



PSHE – RSE Policy

PSHE Lead: Mrs C Saxton
PSHE Governor: Mrs C Muirhead

Our Vision

Our school, together with family, church and community, offers a stable rock for learning, resilience and aspiration as we travel through life.

We commit to create a dynamic environment, with Christian values at the heart, where the unique nature of each individual is respected and nurtured to enable life in all its fullness.

Ratified by Governors:	May 2021	
Review Date:	May 2023	
Link Policies:	Teaching and Learning policy	
	All subject policies	
	All safeguarding policies	
	Financial Management policy	

The following appendices are attached:

1. Links to marriage in the RE schemes of work
2. Human development and reproduction in the Primary Curriculum
3. Relationships Education, Relationships and Sex Education (RSE) and Health Education (Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers)

PSHE (Personal, Social, Health education) and RSE (Relationships and Sex education) policy

Vision

At St Helen's CE Primary School our PSHE teaching aims to deliver a curriculum which enables the children to become confident, creative, independent and resilient learners.

PSHE education is integral to our curriculum and is planned to ensure our children make progress and leave us as responsible, happy citizens. We aim to develop the qualities of mind, body and spirit, through links to the Parish, local and wider communities. We aim to promote Christian values and morals and encourage positive friendships, outstanding behaviour and self confidence in all areas of school life. Our core principle is 'We are what we repeatedly do' and through this we aim to enable children to become well-rounded individual members of our school and wider community.

We seek to broaden children's real-life experiences both inside and outside the classroom through educational visits, visitors, exploration and discovery.

Aims

At St Helen's CE Primary School, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE links directly to the *Jubilee Centre for Character and Virtues* Programme of Study, underpinned by the work of Professor Steve Peters author of [The Chimp Paradox](#).

PSHE also flows through all other curriculum areas. Under the new guidance issued by the DfE, since September 2020, Relationships Education at primary school has been compulsory. We believe that, to be effective, RSE should always be taught within a broader PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe online; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of PSHE and RSE at St Helen's are to:

- Promote the spiritual, moral, cultural, mental and physical development of all pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life
- Encourage pupils to value themselves and others and how to respect the views of all even when they disagree
- Allow pupils to acknowledge and appreciate difference and diversity
- Teach pupils how to make informed choices
- Prepare pupils to be positive and active members of a democratic society
- Teach pupils to understand what constitutes a safe and healthy lifestyle

- Provide a framework in which sensitive discussions can take place
- Promote safety in forming and maintaining relationships and understand that relationships should be equal and respectful (closely linked to our RE lessons)
- Teach pupils to consider ways in which couples show their love and commitment to one another. Teach pupils how this is shown through marriage but also considering couples who are not married or who live apart (see appendix 1)
- Provide pupils with a toolkit for understanding and managing their emotions
- Provide pupils with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Help pupils to identify the characteristics of healthy relationships, how relationships may affect mental and physical health; and how to stay safe online
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene closely linked to the Science curriculum (see appendix 2)
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships and actively challenge gender stereotypes
- Teach pupils the correct vocabulary to describe themselves and their bodies

Statutory requirements

At St Helen's CE Primary School, we teach PSHE and RSE as set out in this policy. The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it has been compulsory for all schools to teach Health Education (see appendix 3). Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At St Helen's, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to guidance issued by the Secretary of State as outlined in Section 403 of the Education Act 1996.

Definition

RSE is part of lifelong learning about the emotional, social and physical aspects of growing up and relationships. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own relationships positively. At St Helen's, we have chosen to follow the outline coverage as recommended by the PSHE association to ensure our children are taught the correct, age appropriate content for RSE. We are supplementing this by following the *Jubilee Centre for Character and Virtues* Programme of Study for F2 to Y6, which we adapt as necessary to the current needs of each particular cohort of children. These lessons are based around themes which change each term (some themes are taught in 2 week blocks whilst others are revisited within a term. At St Helen's, we believe that pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy and stable relationships (including marriage).

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching/learning support assistants work with individual pupils where required, and if appropriate. It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievements.

