical & emotional behaviour in relationships. To discuss different types of adult relationships with confidence. To know what form of touching is appropriate. To explore the process of conception and pregnancy. To describe the decisions that have to be made before having a baby. To know some basic facts about pregnancy and conception. To explore positive and negative ways of communicating in a relationship. To have considered when it is appropriate to share personal/private information in a relationship. To know how and where to get support if an online relationship goes wrong.

Appendix 2: Curriculum Overview

By the end of primary school pupils should know

Relationship Education (Primary)	
By the end of Primary School Pupils should know...	
Families and people who care for me	• 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 other people's 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 and civil partnerships represent 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.
Caring friendships	• 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. Pupils should learn skills for developing caring, kind friendships. • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence 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	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • How to communicate effectively and manage conflict with kindness and respect. • How to communicate effectively and manage conflict with kindness and respect • How to be assertive and express needs and boundaries • How to manage feelings, including disappointment and frustration • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs

	• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs • Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • The conventions of courtesy and manners. • The importance of self-respect and how this links to their own happiness. • Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
Online relationships	• That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • The concept of privacy and the implications of it for both children and adults (including that it's 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/unsafe physical and other contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and do not know. • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.

	• How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • How to ask for advice or help for themselves or others, and to keep trying until they are heard. • Where to get advice e.g. family, school and/or other sources
Physical Health and Mental Wellbeing Education (Primary) By the end of Primary School Pupils should know...	
General wellbeing	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. • Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who 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). • That it is common to experience mental health problems, and early support can help.
Wellbeing online	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

	• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• What constitutes a healthy diet (including calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal Safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic First Aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing Bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes. While the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 3

Parent/carer form: Withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom