



Redbourn Primary School

RSE Policy

Ratified: October 2024

Review date: October 2025

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1. Aims

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

- › Ensure our THRIVE values are embodied in all teaching and learning
- › Provide a framework in which sensitive discussions can take place
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Provide pupils with the tools to make good, informed and safe choices. Safeguarding is at the heart of all RSE teaching and is there to keep children safe, protect them and empower them.
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Create a positive culture around issues of a range of relationships including family, friendships and other adults
- › Promote equality and acceptance and a respect for all, regardless of race, religion, gender, sexuality or culture.
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Inform our pupils about how to keep healthy; both physically and mentally. For further details about our Health Education provision, please refer to our PSHE Policy.

2. Definition

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

RSE involves a combination of discussion, sharing non-personal information, and exploring issues and values.

RSE is not about the promotion of sexual activity or preference.

3. Statutory requirements

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. This made the provision of RSE and Health Education statutory from September 2020.

We are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum. (See below for our non-statutory provision of age-appropriate sex education.)

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.

At Redbourn Primary School we teach RSE as set out in this policy.

4. Policy development

This policy was revised and developed following a change making the provision of RSE and Health Education statutory from September 2020 in consultation with staff, governors, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the PSHE subject leads pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback and attend an online meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum

Our RSE curriculum forms part of our PSHE provision and is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with governors, parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online. Our RSE programme will be taught through a range of teaching methods and interactive activities including: books, film clips, circle times, continuum lines, conscience alleys, diamond nines and role-play.

Sex education is not compulsory in primary schools, however, we do teach this topic in UKS2. Having liaised with key stake-holders, we feel it is important in today's society that children find out the correct information from a reliable and trusted source, rather than resorting to the internet, friends or siblings; where the information may not be accurate or delivered in a safe, emotional age-appropriate manner.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings, including changes in puberty, menstruation and wet dreams (This part **is** mandatory under the Health Education section of The Children and Social work act 2017 which made the provision of RSE and Health Education statutory from September 2020.)
- How a baby is conceived and born.

This is in addition to statutory content covered by the Science section of the National Curriculum.

For more information about our curriculum, see our curriculum map in Appendix 1.

For more information about what children are expected to know by the end of Primary School as a result of RSE lessons, see Appendix 2.

6. Delivery of RSE

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) and computing (ICT). All lessons will be taught with the needs and requirements of all children in mind, including those with SEN or a specific emotional need or family circumstance.

Pupils also receive age appropriate, stand-alone sex education sessions, delivered by their class teacher in Year 5 and 6.

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

For detailed information about what is taught, to which year group and when, please see Appendix 1 (Year 5 & 6 for sex education)

Appendix 2 shows the statutory science curriculum elements of human reproduction that are mandatory.

For more information about the content of all of our RSE curriculum, see Appendix 1

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).

Pupils with Special Educational Needs will be given the opportunity to fully participate in RSE and all lessons will be adapted to ensure that all pupils can access the learning. By working with parents and carers, special provision will be made for pupils with SEN and content and teaching will be tailored to meet the specific needs of individual children. This will include teaching in smaller groups, where necessary, and ensuring that the vocabulary used is consistent.

7. Roles and responsibilities

7.1 The Governing Board

The Governing Board will approve the RSE policy, and hold the Headteacher to account for its implementation.

Governor, Gilly Ennals will take responsibility for overseeing RSE delivery across the school, working with the headteacher and PSHE leads Daisy Ambler and Helen Keith, to ensure the policy is implemented effectively.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 10).

7.3 Subject leads

The Subject Leaders are responsible for ensuring the policy remains up to date and reflects any changes to legislation.

The Subject Leaders are responsible for the creation of a Scheme of Work which includes all areas of RSE and PSHE and encompasses our THRIVE values.

They will ensure all staff are aware of the details of the current policy and scheme of work and the expectations of its delivery. They are the first point of call for staff with queries regarding the teaching of this subject.

They will monitor the needs of staff and deliver or arrange any necessary additional training required.

They will support the Headteacher to ensure that RSE is taught consistently across the school by monitoring teaching, assessment and pupil voice.

7.4 Staff

RSE lessons will always be delivered by your child's class teacher, not as a PPA or cover lesson.

Teaching staff are responsible for:

- Delivering RSE in a sensitive way
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately and planning for pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE

All staff at our school are expected to:

- Model positive attitudes to RSE
- Teachers must avoid expressing their own, personal views so as not to influence others.
- Teachers will always use the correct terminology and language when referring to body parts or specific groups within society.

Staff do not have the right to opt out of teaching RSE, or participating in an RSE lesson. Staff who have concerns about teaching RSE or participating in a lesson as a member of support staff or as one-to-one support, are encouraged to discuss this with Subject Leaders or the Headteacher. Further training will be made available to support any adult who is unsure of, or uncomfortable with, participating in RSE discussions with pupils.

7.5 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity. Pupils are reminded the content they learn is appropriate for their age group and the importance of not discussing content on the playground or with younger family members or friends outside of school.

7.6 Parents

We ask all parents to support our teaching with further discussions with their children at home.

Parents in Year 2, 3,4,5 &6 will be sent a letter or invited in for a brief talk prior to any body parts/changing me/puberty or sex education lesson. This will inform them of what the children will be taught.

We ask all parents to try and encourage the use of the correct terminology for genitalia from as young as possible so as not to make these words seem taboo. Safeguarding is at the heart of all RSE teaching and awareness of the correct names for body parts, both protects and empowers children.

8. Safe and effective practice

Discussing and teaching about complex or sensitive issues safely is central to best practice in all RSE teaching, as every topic in RSE education has the potential to be sensitive for pupils. We feel that it is vital pupils are able to have such discussions and engage in learning activities in a safe climate of trust, cooperation and support.

We will aim to ensure this is the case for RSE lessons by:

- Ensuring the class teacher delivers all RSE lessons
- Establish ground rules by working with pupils to agree how to behave towards each other during discussion. (Appendix 5)
- Topics will be distanced from the pupils using techniques such as stories, scenarios and video-clips to de-personalise discussions and allow pupils to participate more objectively in discussion.
- Pupils are encouraged to talk openly, but to avoid using names when discussing sensitive topics. They are given sentence starters to use such as 'I know someone who...'
- Small group interactions in addition to whole class discussion
- Provision of an 'ask it basket' or 'questions box' for anonymous questions or concerns.
- Teachers will have access to a range of balanced information and differing views to support pupils to clarify their own opinions. (whilst making clear that behaviours such as racism, homophobia, bi-phobia, transphobia, discrimination and bullying are never acceptable in any form)
- Teachers will avoid expressing their own, personal views so as not to influence others.
- Lessons will be planned in line with the school's Safeguarding, Anti-bullying & E-safety policies

9. Answering sensitive and age-appropriate questions.

There will always be an opportunity for children to ask questions during RSE lessons. These can be asked openly, or via an 'ask it basket' or 'question box', or, where children are too young to write, they will be encouraged to whisper their question to the teacher or another supporting adult.

We want all children feel their questions are valued and will follow these steps:

(to the children)

- At the start of the session, children will be told that teachers want to answer all questions, but that some might not be appropriate to answer in front of the whole class, or without checking with their grown-ups first.
- The teacher will thank each child for the question and check they have understood what the child is asking and what the child thinks the answer might be.
- The teacher will give a factual, age-appropriate answer, if possible.
- If the teacher feels a question is not age appropriate or would like to clarify facts before answering they will remind the child what was said at the beginning of the session and use a phrase such as "That's a really interesting question, which deserves a good answer. Let me have a think about it and I will get back to you later."

At the end of the session the teacher will:

Mention to children that if their question hasn't been answered, to come and have a chat in a quiet moment.

Consider whether there is a potential safeguarding issue surrounding a question and speak to a DSP if necessary.

Consider whether the child's guardian needs to be contacted to discuss the question and how to answer, either in school or at home.

Consult with Subject Lead about the best means of answering the question and consult the 'Answering Questions document' (Appendix 4) and 'Age Appropriate Vocabulary' document (Appendix 3)

Reassure the child that their question will be answered and they have done nothing wrong.

10. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

The science curriculum includes content on human development, including reproduction, which there is no right to withdraw from.

The science curriculum includes discussion about reproduction in mammals (including human) in Year 5. Discussion of sex within relationships education provides opportunities to set this learning in the context of meaningful relationships, personal values, health and safety and ensures children do not look elsewhere for their information.

Our sex education programme is tailored to our pupils' age, and physical and emotional maturity. As children get older, they may be confused by changes in their bodies – this confusion can be made worse by misinformation online and from other children. We offer fact-based education to reassure your child that what they're experiencing is normal, and we explain the science behind these changes.

We encourage you to keep your child in this programme and to have conversations at home about this topic. However, you can withdraw your child from the non-statutory/non-science components if you wish (This is the learning about intercourse). If you do wish to withdraw your child from this aspect of the learning, you will be invited in to discuss your concerns with The Headteacher and a Subject Lead. You will be asked to consider the detrimental effects that withdrawal might have on your child, including the social and emotional effects of being excluded, as well as the likelihood of your child hearing their peer's version of what was said in the class, rather than what was directly said by the teacher.

Formal requests for withdrawal should be put in writing using the form found in Appendix 7 of this policy and addressed to The Headteacher.

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

10. Training

New staff are informed of the importance of RSE and the expectations surrounding its delivery as part of their induction. They are provided with a copy of this policy to read. RSE training is included in our continuing professional development calendar.

The Headteacher and Subject Leaders 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 Helen Keith & Daisy Ambler, PSHE Subject Leads, through: Planning scrutiny, learning walks, book-looks, pupil voice, staff questionnaires.

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

This policy will be reviewed by Daisy Ambler & Helen Keith, PSHE Subject Leads, The Head Teacher, plus governors, every 2 years.

At every review, the policy will be approved by The Governing Body at a full committee Meeting.

Appendix 1: Relationships and Sex / Health Education (RSE) Curriculum Map

	A1 - TEAM	A2 - HEALTHY	Sp1 - RESPONSIBILITY	Sp2 - INNOVATIVE	Su1 - VALUED	Su2 - EMPATHY
Nursery	<p><i>Families and Friendships</i></p> <p>To ask a friend to play</p> <p>To get to know the other children in the class and the teachers</p> <p><i>Respecting all</i></p> <p>To learn to listen to others</p> <p><i>Safe relationships</i></p> <p>Can talk about who their special people are e.g. parents, grandparents, siblings, childminders, nannies.</p>	<p><i>Safe relationships</i></p> <p>Can attend to toileting needs most of the time themselves</p> <p>To learn which parts of the body are private (underneath pants/knickers)</p> <p>Resources:</p> <p>NSPCC Underwear Rule Pantosaurus</p>	<p><i>Respecting ourselves and others</i></p> <p>Naming different feelings (happy, sad, angry, cross)</p> <p>To learn some strategies for sharing and taking turns</p> <p>To learn some strategies for tolerating delay</p> <p>Kind ways to use their hands e.g. cutting, mark making, hugging, inappropriate ways to use hands e.g. hitting, pushing</p> <p>Resources:</p> <p>My House by Michael Rosen</p> <p>The Colour Monsters</p> <p>How we use our hands social story</p>	<p><i>Respecting ourselves and others</i></p> <p>To play in a group with others</p>	<p><i>Families and Friendships</i></p> <p>Demonstrates friendly behavior, initiating conversations and forming good relationships with adults and peers</p> <p><i>Respecting ourselves and others</i></p> <p>To understand that some actions and words can hurt others' feelings</p> <p>Can talk about some of the similarities and differences between friends and family</p> <p>To understand that some actions and words can hurt others' feelings</p> <p>Can talk about some of the similarities and differences between friends and family</p>	

Reception	<p><i>Respecting ourselves and others</i></p> <p>Families and friendships</p> <p>Making new friends</p> <p><i>Respecting ourselves and others</i></p> <p>To learn how to talk and listen to others in the class</p> <p>Using kind words</p> <p>Resources:</p> <p>Forget me not beautiful buttercup by Michael Broad</p> <p>The Dog and the Dolphin by James Dworkin</p>	<p><i>Growing and Changing</i></p> <p>Learning to recognise and manage my feelings</p> <p><i>Respecting ourselves and others</i></p> <p>Identifying what I am good at and understand everybody is good at different things</p> <p>Zones of Regulation</p>	<p><i>Respecting ourselves and others</i></p> <p>To learn some strategies for resolving conflicts e.g. using words instead of actions if someone does/says something unkind</p> <p>To think about how my actions can affect others</p> <p><i>Safe relationships</i></p> <p>Knowing what a stranger is and what to do if approached</p>	<p><i>Respecting ourselves and others</i></p> <p>Being different makes us all special</p> <p>I know we are all different but similar in some ways</p>		
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<p>Year 1</p>	<p><i>Relationships – Families and friendships</i></p> <p>To learn about the people who care for them e.g. parents, grandparents, siblings, relatives, friends, teachers</p> <p>The role these different people play in their lives and how they care for them</p> <p>What it means to be a family and how families are different, e.g. single parents, same-sex parents, etc.</p> <p><i>Respecting ourselves and others</i></p> <p>To learn about group and class rules and why they are important</p> <p>To learn to listen to other people and play and work cooperatively</p> <p>To recognise how other people are feeling</p> <p><u>Resources:</u></p> <p>Medway 'My Special People' KS1 Lesson 1</p> <p>Metro Charity Love and respectful relationships</p> <p>And Tango Makes Three</p> <p>PSHE Association Mental Health and Wellbeing</p>		<p><i>Families and friendships</i></p> <p>To learn about the importance of telling someone — and how to tell them — if they are worried about something in their family</p> <p><u>Resources:</u></p> <p>Metro Charity Love and respectful relationships</p>		<p><i>Safe Relationships</i></p> <p>To learn about situations when someone's body or feelings might be hurt and whom to go to for help</p> <p>To identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches)</p> <p><i>Respecting ourselves and others</i></p> <p>To recognise what makes us special and unique</p> <p>To identify how we are the same and different to other people we know</p> <p>To learn about different kinds of feelings and how they can affect how others behave</p> <p>To recognise how kind and unkind behaviours can make people feel in and outside of school</p> <p><u>Resources:</u></p> <p>PSHE Association Mental Health and Wellbeing Lessons</p>	<p><i>Safe relationships</i></p> <p>About what it means to keep something private, including parts of the body that are private</p> <p>To identify different types of touch</p> <p>How to respond if being touched makes them feel uncomfortable or unsafe</p> <p>When it is important to ask for permission to touch others</p> <p>How to ask for and give/not give permission</p> <p><i>Growing and Changing</i></p> <p>To learn about growing from young to old and how people's needs change</p> <p><u>Resources:</u></p> <p>NSPCC The Underwear Rule resources – PANTS</p> <p>Medway resources KS1 Lesson 2</p>
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<p>Year 2</p>	<p><i>Families and friendships</i></p> <p>How to be a good friend, e.g. kindness, listening, honesty</p> <p>About different ways that people meet and make friends</p> <p>Strategies for positive play with friends, e.g. joining in, including others, etc.</p> <p>About what causes arguments between friends</p> <p>How to positively resolve arguments between friends</p> <p>how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else</p> <p><i>Respecting Ourselves and Others</i></p> <p>How to play and work cooperatively in different groups and situations</p> <p>How to share their ideas and listen to others, take part in discussions, and give reasons for their views</p>		<p><i>Safe relationships</i></p> <p>To learn how to be a good friend, the different strategies to play positively in order to make friends</p> <p>To understand what causes arguments between friends and recognise who could help to resolve these</p> <p>To explain what responsibilities and relationships we have in school and in the wider community</p> <p>To recognise the different groups we are in and the role we play within these groups</p> <p><u>Resources:</u></p> <p>Thinkuknow Jessie and Friends</p> <p>NSPCC Underwear Resources PANTS</p>		<p><i>Safe relationships</i></p> <p>How to recognise hurtful behaviour, including online</p> <p>What to do and whom to tell if they see or experience hurtful behaviour, including online</p> <p>About the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help</p> <p>How to resist pressure to do something that feels uncomfortable or unsafe</p> <p>How to ask for help if they feel unsafe or worried and what vocabulary to use</p> <p>About what bullying is and different types of bullying</p> <p>How someone may feel if they are being bullied</p> <p><i>Respecting Ourselves and Others</i></p> <p>About the things they have in common with their friends, classmates, and other people</p> <p>How friends can have</p>	<p><i>Growing and Changing</i></p> <p>To identify what we already know about the human body</p> <p>To identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p>To understand how people change as they grow up, including new opportunities and responsibilities</p> <p>To recognise how we feel about change and how to manage our feelings</p> <p><u>Resources:</u></p> <p>Medway resources KS1 lesson 3</p>
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					<p>both similarities and differences</p> <p><u>Resources:</u></p> <p>PSHE Association – Inclusion, belonging and addressing extremism (KS1) 'Sameness and Difference'</p>	
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<p>Year 3</p>	<p><i>Families and Friendships</i></p> <p>Understanding the importance of secure relationships between friends and how to maintain these</p> <p>What to do and whom to tell if family relationships are making them feel unhappy or unsafe</p> <p><i>Respecting Ourselves and Others</i></p> <p>To recognise respectful behaviours e.g. helping or including others, being responsible</p> <p>How to model respectful behaviour in different situations e.g. at home, at school, online.</p> <p>e.g. looking at school rules</p> <p><u>Resources:</u></p> <p>Coram Life Education – The Adoptables’</p> <p>Schools Toolkit</p> <p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right thing</p> <p>Alzheimer’s Society - Creating a dementia-friendly generation (KS2)</p>		<p><i>Safe relationships</i></p> <p>To understand that rules are set to provide boundaries to keep us safe</p> <p>To be aware of how to treat others politely and with respect</p> <p><i>Keeping Safe</i></p> <p>To understand that rules are set to provide boundaries to keep us safe</p> <p>The importance of following safety rules from parents and other adults</p> <p>How to help keep themselves safe in the local environment or unfamiliar places.</p> <p><u>Resources:</u></p> <p>NSPCC Share Aware</p>	<p><i>Keeping Safe (Digital resilience)</i></p> <p>To make safe, reliable choices from search results</p> <p>How to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication</p> <p><i>Money and Work</i></p> <p>To challenge stereotypes through examples of role models in different fields of work. e.g. women in STEM</p> <p><u>Resources:</u></p> <p>Google and Parent zone</p> <p>Be Internet Legends</p>	<p><i>Safe relationships</i></p> <p>Basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision</p> <p>That bullying and hurtful behaviour is unacceptable in any situation</p> <p>About the effects and consequences of bullying for the people involved</p> <p>About bullying online, and the similarities and differences to face-to-face bullying</p> <p>What to do and whom to tell if they see or experience bullying or hurtful behaviour</p>	<p><i>Families and Friendships</i></p> <p>What makes a family; features of family life.</p> <p>To recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents.</p> <p>That being part of a family provides support, stability and love</p> <p>About the positive aspects of being part of a family, such as spending time together and caring for each other</p> <p><i>Growing & changing</i></p> <p>Beginning to think about emotional (& physical) changes as we grow older.</p> <p>Understanding how feelings change because of chemicals in our bodies and strategies for managing changing emotions.</p> <p><i>Safe relationships</i></p> <p>What is appropriate to share with friends, classmates, family and wider social groups including online</p> <p>About what privacy and personal boundaries are, including online</p>
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<p>Year 4</p>	<p><i>Families and Friendships</i></p> <p>About the features of positive healthy friendships such as mutual respect, trust and sharing interests</p> <p>Strategies to build positive friendships</p> <p>How to seek support with relationships if they feel lonely or excluded</p>		<p><i>Safe Relationships</i></p> <p>To learn about what makes a positive, healthy relationship, including friendships and how to maintain good friendships</p> <p>To learn how to show compassion towards others in need and the shared responsibility for caring for them</p> <p><u>Resources:</u></p> <p>Google and Parent zone Be Internet Legends</p>	<p><i>Digital Resilience (Keeping Safe)</i></p> <p>Knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know,</p> <p>What to do or whom to tell if they are worried about any contact online.</p> <p><u>Resources:</u></p> <p>NSPCC Share Aware Google and Parent zone Be Internet Legends</p>	<p><i>Respecting ourselves and others</i></p> <p>To recognise differences between people such as gender, race, faith</p> <p>To recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations</p> <p>About the importance of respecting the differences and similarities between people</p> <p>A vocabulary to sensitively discuss difference and include everyone</p> <p><i>Safe Relationships</i></p> <p>To differentiate between playful teasing, hurtful behaviour and bullying, including online,</p> <p>How to respond if they witness or experience hurtful behaviour or bullying, including online,</p> <p>Recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable,</p>	<p><i>Growing and Changing</i></p> <p>How to identify external genitalia and reproductive organs and name them correctly (vocab: penis, testicles, sperm duct, sperm, semen, vulva, vagina, breasts, ovaries, fallopian tube, womb/uterus)</p> <p>About the physical and emotional changes during puberty,</p> <p>Key facts and vocabulary about the menstrual cycle and menstrual wellbeing, erections and wet dreams. Information about feminine hygiene options such as towels, tampons, 'period pants' (vocab: ejaculation, period)</p> <p>Strategies to manage the changes during puberty including menstruation,</p> <p>The importance of personal hygiene routines during puberty including washing regularly and using deodorant.</p> <p>How to discuss the challenges of puberty with a trusted adult,</p> <p>How to get information, help and advice about puberty.</p> <p><u>Resources:</u></p> <p>Medway Public Health</p>
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					<p>How to manage pressures associated with dares,</p> <p>When it is right to keep or break a confidence or share a secret.</p> <p><u>Resources:</u></p> <p>Premier League Primary Stars KS2 PSHE Diversity</p>	<p>Directorate - Primary RSE lessons (Y4/5), 'Puberty'</p> <p>Betty: It's perfectly natural</p> <p>Jigsaw puberty materials 'Changing Me'</p>
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<p>Year 5</p>	<p><i>Families and Friendships</i></p> <p>To identify the rules that we need in school to keep us safe</p> <p>What makes a healthy friendship and how they make people feel included</p> <p>Strategies to help someone feel included,</p> <p>About peer influence and how it can make people feel or behave,</p> <p>The impact of the need for peer approval in different situations, including online</p> <p>That friendships can change over time and the benefits of having new and different types of friends,</p> <p>How to recognise if a friendship is making them feel unsafe, worried, or uncomfortable,</p> <p>When and how to seek support in relation to friendships</p> <p>To know when and how to seek support if a friendship is making them feel unsafe</p> <p><u>Resources:</u></p> <p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships Do the right</p>		<p><i>Safe Relationships</i></p> <p>Physical contact and Feeling Safe.</p> <p>To identify the rules that we need in school to keep us safe</p> <p>To understand what makes a healthy friendship</p> <p>To identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations,</p> <p>How to ask for, give and not give permission for physical contact,</p> <p>How it feels in a person's mind and body when they are uncomfortable,</p> <p>That it is never someone's fault if they have experienced unacceptable contact,</p> <p>How to respond to unwanted or unacceptable physical contact,</p> <p>That no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about,</p> <p>Whom to tell if they are concerned about unwanted physical contact.</p>	<p><i>Media Literacy & Digital resilience (keeping safe)</i></p> <p>That some media and online content promote stereotypes</p> <p>How to assess which search results are more reliable than others</p> <p>To recognise unsafe or suspicious content online</p> <p><i>Money and Work</i></p> <p>The importance of diversity and inclusion to promote people's career opportunities,</p> <p>About stereotyping in the workplace, its impact and how to challenge it</p> <p><u>Resources:</u></p> <p>Guardian foundation and National</p> <p>Literacy Trust NewsWise-KS2 Lesson</p> <p>5 Spotting fake news, Lesson 6</p> <p>Understanding news is targeted</p> <p>Google and Parent zone Be Internet</p> <p>Legends</p>	<p><i>Respecting ourselves and others</i></p> <p>To recognise that everyone should be treated equally</p> <p>Why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.</p> <p>What discrimination means and different types of discrimination e.g. racism, sexism, homophobia,</p> <p>To identify online bullying and discrimination of groups or individuals e.g. trolling and harassment,</p> <p>The impact of discrimination on individuals, groups and wider society,</p> <p>Ways to safely challenge discrimination,</p> <p>How to report discrimination online.</p> <p><u>Resources</u></p> <p>Premier League Primary Stars-KS2</p> <p>Behaviour/relationships</p>	<p><i>Growing and Changing</i></p> <p>About the physical and emotional changes during puberty.</p> <p>We will also revisit the puberty sessions taught at the end of Year 4.</p> <p>Identify the links between love, committed relationships and conception</p> <p>The science behind how pregnancy occurs e.g. when a sperm meets an egg and the fertilised egg settles into the lining of the womb.</p> <p>NB: <u>No coverage about sex being for any other reason than for reproduction e.g. for pleasure.</u></p> <p>RSE coverage is to reflect that of the science national curriculum.</p> <p><u>Resources:</u></p> <p>'Hair in Funny Places' by Babette Cole</p> <p>Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Lesson 4</p>
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	<p>thing</p> <p>Premier League Primary Stars KS2 PSHE</p> <p>Developing values</p>				<p>Do the right thing</p> <p>Premier League Primary Stars KS2 PSHE</p> <p>Developing values</p>	<p>Medway Public Health Directorate Primary RSE- KS2 Y5/6</p> <p>Lesson 1 Puberty:</p> <p>Recap and review</p> <p>Lesson 3: Positive and healthy relationships</p> <p>Lesson 4 How a baby is made</p>
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<p>Year 6</p>	<p><i>Families and Friendships</i></p> <p>What it means to be attracted to someone and different kinds of loving relationships,</p> <p>That people who love each other can be of any gender, ethnicity or faith,</p> <p>About the qualities of healthy relationships that help individuals flourish</p> <p>Ways in which couples show their love and commitment to one another, including those who are not married or who live apart,</p> <p>What marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults,</p> <p>That people have the right to choose whom they marry or whether to get married</p> <p><u>Resources:</u></p> <p>Medway Public Health Directorate Primary RSE- KS2 Y6 Lesson 3 Positive and healthy relationships</p>					<p><i>Growing and Changing</i></p> <p>To recognise some of the changes as they grow up e.g. increasing independence.</p> <p>About what being more independent might be like, including how it may feel</p> <p>About the transition to secondary school and how this may affect their feelings.</p> <p>Identify the links between love, committed relationships and conception</p> <p>Revisit relationships, consent and conception from Year 5</p> <p>The responsibilities of being a parent or carer and how having a baby changes someone's life.</p> <p><u>No coverage</u> about sex being for any other reason than for reproduction e.g. for pleasure.</p> <p><u>No coverage</u> that reproduction can be intercepted by the use of contraception.</p> <p>RSE coverage is to reflect that of the science national curriculum.</p>
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						<p><u>Resources:</u></p> <p>NSPCC Making sense of relationships</p> <p>- Secondary school and Changing friendship</p> <p>Public Health England Rise Above KS2- Transition to secondary school</p> <p>Medway Public Health Directorate Primary RSE- KS2 Y6</p> <p>Lesson 2 Puberty: Change and becoming independent</p> <p>Lesson 4 How a baby is made</p>
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that families are important for children growing up because they provide love, security and stability. 2. the characteristics of healthy family life, including 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. 3. that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up. 5. that marriage¹⁵ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. how important friendships are in making us feel happy and secure, and how people choose and make friends. 2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it. 3. the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 4. how to recognise relationships that are less positive 5. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 6. 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. 7. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to handle these situations, and how to seek help or advice from others, if needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 2. practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. the conventions of courtesy and manners. 4. the importance of self-respect and how this links to their own happiness. 5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority. 6. about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 7. what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 8. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do. 2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery). 6. about online risks, including that any material someone provides to another has the potential to be circulated online 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. 7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery. 9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.

TOPIC	PUPILS SHOULD KNOW
Being safe	<p>Pupils should know:</p> <ol style="list-style-type: none"> 1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on. 2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard. 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources.
Changing Adolescent body (Mandatory Health Education)	<p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing including the key facts about the menstrual cycle.</p>

Sex Education (Primary)

71. The aim of teaching aspects of sex education in primary is not to prepare pupils for sexual activity in later life. It should only focus on giving pupils the information they need to understand human reproduction and for their own safety. To ensure the content does not go beyond this, schools should take account of the age restrictions set out in the secondary RSHE curriculum tables, which are clear that some topics should not be taught before secondary school.

72. Sex education is not compulsory in primary schools, but the Department recommends that primaries teach sex education in years 5 or 6 (this should be taught no earlier than year 5) in line with what pupils learn about conception and birth as part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

73. Primary schools should consult parents about the detailed content of anything that is to be taught in sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Appendix 3: PSHE and RSE Vocabulary used at Redbourn Primary School (Vocabulary Progression Map)
Vocabulary shown is key for that year group, but will include any prior vocabulary from a prior year group.
E.g. Y3 vocabulary will contain all terms listed from Nursery-Y3.

Year Group	TEAM	HEALTHY	RESPONSIBILITY	INNOVATIVE	VALUED	EMPATHY
Nursery	wrong, right, choices, rules, happy, join in, help, team	healthy, unhealthy, food, teeth, safe, private, trust	help, alone, caring	goal, mistake, try, learn	valued, special, disagreement, upset, happy, sad, calm, angry, frightened, feeling, kind, unkind, same, different	boy, girl, same, different, hug, kiss, hit, pinch, push
Reception	team, group, help, need, safe, family, relationship, happy, together, helping, rules	healthy, teeth, dentist	responsibility rules, accident emergency, needs, wants, rules	achieve, goal, mistakes, learn, encourage, persevere, proud, aim	feature, appearance	boy, girl, same, different, hug, kiss, hit, pinch, push, stranger, private parts
Year 1	community, special, carer, friends, family, secure, wanted, needed, support, listening, good listening, discussion, kind, confidence, considerate, thoughtful, polite, fair, complement, joking, kind, unkind, support, mindset, learner, positive, negative, helpful, not helpful, choices, behaviour, consequences, share, take turns	food, drink, sugar, unhealthy, choice, active, protect, damage, sun, effect, games, safety, fun, nature hygiene, dental, dentist, teeth	respect, responsible rules, community,	internet, communicate, safety online, strengths, interests, jobs, work, community, volunteers, committees, fake news, fake websites	identity, individual, personality, skills, talents, qualities, unique good feelings, not so good feelings, comfortable, uncomfortable, scared, embarrassed, upset, excited, nervous, worried, confused, ashamed, bored, silly, lonely, grumpy, confident, proud, jealous, nervous, bystander	private parts, boy, girl, same, different, gender, same-sex parents, touch, hug, tickle, kiss, punch, private, uncomfortable, unsafe,
Year 2	active listening, argument, conflict, teasing, bullying, important, trust, love, share, sort, solve, disagreement, making up, friendship, trust, help, talk, listen, agree, cooperate, co-operation, team, group support	healthy diet, oral health, physical activity, active, sleep, vaccination routine, hygiene, food, rest, sugar, dentist, teeth, routines, doctors, vaccinations, allergies, growth, coping, mental health	fair, rules, rights, responsibilities, respect, conflict, disagreement, help, safe, risk, resolve	purpose, spoofs, money, vouchers, cheques, banks, spending habits, pay, exchange, employment	same, different, ourselves, others, individual, together, similar, likes dislikes, community, inclusion, needs similar, different, bullying, kind, repeated, behavior, feeling, help support,	male, female, similar, different, gender, same-sex parents, touch, hug, tickle, kiss, punch, private, uncomfortable, unsafe, bullying, vulva, vagina, penis, testicles

Year 3	<p>Change, transition, attitude, teamwork, benefit, communication,</p> <p>helpful, unhelpful, behaviors, scenarios, achieve, actions, impact,</p> <p>teammates, individuals, effect, listening, reflect, emotion, facial expression, body language, responding, considerate, emotion, dispute, resolution, conflict,</p> <p>negotiation, compromise, feelings, interpret, responsibility, collaboratively, goals, actions, boundaries, respect</p> <p>guidelines, decide, decision, problem</p>	<p>eat well guide, influences, brands, packaging, taste, cost, value, role models, qualities, , positive, food, choices, active healthy, balanced, moderation, occasion, regularly, physical health, habits, changing</p>	<p>rules, laws, rights, responsibilities, community, anti-social</p>	<p>accuracy, reliability, concerns, sectors, salaries, careers, stereotypes, gender roles, progress, challenge, skills, future, consequences, scams, businesses, opportunities</p>	<p>unique, individual, contributions, society, interests, inclusion, equality, identity, fair, different, strengths, discrimination, inclusivity, fairness, personality, diversity, respect, tolerance, courtesy, hurtful behaviours, bullying, bullying, unacceptable, inappropriate</p>	<p>personal boundaries, abuse, stereotypes, hormones, testosterone, step-parents, blended families, foster parents, adoptive parents</p>
Year 4	<p>responsibility, compassion, respect, community, benefits, maintain, friends, friendship, interests, hobbies, loyal, respect, honest, anonymous, compliment, relatives, dares, unhealthy, reflect, relationship, falling out, arguments, resolution, differences, alternatives, views, opinions, decisions, choices, strategies, disputes, conflict, negotiation, compromise, support, bully, bullying, physical, teasing, cyber, behavior, impact, victim, antibullying, network, help, techniques</p>	<p>caffeine, risk, habit, addiction, age restrictions, drugs, prescribed, harmful substances, heart, lungs, brain, stomach, peer pressure, medicine, behaviour, drug use, side effects, advice, dental health, wellbeing, side effects</p>	<p>rights laws democracy anti-social witness essential, right, responsibility, entitlement, mp, shelter, education, healthcare, safety</p>	<p>advertising, digital footprint, access, reputation, adverts, cookies, innovations, current markets, value, budgeting, budgets, sustainability, environment, fair trade, single-use plastics</p>	<p>race, racism, gender roles, faith, community, difference, common, similar, colour</p>	<p>menstruation, menstrual cycle, period, erection, sperm, sperm duct, semen, wet dreams, ejaculation, breasts, egg, puberty, hormones, urethra, anus, uterus, ovary, fallopian tubes</p>

Year 5	<p>included, challenges, attributes, admire, skills, successful, effective, collaboration, contribute, honesty, opinions,</p> <p>disagree, hurtful, kind, thoughts, listen, communicate, feeling,</p> <p>manage, uncomfortable, situations, danger, help, anxious, pressure, peer pressure, intensity, confidence, shy, strategies, body language, choices, opinions, dangerous</p>	<p>Balanced, healthy, sleep, routine, support, mental health, dangers, sun exposure, skin, effect, damage, physical, medicines, protect, allergies, bacteria, bacterial illness, vaccinations, hygiene</p>	<p>Rights. responsibility, protecting, physical, unacceptable, acceptable, permission, education, safety, emergency, risky, unsafe, Potential</p> <p>hazard, high/ medium/ low risk</p> <p>assessing, online safety, relationships, risk, danger</p>	<p>ambition, determination, leadership skills, decision-making, influences, working conditions, qualities, choice, inclusion, college, apprenticeships, university, training</p>	<p>stereotype, homophobic, homophobia, racism, sexism, disability, discrimination, gender, role models, prejudice, anti-social, responsibility, migration, rights, reflect, respect</p> <p>(+names of religions)</p> <p>diverse, stereotype, relationships, religions, equal, respectful, beliefs, difference</p>	<p>reproduction, sex, sexual intercourse, fertilised, ovum, pregnancy, foetus, womb, conception, love, consent</p> <p>sexism, conception</p>
Year 6	<p>kindness, kindly, important, care, thought, consideration, interests, actions, friendship,</p> <p>emotions, consent, anger, upset, frustrated, calming, actions, consequences, disagree, agree, conflict, argue, resolution,</p> <p>fall out, friends, honesty, polite, influence, peer, resist, uncomfortable, wrong, secrets, shared, kept, confidential,</p> <p>confidence, healthy, ending</p>	<p>body image, positivity, self-image, mental and physical health, cigarette, e-cigarette, vaping, drugs, health, money, alcohol, tobacco, nicotine, media, dangers, harm, laws, influence, pressure, choice, age restrictions, substance, medicine legal, illegal, effects, risks prescribed, , alcohol, role models, help, support</p>	<p>Peer pressure, consequence, antisocial,</p> <p>law, peer pressure, independent, youths, behaviour, protected, habits, media, online, consent (in general terms), online safety, computer game, pressure, Choices, Habits, Gaming</p>	<p>lifestyle, social life, success, fulfilment, satisfaction, consumers, purchase, interest (loans), credit cards, interest rates, management debt, unmanageable debt, government, taxes, wellbeing, finance, financial risks, gambling, advice, scams</p>	<p>identity, community laws, conflict, organisations, prejudice, ethnicity, faith</p>	<p>making love, appropriate, inappropriate, prejudice, discrimination, reproduction, sex, sexual intercourse, fertilised, ovum, pregnancy, foetus, womb, conception, love, consent, sexism, conception</p>

Appendix 4: How to answer questions during RSE lessons

Teaching

- Prepare thoroughly. If some of what you will be saying feels odd to be saying out loud in front of children, practise beforehand!
- Know what is and is not covered in the year group you are teaching (look at learning objective overview and the vocabulary list - Appendices 1&3).
- Establish clear ground rules from the outset (Read our 'Ground Rules' guidance if unsure – Appendix 5)
- Remember to explain at the start of the lesson that you may not be able to answer all questions straight away, but that if you can't, you will follow up at another time. This will help you to avoid a situation later on, where a child is upset or feels anxious if their question is one that is not answered in the lesson.
- Maintain a relaxed and confident manner. It will help the children to relax too.
- Expect giggles and reaction: some of it is an expression of nervousness or embarrassment from the children. Respond calmly and refer to the ground rules if necessary.

Dealing with difficult questions from children

- Find out the context first and what they think the answer might be. This will help determine if the child has a genuine question, has misconceptions, or is just trying to get a reaction from you or the class.

“That’s an interesting question, what’s made you ask that one?”

“What makes you ask that question?”

“What do you think the answer might be?”

“Have you got any ideas about what the answer might be?”

- If a question goes beyond what we cover in the curriculum for the year group you are teaching, you **must not** provide this information. However, it is important that the child does not feel they are in trouble for asking it. Thank them for the question then explain that in this year group we don't cover that content, but they will learn about this in older year groups. *Follow this up with the child's parent/carer and explain that you cannot answer the question in class but it may be something they would want to discuss at home.*

*“Thank you for your question. It’s a great one, but it’s not something we learn about in Year ***. You will get more information about that later in school though, or if you feel you’d really like to know now, you could ask your grown-up when you get home.”*

Use your judgement. If you feel the question was very inappropriate for the age group you are teaching and that other children may have heard language or content that concerns you, please speak to the PSHE subject lead or a member of SLT, who will:

- a) guide you on whether there is a potential safeguarding issue to follow up on.
- b) guide you on whether other parents need to be informed.

- If you are unsure how to answer, or whether it is appropriate to answer in your year group:

“That’s a really interesting question. Thank you for asking it.

I’d like a little more time to give you a really clear answer/I’d like a little more time to check a few facts.

Shall we have a quick chat at the end of our learning/at breaktime/in LTP

Or

I’ll have an answer for you as soon as I can.”

Follow up with PSHE Lead/DSP who will support you in deciding on your answer (which may be briefly factual, or an explanation that we don’t cover that yet / in school, see above).

Question box/Ask It Basket:

- A question box or ask it basket is a very useful tool for managing questions.
At the start of the lesson hand out post it notes/paper. Explain to the class that if they have a question during the lesson, they should write it down (for younger children, give them the option of telling a member of support staff their question to write down if they don’t want to say it aloud).
At the end of the lesson, explain that if their question has not been answered, they should put the question in the question box.
Consider asking all children to write something and put it in the box, even if they write ‘no question’. This avoids drawing attention to a specific child with a question and may help encourage less confident or more embarrassed children to write their question down.

The teacher can then read through the questions, decide what will/will not be answered and then answer questions at the start of next lesson (or questions could be read through while children complete an independent activity during the lesson). Remember when explaining to the class that although they can ask any question they like, you may not be able to answer all their questions. Remember it is important to only answer questions relevant to your group’s content (see above).

Below are some common questions asked by pupils during Relationships Education lessons, and some stock responses for these answers.

As always, you as a class teacher know your class the best, so please edit these responses as needed.

If you are asked a question you feel it would be worth adding to this document, please let the PSHE Lead know.

Question	Sample response
If a baby is made by a man and a woman, why do some children have two mummies or two daddies?	<p><i>Usually asked in year 6 – during sex education lessons. However younger children may ask why do some children have two mummies or two daddies?</i></p> <p>Families are all different. Not all families have a mum and a dad. Some families have one mum, or one dad. Some families have two mums or two dads. Some families live with grandparents or aunts and uncles or other important adults. It doesn't matter what your family looks like, what is important is the love, care and respect families show to one another.</p>
Does everyone have a mummy and a daddy?	No not everyone has a mum and a dad. See response above.
What is a condom?	<p>Only consider answering in Year 6 lesson where the fact that pregnancy can be prevented with contraception is covered.</p> <p><i>Otherwise, initiate 1: conversation with pupil who asked this question at appropriate time. Ask: what makes you ask the question? Where have you heard that word before? This will help determine why the pupil is asking the question. Explain that this is not something we will learn about in Year **</i></p> <p><i>Then have a discussion with Designated Safeguarding Lead (DSL) about this pupil's question following discussion with DSL you may want to inform parent if appropriate.</i></p>
Someone I know says it's wrong to be gay – is this true?	<p>Gay is a slang word that means two men in a relationship. This is not wrong. It may look different to your family, but it is not wrong. We should be respectful of all types of families.</p> <p>The word gay should never be used as an insult. The correct term is a same-sex relationship</p>
Younger children may ask: can 2 men/2 women get married.	<p>Any 2 grown-ups who love each other can get married in this country. That can be 2 men, 2 women or a man and a woman.</p> <p>Two people loving, caring and respecting each other is not wrong. It may look different to your family, but it is not wrong.</p> <p>We should be respectful of all types of families.</p>

Is it wrong for two men/women to love each other.	
What is an erection?	<p><i>Covered in year 4 onwards only.</i></p> <p>An erection is a common change that happens to boys during puberty. An erection happens when extra blood flows to the penis. This causes the penis to harden and lengthen.</p> <p>Most erections are not straight and tend to either curve upwards or to either side. Erections can happen at any time. This is not an unusual change and happens to boys.</p> <p><i>Under year 4 response:</i></p> <p>This is something you will learn about in Year 4, so I'm not going to talk about it now, but you could ask a grown-up when you get home if you would like to know more now. (Follow up with parent)</p>
What is a wet dream?	<p><i>Covered in year 4 and above.</i></p> <p>Wet dreams are a normal change that happen during puberty. Sometimes sperm will leave your body, through your urethra when you are asleep. This is called a nocturnal emission, more commonly known as a "wet dream." It happens without you knowing about it. You may notice that your pyjamas or sheets feel wet or sticky when you wake up. Most males experience wet dreams between the ages of 12 to 18.</p> <p>You will experience wet dreams less frequently as you grow older, you will have more control over your body.</p> <p><i>Under Year 4 response:</i></p> <p>This is something you will learn about in Year 4, so I'm not going to talk about it now, but you could ask a grown-up when you get home if you would like to know more now. (Follow up with parent)</p>
Have you had sex?	Refer to ground rules. We do not ask personal questions during this lesson. Then move on.
Why do boys have willies and girls have vaginas?	<p><i>Explain that a penis or a vagina is what doctors use to say whether a baby is a boy or a girl when it is born.</i></p> <p><i>In Year 4, you can explain further:</i></p> <p>In boys, the testicles contain sperm and in girls, the ovaries contain eggs.</p> <p><i>In Year 5:</i> In almost all animals and plants, including all mammals and humans, sex cells from a male and a female are needed to create new life.</p> <p><i>In Year 5 and beyond, once they have received teaching about intercourse, it is fine to explain that the penis is the part of a male that delivers male sex cells (sperm) by entering into a female's vagina, where</i></p>

	<i>the sperm can meet with a female sex cell (egg) and a baby can be conceived.</i>
Why can't children have babies?	<p><i>Explain that puberty is the time when our bodies are getting ready for becoming an adult. Explain that children's bodies have not gone through all the correct changes to have children yet.</i></p> <p><i>In Year 4 and beyond, it is worth stating that once a girl has menstruated, her body has gone through the changes needed to have a baby, but that happens later, as adults, when two people are in a loving, respectful relationship.</i></p>
How does sperm get into the vagina?	<p>Should be answered in year 5 sex education lesson only.</p> <p>That is something you will learn more about in Year 5. If you would like to know more about it now, you should ask your parents/carers at home (follow up with parent/carers)</p> <p>For year 5 and beyond:</p> <p>During sexual intercourse, the sperm will enter a woman's body via her vagina. This sperm then travels through the woman's body towards the fallopian tube. In the fallopian tube, the sperm may meet with the egg. This is called fertilisation.</p>
Do you have to be married/live with someone to have children?	<p>No some families have parents who are married, some parents are not married.</p> <p>Some parents live in the same home, some parents live in different homes or even different countries.</p> <p>All families look different. It doesn't matter what your family looks like, what is important is the love and care families show to one another.</p>
Why don't girls bleed to death when they have their period?	<p>During your period, you lose a very small amount of blood, on average around 2.4 tablespoons. The blood you lose during your period is waste blood, i.e. your uterus shedding its lining because it is not needed. This is not the same as the blood in your circulatory system. Therefore, we are shedding a small amount of waste blood not blood that is needed in our body.</p>
How old do girls have to be to wear a bra?	<p>Every girl is different. It depends on when someone feels uncomfortable or that they would like extra support. Some girls start wearing a bra around age 11. Some girls need one by age 8, though, and some girls don't need one until they are 14. There is no normal and no one should worry if their friends are or are not wearing bras. It is about when is a good time for each person. Speak to an adult at home about going bra shopping.</p> <p><i>You can reassure the class that all women have gone bra shopping, remember what their first bra shopping experience was like etc</i></p>
How do girls know if they are going to have a period?	<p><i>Covered in Year 4 and above.</i></p> <p>It's hard to tell when your first period will arrive. It can be different for every girl. It usually happens about two years after the first signs of</p>

	puberty (usually breast development), and about a year after pubic hair begins growing, but this can vary for every girl. Some girls may also notice some white or yellow discharge in the few months leading up to a period. This is nothing to worry about and is a normal change.
Where do babies come from?	<p><i>Sex education is covered in Year 5 – therefore if asked in Year 5 sex education lesson, the scientific explanation should be given.</i></p> <p><i>Otherwise,</i></p> <p>We learn about this in Year 5 and 6. If you would like to know more now, have a chat with your grown-up when you get home. (Follow up with parent/carer)</p> <p><i>This question is also commonly asked in EYFS/KS1. If asked in these year groups, ask where do you think the baby comes from and let pupil lead conversation. Use your judgement about whether it is an appropriate conversation to have, based on your current cohort.</i></p> <p><i>Usual responses to this question are babies grow in mummy's tummy. If a child asks this question it is worth following up with their parent.</i></p>
<p>This content has been adapted from an EGFL.org.uk document.</p> <p>It will be regularly added to, based on questions which arise during our teaching.</p>	

Final things to remember:

Our aim is ensuring all children grow up, understanding how to protect and care for themselves and understanding that a healthy relationship is one between any two people who love, care for and respect each other – all answers should be helping to promote this aim.

All answers should promote equality and choice and not contain personal opinion.

Be aware of unconscious gender bias or stereotyping.

Be aware of using the correct vocabulary at all times (see Appendix 3).

- It is very important not to make fun of a student's question, or allow any other students to do so, as that will make the student asking the question feel silly and less likely to ask questions in the future. Even if it is a comedy question (you will get them!) you need to reinforce to the class that there are no silly questions, and since students are all at different stages of development then peoples questions will all be different but all should be answered equally.
- Some students may occasionally ask personal questions about your private life – firmly and pleasantly refer them back to your ground rules– that personal lives are not disclosed.
- Finally, always answer questions appropriately to the level you are teaching. Don't be tempted to answer a question above the learning level agreed within the scheme of work for your class.

Appendix 5: Ground Rules to establish a safe environment for teaching PSHE and RSE at Redbourn Primary School

- **We will listen to each other in a calm manner without interrupting** - We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings. We will listen to the other person's point of view respectfully and expect to be listened to ourselves.
- **We respect each other's privacy (confidentiality).**
- **We will show respect for each other and each other's views, even where they are different from our own** - We feel safe discussing issues and we know that our teacher will not repeat what is said in the classroom unless they are concerned we are at risk, in which case they will follow the school's safeguarding policy. It is okay for us to disagree with another person's point of view but we will not judge, make fun of, or put anybody down. We will 'challenge the opinion, not the person'. We will not make assumptions about people's values, attitudes, behaviours, identity, life experiences or feelings.
- **We have the right to pass** - Taking part is important. However, we have the right to pass on answering a question or participating in an activity and we will not put anyone 'on the spot'.
- **We use correct, kind and positive words** - We will use correct terms rather than slang terms, as they can be offensive. If we are not sure what the correct term is, we will ask our teacher.
- **We agree that it is OK to make mistakes and learn from them** - We are encouraged to ask questions and they are valued by our teacher. However, we do not ask personal questions or anything intended to deliberately try to embarrass someone. If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.
- **We are open and honest, however, we avoid using names when discussing topics** - We will be open and honest, but not discuss directly our own or others' personal/private lives. We will discuss examples but will not use names or descriptions which could identify anyone.
- **Seeking help and advice:** If we need further help or advice, we know how and where to seek it—both in school and in the community. We will encourage friends to seek help if we think they need it.

Appendix 6: Science Curriculum links to RSE

Listed below are the **statutory** requirements for Science, set out in the National Curriculum, which have links to RSE

As these are mandatory, parents do not have the right to withdraw from these topics.

Year 1	Year 2	Year 5	Year 6
Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense	Notice that animals, including humans, have offspring which grow into adults	Describe the life process of reproduction in some plants and animals, including humans. Describe the changes as humans develop to old age, including puberty.	Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
	Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.		Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.

There are no specific science objectives with links to RSE in the Year 3 or 4 science curriculum.

Appendix 7: Parent withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	