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**ALDERSBROOK**  
PRIMARY SCHOOL

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*Let's learn together...*

## Relationships, Sex and Health Education Draft Policy

Head Teacher: Mr B. Hughes

Reviewed and Updated: June 2022

This model policy has been developed through consultation with: SACRE, Redbridge Faith Forum, an Equality rep working party, A Faith and Belief rep working party, Youth council, Parent Rep Working parties, Redbridge RSHE outreach services, Community consultation, Governors and trustees and Teachers:

Aldersbrook Primary community has co-constructed this with:

- **Person responsible for RSHE in school:** Mrs S. Shah
- **Signature of Head Teacher:** Mr B. Hughes
- **Signature of Chair of Governors:** Mr C. Patsalis
- **Link Governor:** Ms Miia Sparkes
- **Date ratified by Governors or trustees:** TBC
- **When the policy will be reviewed:** July 2022

#### School consultation taken place concerning the implementation of the 2020 guidance in RSHE

	Parents/Carers	Teachers	School governors
Date	30.06.21	09.06.21	10.06.21
What we did	Parents' consultation on resources There is also an ongoing consultation by the Borough on the syllabus. As of 24.06.21 the syllabus was on its third draft	School INSET and staff survey	Presentation to governors

#### Curriculum Aim

A high-quality Relationships, Sex and Health education (RSHE) is a school subject through which pupils develop the knowledge, skills and attributes they need to manage their lives, now and in the future. These skills and attributes help pupils to stay healthy, safe and prepare them for life and work in modern Britain. Within Aldersbrook our RSHE curriculum sits within the wider Personal, Social, Economic and Health Education (PSHE) and Science subjects. The Curriculum Aim and Subject Intent for this subject can be found in the PSHE policy.

#### Aims and Objectives - RSHE

It is the intention of Aldersbrook Primary to teach age appropriate, pupil sensitive, evidence based RSHE, that respects the law and all communities that call Redbridge home.

At Aldersbrook Primary it is our expectation that RSHE provides a learning space to understand Personal, Social and Health skills, knowledge and understanding, to enable children to navigate the world in which they live throughout childhood but also into adulthood; therefore, RSHE is such an important element of the curriculum.

#### Statutory Content Primary – Relationship & Health Education

As of September 2021, it is the legal requirement of Primary Schools – both maintained and Academies to teach Relationships and Health Education, alongside the Science National Curriculum and within the context of safeguarding and maintaining a child centred approach in accordance with the 'Keeping children safe in education document' (DfE, Sept, 2020).

At Aldersbrook Primary we acknowledge and recognise that families are a child's first and most effective teacher, it is our aim to build on the established foundation of the Redbridge syllabus and consultation of working in partnership with parents/carers to educate our children about these important subjects. Here at Aldersbrook Primary we will ensure that an annual meeting is held to present our RSHE curriculum and create a space for questions to be raised hereafter. The Government guidance is due to be reviewed every 3 years.

### **National Curriculum Science**

The Key stage 1 and Key stage 2 National Curriculum states that children's learning should include teachings about the main external body parts, the growth and development of humans from birth to old age, including the changes experienced during puberty, asexual and sexual reproduction in plants and mammals, the importance of exercise and the impacts associated with diet, drugs and lifestyle on the function of the body.

**Full Science curriculum context can be viewed in appendix 1.**

**There continues to be no right to withdraw from the Science National Curriculum.**

### **Health Education**

The aim of Health Education is to provide information to children that will empower them to make their own choices about their physical and mental wellbeing and health. Children will recognise what is usual and what is not, in themselves and others and be equipped to seek support at the earliest opportunity from appropriate sources.

Puberty, including menstruation, will be covered in Health Education and should, as far as possible, be addressed before children begin puberty. At Aldersbrook Primary we have followed the recommendation of the Redbridge syllabus to teach about the menstrual cycle within Year 4, as an additional parent and child invited session. This is earlier than detailed in the statutory Science KS2 curriculum whereby topics such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in plants and animals is taught in Upper KS2.

**See appendix 2 & 3 for full list of content. Include a copy of the DfE guidance**

**There is no right to withdraw from Health Education.**

### **Relationships Education**

The aim of Relationships Education is to provide information to children that will empower them to understand themselves and the world in which they live. The focus in Primary schools should be on teaching the fundamental building blocks and characteristics of positive relationships, with family members, other children and adults along with encouraging the development their own positive personal attributes such as a belief that they can achieve and persevere towards tasks and long-term rewards, honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice, as outlined in the guidance. It also aims to teach how to seek support and guidance from appropriate sources. Lessons will be evidence based, age appropriate, and based on the law and sensitive to the needs of all children.

**See appendix 2 & 3 for full list of content. Include a copy of the DfE guidance**

**There is no right to withdraw from Relationships Education**

### **Safeguarding**

Safeguarding is an important aspect of all the lessons taught as part of RSHE in our school. Our safeguarding policy will be applied to and supported by all aspects of RSHE and any disclosures or issues

arising as part of RSHE, will be dealt with in line with our safeguarding policy. The aim of including safeguarding within the syllabus enables consistent, age appropriate fact-based vocabulary to report any concerns of abuse including, physical, emotional, sexual, and neglect.

### **Non - Statutory Sex Education**

The Government and local advisors strongly recommend and Aldersbrook have decided, after consultation with parents/carers, to teach Sex Education beyond that taught within the Science curriculum. The school will be teaching about 'how a baby is conceived and is born/human reproduction' in Years 5 and 6 following on from the National Science Curriculum, which teaches about sexual reproduction in other mammals (not humans) in Year 5. Sex Education at Aldersbrook will be taught by trained staff in an age appropriate and sensitive way and we believe will help to ready children for their move to Secondary School.

### **Parent/Carer right to withdraw their children from non – statutory Sex Education**

Parents/Carers continue to have the right to withdraw their children from non-statutory Sex Education e.g. "How a baby is born and conceived/human reproduction"; following a meeting/conversation with a member of the leadership team to share their concerns. This conversation/meeting should be documented by the school. If you would like to arrange a meeting please contact the school office via email at [admin.aldersbrook@redbridge.gov.uk](mailto:admin.aldersbrook@redbridge.gov.uk)

### **RSHE in EYFS**

RSHE in the Early Years Foundation Stage (EYFS) is based on the EYFS Prime areas of:

- Personal, social and emotional development (PSED)
- Communication and language (CL)
- Physical development (PD)

RSHE is also embedded across several of the Early Learning Goals in EYFS. Some of these goals include:

- Self-Regulation ELG  
Children at the expected level of development will:
  - Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
  - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Managing Self ELG  
Children at the expected level of development will:
  - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
  - - Explain the reasons for rules, know right from wrong and try to behave accordingly;
  - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
- Building Relationships ELG  
Children at the expected level of development will:
  - Work and play cooperatively and take turns with others;
  - Form positive attachments to adults and friendships with peers;
  - Show sensitivity to their own and to others' needs.

Definitions of these three prime areas are included below. These have been taken from the Birth to 5 Matters document which the school will be using as guidance from September 2021.

### **Personal, Social and Emotional Development**

Who we are (personal), how we get along with others (social) and how we feel (emotional) are foundations that form the bedrock of our lives. As we move through life, we are continually developing our sense of self as we weave a web of relationships with self, others and with the world.

Personal, Social and Emotional Development is fundamental to all other aspects of lifelong development and learning, and is key to children's wellbeing and resilience. For babies and young children to flourish, we need to pay attention to how they understand and feel about themselves, and how secure they feel in close relationships: in so doing they develop their capacities to make sense of how they and other people experience the world. Children's self-image, their emotional understanding and the quality of their relationships affect their self-confidence, their potential to experience joy, to be curious, to wonder, and to face problems, and their ability to think and learn.

A holistic, relational approach creates an environment that enables trusting relationships, so that children can do things independently and with others, forming friendships. Early years practitioners meet the emotional needs of children by drawing on their own emotional insight, and by working in partnership with families to form mutually respectful, warm, accepting relationships with each of their key children.

### **Physical Development**

Intricately interwoven with emotional, social, cognitive and language development, physical development underpins all other areas of a child's learning and development. Extensive physical experience in early childhood puts in place the neurological, sensory and motor foundations necessary for feeling good in your body and comfortable in the world. The intimate connection between brain, body and mind must be understood; when they are viewed as one system, the impacts of active physical play, health and self-care are observed and the effects on a child's early brain development and mental health of adverse childhood experience, including malnutrition, illness or neglect, is recognised. Health, wellbeing and self-care are integral to physical development. Prioritising care opportunities and a collaborative approach with young children supports development of lifelong positive attitudes to self-care and healthy decision-making.

Each child's journey relies on whole-body physical experiences. While biologically programmed, the unfolding of this complex, interconnected system requires repeated movement experiences that are self-initiated and wide-ranging. Fine and gross motor control must develop together in an integrated way, so that the child can achieve what they set out to do. We must ensure that children have movement-rich lives indoors and outdoors from birth. This includes the role of the adult's body as an enabling environment itself, embedding movement into everything, and encouraging each child's own motivations for being active and interactive with others.

### **Communication and Language**

Experiences in the womb lay the foundation for communication, and a baby's voice is evident from the beginning. Babies use their bodies, facial expressions, gestures, sounds and movements to seek connections and respond to those around them. Young children depend on back-and-forth interactions with responsive others to develop confidence as effective communicators and language users. Communication and language development are closely intertwined with physical, social and emotional

experiences. Communication and language lay a foundation for learning and development, guiding and supporting children's thinking while underpinning their emerging literacy.

Language is more than words. As children grow, they begin to be aware of and explore different sounds, symbols and words in their everyday worlds; a language-rich environment is crucial. A child's first language provides the roots to learn additional languages, and parents should be encouraged to continue to use their home languages to strengthen and support their children's language proficiency as they join new environments.

Children's skills develop through a series of identifiable stages which can be looked at in three aspects - Listening and Attention, Understanding, and Speaking. While not all children will follow the exact same sequence or progress at the same rate, it is important to identify children at risk of language delay or disorder as these can have an ongoing impact on wellbeing and learning across the curriculum.

## **Definitions**

### **Relationship Education - Primary**

Relationship Education is the teaching of Families (which can include single parent families, LGBT Parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures. There are many different types of families. Some families have a mother or a father, two mummies, two daddies, a mummy and a daddy, grandparents as parents or other combinations. In British law it says that people have a right to live in families of their own choosing. The most important thing is that we always make sure to respect the way that people choose to live their lives). People who care for me, Caring friendships, Respectful relationships, Online relationships and Being safe by the end of Primary school. This will include core safeguarding elements including children being able to report concerns or abuse using the vocabulary to do so, which incorporates the use of consistent scientific names for main external body parts including Penis and Vagina from Key Stage 2.

### **Sex Education – Primary**

Sex Education in Primary is the teaching of sexual reproduction – how a baby is conceived and born, which goes beyond the National Curriculum teaching of reproduction in mammals and plants.

### **Health Education – Primary**

Health education is the teaching of Mental Wellbeing, Internet safety and harms, Physical health and fitness, Healthy eating, Drugs, alcohol and tobacco, Health and prevention, Basic first aid and Changing adolescent body.

### **Equality**

The school will comply with the relevant requirements of the Equality Act 2010 and the Public Sector Equalities Duty (2014): schools must not unlawfully discriminate against pupils or allow children to be bullied because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (Protected Characteristics).

The delivery of the content of RSHE will be made accessible to all pupils, including those with SEND.

At Aldersbrook we celebrate difference and diversity. The bullying or discrimination of anyone for any reason is not acceptable. It is expected that our Relationships Education curriculum will lead to a stronger sense of community, mutual respect and give pupils a sense of responsibility. This will help, to keep Aldersbrook a safe, inclusive and caring place for all, upholding the core values and ethos of the school.

### **Faith sensitivity**

Some religious people/faiths will see some family structures as a preferred way of living. British Law says that people have a right to live with whoever they choose. The most important thing is that we always make sure to respect the way that people choose to live their lives. Teachers can acknowledge in RSHE lessons that some children/young people may have beliefs about the content to be taught, whilst noting that the purpose of the lesson is to give information. Children and young people will also be reminded of the ground rules and their right to pass on discussing anything that they do not want to. For some children and young people, it might be forbidden to discuss sex and the human body, which may be seen as a private matter.

### **Organisation of Teaching, Assessment & Review**

It is our intention that RSHE sessions will meet our high standard of teaching and learning. Therefore, planning will be accessible to the RSHE lead Mrs Shah to review, discuss and develop CPD opportunities where appropriate. RSHE lessons will be included in whole school learning (monitoring) walks.

Teachers will be responsible for assessing the children's learning and progress. At Aldersbrook teachers will identify prior learning by looking at the Subject progression grid, speaking to teachers from the previous year group and using teacher assessment of the children's understanding.

Children's learning and progress through looking at plans, flipcharts, book surgery, lesson study, pupil voice and moderations. This learning will be evidence by being included in the children's PSHE journal where appropriate. We have chosen this approach because it fits into the wider approach utilised for the subject of PSHE.

Some aspects of RSHE will be taught in the final summer term by class teachers as a unit of work. These objectives are the ones which are linked to how children's bodies are changing. However, there are other objectives which are embedded throughout our PSHE curriculum. The PSHE curriculum overview can be found on our School Website at <http://www.aldersbrook.redbridge.sch.uk/>

We are aware that some sessions throughout different age groups and dependent on individual needs may suit being taught with amendments to teaching organisation i.e. in single gender groups or smaller groups.

Children will be able to ask questions, responses should be evidence based, age appropriate, based on the law, and sensitive to the needs of children. Home and School Partnership and communication and an understanding of the school's approach to safeguarding disclosures is important.

### **What training will staff be given?**

Staff will be trained by our school RSHE lead on a yearly basis. They will also be offered support with planning and will always be signposted to high quality resources to ensure quality first teaching.

### **Resources**

We currently use the Chris Winters Project resources for our RSHE unit. Wider aspects of the PSHE curriculum use high quality resources from organisations such as:

- The PSHE Association
- St John's Ambulance
- Public Health England,
- CEOP/Think U Know.

We also use the NSPCC Talk Pants programme at the start of each year to help promote safeguarding. Talk PANTS helps children understand that their body belongs to them, and they should tell someone they trust if anything makes them feel upset or worried.

### **RSHE Lead**

The name of the RSHE at Aldersbrook is Mrs S Shah



If you have any questions regarding this policy or RSHE please contact Mrs Shah via the school email at [admin.aldersbrook@redbridge.gov.uk](mailto:admin.aldersbrook@redbridge.gov.uk)

## Appendix 1

### Science National Curriculum – Animals Including Humans

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<p><b>Pupils should be taught to:</b></p> <p>Identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals</p> <p>Identify and name a variety of common animals that are carnivores, herbivores and omnivores describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)</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><b>Pupils should be taught to:</b></p> <p>Notice that animals, including humans, have offspring which grow into adults</p> <p>Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene</p>	<p><b>Pupils should be taught to:</b></p> <p>Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat</p> <p>Identify that humans and some other animals have skeletons and muscles for support, protection and movement</p>	<p><b>Pupils should be taught to:</b></p> <p>Describe the simple functions of the basic parts of the digestive system in humans</p> <p>Identify the different types of teeth in humans and their simple functions construct and interpret a variety of food chains, identifying producers, predators and prey</p>	<p><b>Pupils should be taught to:</b></p> <p>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</p> <p>Describe the life process of reproduction in some plants and animals</p>	<p><b>Pupils should be taught to:</b></p> <p>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</p> <p>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</p> <p>Describe the ways in which nutrients and water are transported within animals, including humans</p>

**Appendix 2**

**Redbridge Syllabus for RSHE – To be included once Final policy has been included**

### Appendix 3

#### DfE Guidance for teaching Relationships, Sex and Health Education 2019.

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers should talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers should include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

A growing ability to form strong and positive relationships with others depends on the deliberate cultivation of character traits and positive personal attributes, (sometimes referred to as 'virtues') in the individual. In a school wide context which encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the

importance of self-respect and self-worth, pupils should develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This can be achieved in a variety of ways including by providing planned opportunities for young people to undertake social action, active citizenship and voluntary service to others locally or more widely.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through Relationships Education (and RSE), schools should teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. In primary schools, this can be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it will be important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children.

#### **By the end of primary**

##### **Families and people who care for me**

Pupils should know:

- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that 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
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

### **Caring friendships**

Pupils should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends
- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right
- how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

### **Respectful relationships**

Pupils should know:

- 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
- practical steps they can take in a range of different contexts to improve or support respectful relationships
- the conventions of courtesy and manners
- the importance of self-respect and how this links to their own happiness
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- 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
- what a stereotype is, and how stereotypes can be unfair, negative or destructive
- the importance of permission-seeking and giving in relationships with friends, peers and adults

### **Online relationships**

Pupils should know:

- that people sometimes behave differently online, including by pretending to be someone they are not
- that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- how information and data is shared and used online

## **Being safe**

Pupils should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- how to recognise and report feelings of being unsafe or feeling bad about any adult
- how to ask for advice or help for themselves or others, and to keep trying until they are heard,
- how to report concerns or abuse, and the vocabulary and confidence needed to do so
- where to get advice, for example family, school or other sources

## **Managing difficult questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. The school's policy should cover how the school handles such questions. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Meeting these objectives will require a graduated, age-appropriate programme of Relationships Education. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. Schools should consider what is appropriate and inappropriate in a whole-class setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

## **Sex education (Primary)**

The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and

emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. 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. Meeting these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered.

Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, headteachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science.

Schools will want to draw on the good practice for conversations with parents around the right to withdraw.

Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.



## Appendix 4

### Early Learning Goals and Birth to 5 Matters

#### Birth to 5 Matters guidance supports children's progress toward all of the statutory EYFS Early Learning goals

EYFS Early Learning Goals		Support in Birth to 5 Matters	
CL	Listening, Attention and Understanding	CL:	Listening and Attention
	Speaking	CL:	Speaking
PSED	Self-Regulation	<b>Characteristics of Effective Learning</b>	
		PSED:	Understanding Emotions
	Managing Self	CL:	Listening and Attention
		<b>Characteristics of Effective Learning</b>	
Building Relationships	PSED:	Understanding Emotions: Sense of Self	
	PD:	Health and Self-care	
PD	Gross Motor Skills	PSED:	Making Relationships
	Fine Motor Skills	PD:	Moving and Handling
L	Comprehension	CL:	Understanding
	Word Reading	L:	Reading
	Writing	L:	Writing
M	Number	M:	Mathematics
	Numerical Patterns		
UW	Past and Present	UW:	People and Communities
	People, Culture and Communities		
	The Natural World	UW:	The World
	(No ELG)	UW:	Technology
EAD	Creating with Materials	EAD:	Creating with Materials Being Imaginative and Expressive
	Being Imaginative and Expressive		