PSHE Curriculum Overview – 2020/21

Term Class	Autumn		Spring		Summer	
	Caring, Helpfulness, Co-operation, Courage, National Kindness Week		Cleanliness, Fairness, Friendliness, Service Project, Patience, Respect		Courtesy, Forgiveness, Determination, Self-discipline, Gratitude, Honesty	
	A1	A2	Sp1	Sp2	S1	S2
F2	<p>Wks 1&2 Complete additional SEMH lessons</p> <p><u>Y1 Relationships: Families and Friendships</u> Caring Hands A Who Helps You? A Working Together to Help (Little Red Hen) Trying New Things A</p>	<p><u>Y1 Relationships: Safe Relationships</u> <u>Relationships: Respecting Ourselves and Others</u> Caring Hands B Who Helps You? B The Biggest Snowman Trying New Things A</p>	<p><u>Y1 Living in the Wider World: Belonging to a Community</u> <u>Living in the Wider World: Media and Digital Resilience</u> Let's Wash Our Hands It's Not Fair A Saying Hello to People in Class A Growing in The Community A Patience in My Class Showing Respect in the Classroom A</p>	<p><u>Y1 Living in the Wider World: Money and Work</u> Cleaning Up Our Toys It's Not Fair B Saying Hello to People in Class B Growing in The Community B Paws of Patience Showing Respect in the Classroom B</p>	<p><u>Y1 Health and Wellbeing: Physical Health and Mental Wellbeing</u> Good manners Saying sorry The strength of a superhero! Sitting still Picture journals A Telling the truth A</p>	<p><u>Y1 Living in the Wider World: Growing and Changing</u> <u>Living in the Wider World: Keeping Safe</u> Careful listening Forgiving words Goal! Speaking and listening Picture journals B Telling the truth B Virtue Shields</p>
Y1/2 Cycle B 2020-2021	Following Y2 Curriculum	Following Y2 Curriculum	Following Y2 Curriculum	Following Y2 Curriculum	Following Y2 Curriculum	Following Y2 Curriculum
Year 2	<p><u>Relationships: Families and Friendships</u> Caring for Others and Family A People Who Help Us A Practising Conflict Resolution Saying Hello to New People A</p>	<p><u>Relationships: Safe Relationships</u> <u>Relationships: Respecting Ourselves and Others</u> Caring for Others and Family B People Who Help Us B Encouraging One Another Saying Hello to New People B</p>	<p><u>Living in the Wider World: Belonging to a Community</u> <u>Living in the Wider World: Media and Digital Resilience</u> Food hygiene A Fair shares for others A Practise introductions and asking questions A Growing in the community A Busy adults Classroom rules that help us show respect</p>	<p><u>Living in the Wider World: Money and Work</u> Food hygiene B Fair shares for others B Practise introductions and asking questions B Growing in the community B Games that encourage Patience Playground rules that help us show respect</p>	<p><u>Health and Wellbeing: Physical Health and Mental Wellbeing</u> Aesop's Fable I beg your pardon Dream on Active listening A A visit from a school staff member Telling the whole truth A</p>	<p><u>Living in the Wider World: Growing and Changing</u> <u>Living in the Wider World: Keeping Safe</u> Courtesy in the classroom Mending a friendship Aim high Active listening B Thanking the classroom visitor Telling the whole truth B</p>
Year 3	<p><u>Relationships: Families and Friendships</u> Caring for Our School A People Who Need Our Help A Bury the Hatchet Learning from Mistakes A Secret Agents of Kindness</p>	<p><u>Relationships: Safe Relationships</u> <u>Relationships: Respecting Ourselves and Others</u> Caring for Our School B People Who Need Our Help B Strengths and Needs Learning from Mistakes B</p>	<p><u>Living in the Wider World: Belonging to a Community</u> <u>Living in the Wider World: Media and Digital Resilience</u> Two sides to every story A What do our friends need from us? A Fundraising for a local charity A Patient hands</p>	<p><u>Living in the Wider World: Money and Work</u> Two sides to every story B What do our friend need from us? B Fundraising for a local charity B Brain, board, book, buddy, boss Showing respect</p>	<p><u>Health and Wellbeing: Physical Health and Mental Wellbeing</u> Courtesy to others: school visitors A Why should I forgive? If at first you don't succeed/ I'm a believer A bubbly challenge! A</p>	<p><u>Living in the Wider World: Growing and Changing</u> <u>Living in the Wider World: Keeping Safe</u> Courtesy to others: school visitors B Please forgive me If at first you don't succeed/ I'm a believer</p>

