


Capel-le-Ferne Primary School		
Relationships and Sex Education Policy		
Date agreed by Governors	12.07.2023	
Date of next review	July 2024	
Further information about policy	This policy will be reviewed annually or if there is a change to relevant guidance or legislation. The appendix letter templates are provided by KCC.	
"Learning today for life tomorrow"		
Our Values: Independence, Creativity, Confidence, Respect		
Lead Person: Elizabeth Mclatchie		

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## 1. Aims

At Capel-le- Ferne Primary School we aim to provide a Relationships and Sex Education (RSE) programme that, through a holistic approach and strategic vision, enables children to become healthy, independent and responsible members of their community and the wider society.

We aim to provide opportunities for children and young people to reflect on and clarify their own values and attitudes and explore the complex and sometimes conflicting range of values and attitudes they encounter now and in the future.

Our RSE education contributes to personal development by helping pupils to build their confidence, resilience and self-esteem, and to identify and manage risk, make informed choices and understand what influences their decisions. It enables them to recognise, accept and shape their identities, to understand and accommodate difference and change, to manage emotions and to communicate constructively in a variety of settings.

This develops an understanding of themselves, their empathy and the ability to work with others which will help pupils to form and maintain good relationships and better enjoy and manage their lives.

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

- 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

The DFE document states that:

'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.'  
(Secretary of State Foreword, 2019)

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

## 3. Policy development

This policy has been developed in consultation with key stakeholders.

1. Review - The Senior Leadership Team pulled together all relevant and statutory information

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties (including Governors) were invited to read the policy draft and respond with their thoughts.
4. Ongoing review. A working party will be set up in the academic year 2023/24 to review the implementation of the policy in school, and discuss any possible amendments and updates.

#### 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 sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

#### 5. Curriculum Content

By applying a holistic approach and strategic vision to our teaching of RSE, we aim to deliver a well-rounded RSE curriculum for our children. Therefore, we have a curriculum plan that we follow that covers the key aspects of RSE that we are required to cover, as set out in the statutory guidance. It also covers the PSHE education that we feel is important that is over and above the RSE. These elements are taught within PSHE lessons, but also form the basis for our whole school day to day approach, intertwined with our school values and culture.

Our curriculum is formed by following the Jigsaw scheme of work and of course the relevant sections in the National Curriculum for Science. The detailed framework showing coverage of both PSHE and Relationships & Health Education within Jigsaw is found at the end of this policy. We have developed the curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils, including those with Special Educational Needs. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

This is the statutory aspect of Relationship and Science education that as a parent you cannot opt out of.

For more information about our curriculum, please see the Appendices.

#### 6. Delivery of RSE

In our school, RSE is taught within the personal, social, health and economic (PSHE) education curriculum taught within our Jigsaw sessions, delivered weekly. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). The teachers will select the most appropriate way to deliver the sessions based on the age of the children and the nature of each individual lesson.

Jigsaw brings together PSHE Education, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Jigsaw is designed as a whole school approach, with all year groups working on the same theme at the same time.

Each Jigsaw lesson has two Learning Intentions: one is based on specific PSHE learning (covering the non-statutory national framework for PSHE Education and the statutory RSE guidance, but enhanced to address children's needs today); and one is based on emotional literacy and social skills development to enhance children's emotional and mental health. The enhancements mean that Jigsaw, the mindful approach to PSHE, is relevant to children living in

today's world as it helps them understand and be equipped to cope with issues like body image, cyber and homophobic bullying, and internet safety.

For further information about this programme, please visit: <https://www.jigsawpshe.com/>

The Jigsaw curriculum helps to provide the toolkit for developing our children and their Education to ensure they have knowledge, understanding and experience of well-being education and practices and knowledge of how to develop healthy relationships.

The RSE Policy, the PSHE policy and of course our Science Curriculum are inextricably linked because of the way they develop our children as individuals, preparing them for life. For example, the 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

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)

### **What RSE subject content is taught?**

At Capel we are committed to ensuring that the education provided to pupils in RSE is appropriate to the age of pupils. The subject content for RSE is detailed in Appendices 1 and 2 below.

Appendix 1 outlines the Relationships Education taught across the school and identifies the key vocabulary and learning outcomes for children from reception to Year 6. This Relationships Education content is mandatory for pupils to learn.

Appendix 2 outlines the Sex Education taught across the school and identifies the key vocabulary and learning outcomes for children from reception to Year 6. This Sex Education content is non-mandatory for pupils to learn and parents have the right to withdraw their child from these lessons (see below).

It is essential that clear, correct terminology must be used with children. The language used by children and staff should be consistent, appropriate and fulfil the requirements of the National Curriculum. Agreed vocabulary is scientific and is used from the earliest point in children's education; the specific terms to be taught are given in the appendices below.

Whilst there may be some embarrassment about using the correct terminology for body parts, it is important that, for safeguarding reasons, children are taught the accurate and recognised names should they ever need to make a disclosure.

## **The RSE Learning Environment**

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital for teaching RSE effectively. Teachers should work to create a safe environment in which pupils do not feel embarrassed or anxious about questions.

Children are often keen to talk about themselves and their experiences. Teachers cannot make promises of absolute confidentiality (see Safeguarding Policy, Child Protection Policy). Children should be shown how to give anonymous examples, as personal examples are rarely appropriate.

## **Teaching Sensitive and Controversial Issues**

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

## **Answering Difficult Questions and Sensitive Issues**

Staff members are aware that views around RSE-related issues are varied. However, while personal views are respected, all RSE issues are taught without bias using Jigsaw. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead (DSL) in their school if they are concerned.

Our school believes that RSE should meet the needs of all pupils, answer appropriate questions and offer support. In Jigsaw Pieces (lessons) that cover RSE provision, this should be regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation and gender diversity, answer appropriate questions and offer support. LGBT+ bullying is dealt with strongly yet sensitively. The school liaises with parents/carers on this issue to reassure them of the content and context.

Unexpected questions or comments might occur in a whole-class situation. The following guidelines may help staff:

- If the question is too personal, draw attention to the working agreement
- Clarify what the child is really asking by providing a follow-up question mirroring the child's words
- If the pupil needs further support, refer her or him to the appropriate person, such as DSL, a school counsellor or nurse
- If the teacher does not know the answer to a question, there is nothing wrong in saying so
- Pupils and the teacher could research the question together later on, if appropriate
- If a question is too explicit, feels too old for a pupil, is inappropriate for a whole class situation or raises concerns about sexual abuse, the question should be acknowledged and a promise to attend to it on an individual basis at a later time
- It is essential that this is followed up with both the pupil and the DSL later on and the appropriate action is taken to safeguard the child
- Teachers who are concerned in any way that a pupil is at risk of sexual or any other kind of abuse **MUST** follow the school's Safeguarding policies and procedures.

### **Special Educational Needs and Disabilities (SEND)**

The Education Act 1996 ensures that children with SEND have the same entitlement to sex education as their peers. Timing, methods and learning process will differ according to their needs. It is important to differentiate materials accordingly. RSE must be accessible for all pupils and this is particularly important when planning teaching for pupils with SEND.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. Schools should also be mindful of the preparing for adulthood subjects to those with SEND. Schools should be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects.

### **Equality and Diversity**

The Equality Act 2010 covers the way the curriculum is delivered, as schools and other education providers must ensure that issues are taught in a way that does not subject pupils to discrimination. Schools have a duty under the Equality Act to ensure that teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice - including homophobia - and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

Schools have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

*"Schools should be alive to issues such as everyday sexism, misogyny, homophobia and gender stereotypes and take positive action to build a culture where these are not tolerated, and any*

*occurrences are identified and tackled. Staff have an important role to play in modelling positive behaviours. School pastoral and behaviour policies should support all pupils."* (DfE, 2019)

### **Parents Right to Withdraw**

As outlined in the DfE guidance (2019), our school is committed to support parents' right to withdraw their child from Sex Education within RSE (with the exception of the Sex Education included in the Science National Curriculum) but not from Relationships Education at Primary as this is now statutory for all children.

Should a parent wish to withdraw their child from Sex Education, it is encouraged for them to meet with their child's class teacher to discuss their reasons for withdrawal. As a school, we are committed to providing parents with additional information or resources to deepen their knowledge and understanding of our RSE teaching, how this progresses and the benefits to their child. Should parents still choose to withdraw their child from Sex Education in schools, we will respect this decision and understand that parents have the right to teach Sex Education themselves in a way that is consistent with their values. We will also commit to work with these parents to provide suggested learning materials and support to help them provide this learning in a way that they feel comfortable with.

## **7. Roles and responsibilities**

### **7.1 The governing body**

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

### **7.2 The head teacher**

The head teacher 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 (see section 8).

### **7.3 The subject leader**

- 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 Head teacher and Governing Body on RSE-related issues.
- To plan and organise the allocation and purchase of resources in accordance with available budget.

### **7.4 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 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 Head teacher. This involves all staff as all teachers will be expected to teach Jigsaw 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 6. Year 6 teachers are expected to lead this learning. For help and advice they can speak to the PSHE/RSE leaders for the school.

### 7.5 Pupils

All Pupils are expected to engage fully in SRE and, when discussing issues related to SRE, treat others with respect and sensitivity. However, as a school we recognise that some children may need aspects of the curriculum, or how it is delivered to be adjusted in order to meet the needs of individuals. Support for SEN children follows the school's Inclusion Policy. The study of Jigsaw and Science will involve all children within the class in a variety of differentiated ways addressing all learning styles. The class teacher will also ensure that the needs of any exceeding children, who require further challenge, in their class are met through the lesson planning for this subject.

### 8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE. A letter will be sent at the start of the term to introduce questions and areas that will be covered. (See Appendix 3). Parents will be referred to this policy on our school website to access vocabulary and subject content to be taught. Alternative work will be given to pupils who are withdrawn from sex education.

### 9. Training

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

The subject lead 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 as and when it is felt necessary.

### 10. Monitoring arrangements

The delivery of RSE is monitored by the RSE Leader

They will do this through:

- Observation of individual lessons and learning walks
- Monitoring of children's books
- Discussions between teaching staff and with children
- Observation of the learning environment

This policy will be reviewed every year as is the statutory requirement. The SRE lead will consult with other stakeholders and take account of any national changes that need to be addressed. The policy will then go to the relevant Governor team for review and minuted at the following Full Governing Body meeting that it has been reviewed.



## **Appendix 1**

### **Relationships Education Overview - Mandatory**

<b><u>Reception</u></b>	<b>Key Vocabulary:</b> <i>friendship, kindness, conflict, problem-solving</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify some of the jobs I do in my family and how I feel like I belong.
		I know how to make friends to stop myself from feeling lonely
		I can think of ways to solve problems and stay friends.
		I am starting to understand the impact of unkind words.
		I know how to be a good friend.
<b><u>Year 1</u></b>	<b>Key Vocabulary:</b> <i>protection, kindness, life cycles, respect, unique</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify the members of my family and understand that there are lots of different types of families.
		I can identify what being a good friend means to me.
		I know appropriate ways of physical contact to greet my friends and know which ways I prefer.
		I know who can help me in my school community.
		I can recognise my qualities as a person and a friend.
		I can tell you why I appreciate someone who is special to me.
<b><u>Year 2</u></b>	<b>Key Vocabulary:</b> <i>conflict, physical contact, solve, trust, appreciation, respect, boundaries</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate.
		I understand that there are lots of forms of physical contact within a family and that some is acceptable and some is not.
		I can identify some of the things that cause conflict with my friends.
		I understand that sometimes it is good to keep a secret and sometimes it is not.
		I can recognise and appreciate people who can help me in my family, school and community.
		I can express my appreciation for my special people.