Themes in Purple are priority coverage – taken from PSHE Association Programme of Study/Programme Builder

			Showing respect whilst out and about	at home	A visit from a school staff member Scenarios	A bubbly challenge! B Thanking the classroom visitor Honesty role play Reflection Writing
Y3/4 Cycle B 2020-2021	Following Y3 Curriculum	Following Y3 Curriculum	Following Y3 Curriculum	Following Y3 Curriculum	Following Y3 Curriculum	Following Y3 Curriculum
Y4	<u>Relationships: Families and Friendships</u> Caring for our Environment A Helpfulness in your Classroom A Team Building – Human Knot A Sports Day A	<u>Relationships: Safe Relationships</u> <u>Relationships: Respecting Ourselves and Others</u> Caring for our Environment B Helpfulness in your Classroom B Team Building – Human Knot B Sports Day B	<u>Living in the Wider World: Belonging to a Community</u> <u>Living in the Wider World: Media and Digital Resilience</u> Clean words A School rules A Flexible friends A Fundraising for a local charity A A patient survivor Powerful respect A Reflection Writing	<u>Living in the Wider World: Money and Work</u> Clean words B School rules B Flexible friends B Fundraising for a local charity B Games that develop patience Powerful respect B Reflection Writing	<u>Health and Wellbeing: Physical Health and Mental Wellbeing</u> Courtesy on school trips: out and about Feelings of forgiveness Never give up! Can you wait? A A visit from the school cook Being honest with yourself A	<u>Living in the Wider World: Growing and Changing</u> <u>Living in the Wider World: Keeping Safe</u> Courtesy to our neighbours: <i>The Good Samaritan</i> Forgiving myself What an example! Can you wait? B Writing a class thank you letter Being honest with yourself B Reflection Writing
Y5	<u>Relationships: Families and Friendships</u> Caring for our Community – Understanding Dementia A Helpfulness in Your Family A Understanding Aesop's Tales A Facing Our Fears A	<u>Relationships: Safe Relationships</u> <u>Relationships: Respecting Ourselves and Others</u> Caring for our Community – Understanding Dementia B Helpfulness in Your Family B Understanding Aesop's Tales B Facing Our Fears B	<u>Living in the Wider World: Belonging to a Community</u> <u>Living in the Wider World: Media and Digital Resilience</u> No smoking A Seeing another point of view A What are my friends interested in? A Keeping company in the Community A Patient snowflakes A Tricky discussion Questions Reflection Writing	<u>Living in the Wider World: Money and Work</u> No smoking B Seeing another point of view B What are my friends interested in? B Keeping company in the Community B Patient snowflakes B Similarities and Differences Reflection Writing	<u>Health and Wellbeing: Physical Health and Mental Wellbeing</u> A courteous debate: round one Positive role models People who inspire us A Knowing the limits A Where did that come from? A Being tactful A	<u>Living in the Wider World: Growing and Changing</u> <u>Living in the Wider World: Keeping Safe</u> A courteous debate: round two Positive role models People who inspire us B Knowing the limits B Where did that come from? B Being tactful B Reflection Writing
Y6	<u>Relationships: Families and Friendships</u> Caring for Our World How Would You Help? A Coaching Younger Children A	<u>Relationships: Safe Relationships</u> <u>Relationships: Respecting Ourselves and Others</u> Caring for Our World How Would You Help? B Coaching Younger Children B What Would a Kind School Look Like?	<u>Living in the Wider World: Belonging to a Community</u> <u>Living in the Wider World: Media and Digital Resilience</u> Clean up your act Justice A Developing friendships that last A Keeping company in the Community A	<u>Living in the Wider World: Money and Work</u> Spring clean for your mind Justice B Developing friendships that last B Keeping company in the Community B Let me teach you! B Human rights B	<u>Health and Wellbeing: Physical Health and Mental Wellbeing</u> <i>The Knightly Virtues</i> A Solving conflicts fairly Soldiering on e-safety: cyber bullying Reflecting on gratitude A <i>The Knightly Virtues: El Cid</i> A	<u>Living in the Wider World: Growing and Changing</u> <u>Living in the Wider World: Keeping Safe</u> <i>The Knightly Virtues</i> B Problem solving: solution focused approach Achieve your potential e-safety: being SMART online! Reflecting on gratitude B
			Let me teach you! A Human rights A Reflection Writing	Reflection Writing		<i>The Knightly Virtues: El Cid</i> B Reflection Writing

PRIMARY PSHE EDUCATION: RSE LONG-TERM OVERVIEW – THEMATIC MODEL

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
EYFS	Roles of different people; families; feeling cared for (RE LINK)	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment (RE LINK)	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Y1/2	Making friends; feeling lonely and getting help (RE LINK)	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the Community (RE LINK)	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Y3	What makes a family; features of family life (RE LINK)	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities (RE LINK)	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Y4	Positive friendships, including online (RE LINK)	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared Responsibilities (RE LINK)	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Y5	Managing friendships and peer influence (RE LINK)	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others (RE LINK)	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Y6	Attraction to others; romantic relationships; civil partnership and marriage (RE LINK)	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes (RE LINK)	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

Roles and responsibilities

The governing body will approve the PSHE and RSE policy, and hold the Executive Headteacher/Head of School to account for its implementation.

The Executive Headteacher/Head of School is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE.

Staff

Staff are responsible for:

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

Pupils

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

Parents' right to withdraw

The school is well aware that the primary role in children's relationships and sex education lies with parents and carers. We wish to build a positive and supportive relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Make available online, via the school's website, this PSHE/RSE Policy;
- Answer any questions that parents may have about the RSE/PSHE education of their child;
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school;
- Inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions. Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from these lessons.

Training

Staff are trained on the delivery of PSHE and RSE as part of their induction and it is included in our continuing professional development calendar. The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Monitoring arrangements

The delivery of RSE is monitored by Mrs C Saxton (PSHE Lead) through:

- Lesson observations, learning walks, feedback from staff and children.
- Monitoring of planning and recording of work in class Big Books
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every two years. At every review, the policy will be approved by the Ethos Committee, Governing Body and Executive Headteacher/Head of School.

Date: May 2021

Review: May 2023

Appendix 1

Links to marriage in the RE schemes of work – produced 2021

To 'support' RSE curriculum

Foundation Stage

RE today scheme:

Unit F4: **Which times are special and why.**

Weddings as a special time.

Key Stage1

RE today scheme:

Unit 1.6: **How and why do we celebrate special and sacred times.**

Weddings and marriage.

Lower Key stage 2

RE today scheme:

Unit L2.5: **Why are festivals important to religious communities.**

Understanding Christianity Scheme:

Creation / Fall: Digging deeper

Adam and Eve (discussion opportunity)

10 commandments (discussion opportunity)

People of God:

Making connections, understanding the impact

Make simple links between promises in the story of Noah and that Christians make at a wedding ceremony.

Upper Key stage 2:

RE today scheme:

Unit 2.7: What matters most to Christians and to humanists?

'Following a moral code' – may lead to discussions around marriage

Understanding Christianity Scheme:

People of God:

Making connections, ten commandments'; What were the people not doing? Then write ten lessons for living. Life style conversations in digging deeper (understanding the impact)

Appendix 2



Joint Policy Statement:

Human development and reproduction in the Primary Curriculum

March 2016

The purpose of this document, produced jointly by the Association of Science Education and the PSHE Association, is to inform teachers, school leaders and governors about what the science curriculum requires in respect to sex education and the vocabulary that supports this teaching and learning. It is intended for teachers to refer to when parents ask questions about the distinction between sex and relationships education (SRE) delivered through PSHE education and the study in science lessons of reproduction and human development. Such learning both boosts children's knowledge of human biology and helps pupils to stay healthy and safe as they grow up. The aim of teaching about this in the primary curriculum is to allow the school and parents to work in partnership to keep children knowledgeable and safe as they grow up.

Human development and reproduction in the Primary Science Curriculum

Science Year 5 Programmes of study

Animals, including humans Statutory

requirements:

- describe the changes as humans develop to old age

Notes and guidance:

Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.

Living things and their habitats Statutory

requirements:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life processes of reproduction in some plants and animals

Notes and guidance:

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals

Recommendation:

Within the Science National Curriculum at Key Stage 2, it is statutory to teach pupils about the changes that occur as humans develop and about sexual reproduction in some plants and animals.

Describing the changes as humans develop must include teaching about puberty, which is a principal change for humans as they develop and grow older.

Pupils need to learn about the physical and emotional changes associated with puberty before they experience them, so that they have the correct information about how to take care of their bodies and keep themselves safe. A joint statement - [Teaching about puberty](#) - has been produced by the Association of Science Education and the PSHE Association on this matter.

Puberty is about developing sexual maturity and the ability to reproduce, which for humans is sexual reproduction. The curriculum does not specify which animals to use in learning about sexual reproduction.

In order for pupils to understand the wider impact that these physical and emotional changes will have, not only on their bodies, but also on the decisions they make in their lives, it is important for them to learn about and understand the consequences of sexual activity

Year 5 teachers should cover development to maturity in humans and sexual reproduction in some animals, e.g. mammals (which should include humans), amphibians, insects or birds, to give a broader picture of the variety of life.

Teaching about sexual reproduction within the life cycles of different animals should include:

- the joining of a sperm from the male and an egg from the female to enable an offspring, which has characteristics of both, to grow, (knowledge of cells and genetic material is not required in KS2 science),
- the differences between internal and external fertilisation (although not the mechanics), e.g. in terms of the larger number of eggs and sperm produced in external fertilisation and the greater risks from predators than internally fertilized young.
- viviparous and oviparous species (animals that have live births and those that lay eggs)

Understanding what pregnancy and birth are (in the context of mammals in general) is a key aspect of learning both in terms of classification and for differentiating the life cycles of mammals from egg laying species – part of the progression between Y4 and Y6 classification statements. Knowledge of the process of sexual reproduction, including the passing of inherited characteristics to offspring, will also support pupils in understanding the basics of inheritance and evolution, which is covered in Year 6.

As with all teaching of the Science National Curriculum, correct scientific vocabulary should be taught and its use encouraged. The naming of internal parts and the process of internal fertilisation would be covered in KS3 science, but the correct naming of external parts should be included at KS1 and KS2.

Year 5 is the latest time in the school curriculum when this should be addressed, and may be taught alongside the 'Growing up' unit from the Sex and Relationship Education Scheme of work as part of PSHE education.

Human development and reproduction in PSHE Education

Introduction – Human development and reproduction in PSHE education

In conjunction with the science curriculum that teaches pupils about the physical and biological changes of puberty, an effective SRE programme within PSHE education will provide pupils with the critical knowledge that they need to understand and manage the emotional and physical changes of growing up. A programme that is progressive will, in KS1, talk about change and growth, through the context of growing older - for example, what new things can be done as a child is growing taller. Moving into lower KS2, change will be taught through the context of how growing up brings more responsibility, whilst upper KS2 will deal with physical and emotional changes of puberty, how feelings change in relationships, and conception and reproduction. It is seldom purely the biological changes of growing up that concern pupils, which is why science lessons need to be balanced with SRE as part of PSHE, which deal with the social and emotional elements of growing up.

Therefore, the teaching of sexual reproduction is most effective when organised through a spiral curriculum that revisits themes of healthy relationships, which in turn progress to deeper learning with greater challenges and is supported by a science curriculum which delivers the necessary biological knowledge. Some of the best examples of effective PSHE and SRE programmes and policies are where schools have consulted with parents, carers, governors and the wider community. Consultation and positive engagement of parents and carers is of great importance when schools are planning PSHE and SRE programmes, whilst the role of a school's governing body and head teacher in establishing a school's SRE policy is crucial. Indeed, in their guidance, the government states that *'the governing body, in consultation with parents, will be able to develop policies which reflect the parents' wishes and the community they serve'*. (DfEE, Sex and Relationships education guidance, 2000).

There is no period when pupils go through as much change as they do between reception, infants and their final term of primary school. Therefore, best practice indicates that schools should teach about relationships from the start of the primary phase. In their statutory guidance, the government recommends that all primary schools should have a sex and relationship education programme tailored to the age and the physical and emotional maturity of the children (DfEE, Sex and Relationships education guidance, 2000). Therefore learning about puberty should be matched to the needs of the pupils and should start before pupils experience the changes themselves. It should therefore be taught from year 4 onwards, given [NHS data about the age of onset of puberty](#) but no later than year 5. Early learning which begins to explore how sexual reproduction applies in their lives would generally take place in Year 6, although this would depend on the needs of the pupils within the school.