**The following information is for Key Stage 2 ONLY:**

<b><u>Year 3</u></b>	<b>Key Vocabulary:</b> <i>expectations, gender, differences, citizen, global, appreciation, concern</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females.
		I can identify and put into practice some of the skills of friendship: e.g. taking turns, being a good listener.
		I know and can use some strategies for keeping myself safe online.
		I can explain how some of the actions and work of people around the world help and influence my life.
		I understand how my needs and rights are shared by children around the world and can identify how our lives may be different.
		I know to express my appreciation to my friends and family.

<b><u>Year 4</u></b>	<b>Key Vocabulary:</b> <i>jealousy, girlfriend, boyfriend, negotiate, compromise, personal, respect, grief, loss, emotions, positive, negative, anger, betrayal</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can recognise situations, which can cause jealousy in relationships.
		I can identify someone I love and can express why they are special to me.
		I can tell you about someone I know that I no longer see.
		I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends.
		I understand what having a boyfriend/girlfriend means and that it is a special relationship for when I am older.
		I know how to show love and appreciation for people and animals that are special to me.

<b><u>Year 5</u></b>	<b>Key Vocabulary:</b> <i>self-esteem, confidence, community, online safety, social media, social network, support, characteristics</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities.
		I understand that belonging to an online community can have positive and negative consequences.
		I understand there are rights and responsibilities in an online community or social network.
		I know there are rights and responsibilities when I play a game online.
		I can recognise when I am spending too much time using devices (screen time).
		I can explain how to stay safe when using technology to communicate with my friends.

<b><u>Year 6</u></b>	<b>Key Vocabulary:</b> <i>loss, grief, ashamed, mental health, strategies, technology, online community, online safety, power, control, fake, control, cyber bullying, abuse, self-control, self-harm, stigma, stress, anxiety.</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I know that it is important to take care of my mental health.
		I know how to take care of my mental health.
		I understand that there are different stages of grief and that there are different types of loss that cause people to grieve.
		I can recognise when people are trying to gain power or control.
		I can judge whether something online is safe and helpful for me.
		I can use technology positively and safely to communicate with my friends and family.

## Appendix 2

### Sex Education Overview – Non-mandatory

<b><u>Reception</u></b>	<b>Key Vocabulary:</b> <i>nose, mouth, ears, head, neck, eyes, legs, arms, baby, mother, grown, developed, changed,</i>	
<b>Relationships</b>	<b>Social and emotional development learning intention</b>	I can name parts of the body.
		I understand that we all grow from babies to adults.

<b><u>Year 1</u></b>	<b>Key Vocabulary:</b> <i>penis, vagina, change, growth, similar, different, male, female, testicles, vulva, anus</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention</b>	I am starting to understand the life cycle of animals and humans.
		I can tell you some things about me that have changed and some things about me that have stayed the same.
		I can tell you how my body has changed since I was a baby.
		I can identify parts of the body that make boys different to girls and can use the correct name for these.
		I understand that every time I learn something new I change a little bit.
		I can tell you about changes that have happened in my life.

<b><u>Year 2</u></b>	<b>Key Vocabulary:</b> <i>penis, testicles, vagina, respect, private, male, female, vulva, anus, public</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention</b>	I can recognise cycles of life in nature.
		I can tell you about the natural process of growing from young to old and understand that this is not in my control.
		I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.
		I can recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private.
		I understand there are different types of touch and can tell you which ones I like and don't like.
		I can identify what I am looking forward to when I move to my next class.

**The following information is for Key Stage 2 ONLY:**

<b><u>Year 3</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, sperm, male, female, baby, birth, puberty, penis, vagina, womb/uterus, breasts, control, testicles, ovaries, ovum/ova</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention</b>	I understand that in animals and humans lots of changes happen from birth to fully grown, and that usually it is the female who has the baby.
		I understand how babies grow and develop in the mother's uterus and what a baby needs to live and grow.
		I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process.
		I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.
		I can start to recognise stereotypical ideas I might have about parenting and family roles.
		I can identify what I am looking forward to when I move to my next class.

<b><u>Year 4</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb/uterus, fertilisation, sperm, male, female, baby, reproduction, birth, puberty, conception, penis, vagina, testicles, fertilise, making love, having sex, sexual intercourse, ovaries</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention</b>	I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and their sperm.
		I can correctly label the internal and external parts of the male and female body that are necessary for making a baby.
		I understand what responsibilities there are in parenthood and the joy it can bring. I can consider what has influenced my life and what might influence the lives of other people.
		I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this.
		I know how the circle of change works and can apply it to changes I want to make in my life.
		I can identify changes that have been and may continue to be outside of my control that I learnt to accept.

		I can identify what I am looking forward to when I move to a new class.
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<b><u>Year 5</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, fertilisation, sperm, male, female, baby, reproduction, birth, puberty, conception, penis, vagina, sexual intercourse, IVF, puberty, menstruation, periods, tampons, ovary/ovaries, oestrogen, vulva, womb/uterus, menstrual pads/towels, semen, testicles/testes, erection, ejaculation, wet dream, larynx, hormones, growth spurt, facial hair, relationships, making love, fallopian tube, embryo, umbilical cord</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention</b>	I am aware of my own self-image and how my body fits into that.
		I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.
		I can describe how boys' and girls' bodies change during puberty.
		I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.
		I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).
		I can identify what I am looking forward to when I move to my next class.

<b><u>Year 6</u></b>	<b>Key Vocabulary:</b> <i>changes, mother, eggs, womb, fertilisation, sperm, male, female, baby, reproduction, birth, puberty, conception, penis, vagina, sexual intercourse, IVF, puberty, menstruation, periods, tampons, ovary/ovaries, oestrogen, vulva, womb/uterus, menstrual pads/towels, semen, testicles/testes, erection, ejaculation, wet dream, larynx, hormones, growth spurt, facial hair, relationships, making love, fallopian tube, embryo, umbilical cord, pressure, sexting, self-esteem, attraction, love, relationships, identity, values, pregnancy, foetus, cervix, labour, contractions,</i>	
<b>Changing Me</b>	<b>Social and emotional development learning intention</b>	I am aware of my own self-image and how my body image fits into that.
		I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.
		I can understand how a baby develops from conception through the nine months of pregnancy, and how it is born.
		I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a boyfriend/girlfriend.

		I know myself well enough to maintain positive relationships with others whilst still keeping my own identity.
		I am aware of the importance of a positive self-esteem and what I can do to develop it.
		I can identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class.

### **Appendix 3**

Dear Parents,

As a Local authority maintained school in England, we are obliged to teach Sex and Relationships Education (SRE) through P.S.H.E and essential elements of National Curriculum Science.

The objectives of Sex and Relationship Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- 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 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

Parents are free to withdraw their children from SRE if they wish to do so. The only exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science. For further information our SRE Policy can be found on our website:

<http://www.capelleferneprimary.co.uk/>

The focus of SRE in \_\_\_\_\_ class this term will be 'Changing Me' (outlined in the non-mandatory Appendix 2 of the school SRE Policy)

For further information on subjects taught during this unit, including key vocabulary, please refer to the SRE Policy on our school website: <http://www.capelleferneprimary.co.uk/>

If you wish to withdraw your child from the SRE curriculum, please sign the slip below and return to the school office before 1st July 2023. However, we strongly recommend that pupils are allowed to attend these lessons, for the reasons outlined above.

Kind Regards

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#### **SRE Withdrawal Slip – To be returned to the School Office**

I would like to withdraw my child: ..... in  
..... Class from the School's SRE curriculum. I understand that the exceptions to this are the biological aspects of human growth and reproduction that are essential elements of National Curriculum Science.

Signed: ..... Print name: .....