Keeping children safe

In order to keep young pupils safe, it is vital that their learning about the social and emotional aspects of sexual reproduction begins in the early stages of primary school. At this time, and throughout the primary phase, pupils will have many different relationships: acquaintances, friends, close friends, 'best friends', distant and close family relations and classmates. Often, there may be some sort of physical contact with some of these people, from handshakes, to holding hands, to hugging, cuddling and kissing. Learning to judge what is appropriate and feels right for themselves and others is a skill that is partly inherent, and partly learnt over time.

A planned, developmental PSHE curriculum which includes SRE is the best way of teaching our pupils about recognising what type of physical contact they and others are comfortable with within their relationships. Further, as part of a PSHE curriculum, SRE is the learning that helps pupils to recognise healthy relationships. It helps them to understand and manage the changes that can happen in and to relationships as they grow up, the new feelings that may come with these relationship changes

and how to manage feelings and relationships in order to keep themselves and others they care about healthy and safe.

Younger pupils should learn that their body belongs to them and that they can say who has access to it. This is a key element in a school's approach to safeguarding. Learning to respect boundaries – their own and other people's – helps children to understand the need to obtain consent and that everyone has the right to give or not give their consent for any activity, sexual or otherwise. It is a sad reality that many children of primary age are at risk of abuse and it is critical for their safety that they are educated early in order to keep themselves safe and to seek help if they feel at all threatened. This should be explained to parents/carers in advance of being taught to pupils.

Vocabulary

While schools will make their own decisions in consultation with parents and governors when designing schemes of work in line with their school policy for SRE, it is essential that children learn the correct biological names for the genitalia and reproductive organs. Having the right language to describe all parts of their body – and knowing how to seek help if they are worried or uncomfortable about something and having the vocabulary to describe why they are seeking help – are vital for safeguarding.

In the report *Not Yet Good Enough – personal, social, health and economic education in schools*, Ofsted highlighted research carried out by the Lucy Faithfull Foundation¹ which indicates that *'failure to provide high quality, age-appropriate sex and relationships education may leave young people vulnerable to inappropriate sexual behaviours and exploitation, particularly if they are not taught the appropriate language'*.² Therefore many schools will choose to teach vocabulary for external body parts, including *penis, testicles, vulva* and *clitoris* from KS1, whilst other schools may choose to teach *penis, testicles, vagina* and *vulva* in key stage 1 and introduce vocabulary such as *clitoris* in KS2. As set out above, while education about sexual reproduction may not start until later, the imperative to keep children safe from abusive behaviours makes it essential for this language to be introduced early in their schooling.

Whenever schools choose to introduce this vocabulary, it is important that the needs, prior knowledge and maturity of the pupils is taken into account, and that schools work in collaboration with parents and carers who should be made aware of and are introduced to this vocabulary. One way this can be done is for schools to offer SRE parent/carer sessions during which parents and carers can see resources to be used in SRE, discuss and understand teaching approaches and the reasons for teaching specific concepts or vocabulary at a particular point in their child's development.

For more information on the Lucy Faithfull Foundation go to www.lucyfaithfull.org ² *Not yet good enough – personal, social, health and economic education in schools* May 2013
<https://www.gov.uk/government/publications/not-yet-good-enough-personal-social-health-and-economiceducation>

Being open and honest about the words for genitalia will help to keep all pupils safe and is particularly important for supporting girls at risk of female genital mutilation (FGM). The summer holiday between leaving primary and starting secondary school is a risk period for girls at risk of FGM (and the practice can take place earlier than this) so this knowledge must come in good time. Further information about FGM can be found at: www.nationalfgmcentre.org.uk/ or www.forwarduk.org.uk

Progression and key vocabulary

KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
Year 1	<p>Pupils should be taught to:</p> <p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p>	<p><i>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</i></p>	<p>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, penis, testicles, vulva</p>
Year 2	<p>Pupils should be taught to:</p> <p>Notice that animals, including humans, have offspring which grow into adults¹</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>(‘Growing into adults’ should include reference to baby, toddler, child, teenager, adult)</p>	<p><i>They should also be introduced to the process of reproduction and growth in animals. The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager and adult.</i></p>	<p>baby, toddler, child, teenager, adult</p>

KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary – see section on Keeping Safe – Vocabulary for further guidance
Key Stage 1	<p>Pupils should have the opportunity to learn:</p> <p>5. about change and loss and the associated feelings (including moving home, losing toys, pets or friends, making new friends, new</p>	<p>Pupils should have the opportunity to learn:</p> <p>1. to communicate their feelings to others, to recognise how others show feelings and how to respond</p> <p>9. to identify their special</p>	<p>Boy, girl, gender, penis, testicles, vulva, pregnant, baby, child, teenager, elderly, life cycle, change,</p>

	<p>baby)</p> <p>8. about the process of growing from young to old and how people's needs change</p> <p>9. about growing and changing and new opportunities and responsibilities that increasing independence may bring</p> <p>10. the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</p>	<p>people (family, friends, carers), what makes them special and how special people should care for one another</p> <p>10. to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</p>	<p>grow, feelings, love, care, comfortable feeling, uncomfortable feeling</p>
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KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary
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KS2 Year 3	<p>Pupils should be taught to:</p> <p>explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. *</p> <p>* Children should understand that pollination is the movement of pollen from one flower to another and that a seed is formed when material in the pollen joins with material in the ovule</p>		Pollination, pollen, male, ovule, female, seed
KS/Year	PSHE Association Programme of Study Core Theme 1: Health and Wellbeing	PSHE Association Programme of Study Core Theme 2: Relationships	Vocabulary - see section on Keeping Safe – Vocabulary for further guidance
KS2 Year 3	<p>Pupils should have the opportunity to learn:</p> <p>8. about change, including transitions (between key stages and schools) loss,</p>	<p>Pupils should have the opportunity to learn:</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the</p>	change, grow, mature, feelings, emotions, excited, up and down,

	<p>separation, divorce and bereavement</p> <p>12. that bacteria and viruses can affect health and that following simple routines can reduce their spread</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	worried, reproductive organs, sperm, egg
KS/Year	Science Programme of Study – Statutory requirements	Science Programme of Study – Non statutory notes and Guidance	Vocabulary

<p>KS2 Year 5</p>	<p>Animals, including humans</p> <p>Pupils should be taught to: describe the changes as humans develop to old age</p> <p>Living things and their habitats</p> <p>Pupils should be taught to: describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>describe the life processes of reproduction in some plants and animals</p>	<p>Pupils should draw a timeline to indicate changes in the growth and development of humans. They should learn about the changes experienced in puberty.</p> <p>Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</p>	<p>gestation period, pregnancy, live birth</p> <p>sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period</p>
<p>KS/Year</p>	<p>PSHE Association Programme of Study</p> <p>Core Theme 1: Health and Wellbeing</p>	<p>PSHE Association Programme of Study</p> <p>Core Theme 2: Relationships</p>	<p>Vocabulary: see section on Keeping Safe – Vocabulary for further guidance</p>
<p>KS2 Year 4/5</p>	<p>Pupils should have the opportunities to learn:</p> <p>18. How their body will, and emotions may, change as they approach and move through puberty</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>Pupils should have the opportunities to learn:</p> <p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>puberty, change, grow, mature, private parts, genitals, vagina, labia, vulva, clitoris, penis, testicles, breasts, feelings,</p> <p>excited, up and down, attraction, worried, internal, inside, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, menstrual cycle, period, blood, discharge, Adam’s apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, masturbation, sweat, body odour, sanitary towel, tampon</p>

<p>Year 6</p>	<p>18. How their body will, and emotions may, change as they approach and move through puberty</p> <p>19. about human reproduction</p> <p>20. About taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact</p>	<p>2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>4. to be aware of different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>8. to judge what kind of physical contact is acceptable or unacceptable and how to respond</p>	<p>puberty, change, grow, mature, private parts, genitals, , strong feelings, reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, sexual intercourse, conception, embryo, pregnant, birth, contraception, condom, consent</p>
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Appendix 3

Relationships Education, Relationships and Sex Education (RSE) and Health Education

Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships Education Relationships and Sex Education RSE and Health Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf)