





DINGLE COMMUNITY PRIMARY SCHOOL

RELATIONSHIP AND SEX EDUCATION (RSE) POLICY
(Previously incorporated within PHSRE Policy)

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Reviewed by:	Governing Board
Signed:	 (Headteacher)
Signed:	 (Chair of Governing Board)
Date:	17 th March 2026

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1. Aims

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

- › Provide a framework in which sensitive discussions can take place
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- › Create a positive culture around issues of sexuality and relationships
- › Teach pupils the correct vocabulary to describe themselves and their bodies

Our school vision 'Every Child has a Voice' underpins all that we do at Dingle and is encompassed further through our VOICE values.

Everyone who comes into our school is treated with respect and is included. RSE is taught to promote healthy relationships and to raise self-esteem as well as to develop an understanding of emotional health and well-being.

An overarching aim is for children to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, school, work and in the community.

2. Statutory requirements

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

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

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Dingle Community, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review –Our Curriculum Lead, Senior Leaders and Designated Safeguarding Leads collated relevant information including relevant national and local guidance. This was also completed through consultations with 1Decision Scheme of Learning Specialists and Dudley Nursing Team.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy and our RSE practice.
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.

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

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

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Assessment of Resources and Materials

All resources and teaching materials used to deliver Relationships and Sex Education (RSE) will be formally assessed prior to use to ensure that they are appropriate, accurate, and aligned with statutory guidance.

- **Relevance and Accuracy:** Materials will be checked to ensure they reflect up-to-date information, are factually correct, and are age-appropriate for pupils.
- **Alignment with Policy and Curriculum:** Resources must support the school's RSE policy, values, and ethos, and link directly to the planned learning outcomes within the curriculum.
- **Inclusivity and Sensitivity:** Materials will be reviewed to ensure they are inclusive, respectful, and accessible for all pupils, taking into account diversity of background, culture, faith, and family circumstances.
- **Safeguarding Considerations:** Resources will be assessed to ensure that they do not contain inappropriate or harmful content and that they promote safe and healthy relationships.
- **Parental Transparency:** Where possible, key resources (such as texts, videos, or online content) will be made available for parental review during consultation or on request.
- **Approval Process:** The RSE subject lead, in consultation with the Senior Leadership Team, will review and approve all resources before classroom use. Materials from external agencies will be subject to the same level of scrutiny.

A record of approved resources will be maintained by the RSE subject lead and reviewed annually as part of the monitoring cycle.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Assessment in RSE

Pupils will not be formally tested in RSE. Instead, their progress and understanding will be assessed through their contributions during discussions and activities in sessions. Pupils will also have the opportunity to record and reflect on their learning in our RSE 'floor books', which will provide evidence of their developing knowledge, skills, and attitudes over time.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of adaptation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The Teachers' Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy and hold the Headteacher and Deputy Headteacher to account for its implementation.

8.2 The Headteacher and Deputy Headteacher

The headteacher and Deputy Headteacher are responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- › Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- › Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- › Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Nichola Heather (HT) or one of the deputy designated safeguarding leads (DDSLs) Jodie Richardson (DHT) or Hannah Kitching (EYFS Lead)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Nichola Heather (HT) or Jodie Richardson (DHT Curriculum Lead, PSHRE Lead)

8.4 Pupils

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

9. Parents' right to withdraw

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

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

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

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

10. Training

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

The Headteacher/ Deputy Headteacher will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by Nichola Heather (HT) and Jodie Richardson (DHT and PSHRE Lead) through:

- Lesson observations and/or learning walks to review the effectiveness of teaching and pupil engagement.
- Scrutiny of floor books and class records to ensure coverage of the agreed curriculum and opportunities for pupils to reflect on their learning.
- Staff feedback through discussions and questionnaires to evaluate confidence, training needs, and resource effectiveness.
- Pupil voice activities to gather children's perspectives on what they have learned and how safe and supported they feel in lessons.
- Review of planning and resources to ensure they remain age-appropriate, inclusive, and relevant.

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

This policy will be reviewed by Jodie Richardson (DHT and PSHRE Lead) annually.









At every review, the policy will be approved by Governing Board and Nichola Heather (HT)

Appendix 1: Curriculum map

Relationships and sex education curriculum map

<https://www.1decision.co.uk/resources/parent-carer-zone>

<https://schools.1decision.co.uk/info/teacher-zone/supporting-documents/parent-carer-engagement/parent-carer-presentation/>

We are Responsible Citizens	Autumn	Spring	Summer
<p>Year 1</p> 	<p><u>Keeping and Staying Safe</u> Road Safety</p> <p><u>Being Responsible</u> Water Spillage</p> <p><u>Feelings and Emotions</u> Jealousy</p> 	<p><u>Keeping Healthy</u> Washing Hands</p> <p><u>Relationships</u> Friendships</p> <p><u>Computer Safety</u> Online Bullying</p> 	<p><u>A World Without Judgement</u></p> <p><u>Our World</u> Growing in our world</p> <p><u>Fire Safety</u> Hoax Calling</p> 
<p>Year 2</p> 	<p><u>Keeping and Staying Safe</u> Tying shoelaces Staying Safe</p> <p><u>Being Responsible</u> Practice Makes Perfect Helping Someone in Need</p> <p><u>Feelings and Emotions</u> Worry Anger</p> 	<p><u>Keeping Healthy</u> Healthy Eating Brushing Teeth</p> <p><u>Relationships</u> Bullying Body Language</p> <p><u>Computer Safety</u> Image Sharing Computer Safety Documentary</p> 	<p><u>A World Without Judgement</u></p> <p><u>Our World</u> Living in our world Working in our world</p> <p><u>Fire Safety</u> Petty Arson Texting whilst driving</p> 

Year 3



Keeping and Staying Safe

Leaning out of windows

Being Responsible

Stealing

Feelings and Emotions

Grief



Keeping Healthy

Medicine

Relationships

Touch

Computer Safety

Making friends online



A World Without Judgement

Our World

Looking after our world

Fire Safety

Visiting the Fire Station



Year 4



Keeping and Staying Safe

Cycle Safety

Being Responsible

Coming home on time

Feelings and Emotions

Jealousy



Keeping Healthy

Healthy Living

Relationships

Appropriate Touch

Computer Safety

Online Bullying



A World Without Judgement

Breaking Down Barriers

Our World

Chores at Home

First Aid

First Aid Year 4



Year 5



Keeping and Staying Safe

Peer Pressure

Adults and Children's Views

Being Responsible

Looking out for others

Adults and Children's Views

Feelings and Emotions

Anger

Adults and Children's Views



Keeping Healthy

Smoking

Adults and Children's Views

Relationships

Puberty

Adults and Children's Views

Computer Safety

Image Sharing



A World Without Judgement

Inclusion and Acceptance

Adults and Children's Views

Our World

Enterprise

Adults and Children's Views

First Aid

First Aid Year 5

Adults and Children's Views



Year 6



Keeping and Staying Safe

Water Safety

Being Responsible

Stealing

Feelings and Emotions

Worry



Keeping Healthy

Alcohol

Relationships

Conception

Computer Safety

Making Friends Online



A World Without Judgement

British Values

Our World

In App Purchases

First Aid

First Aid Year 6 (Part 1 and 2)



Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • 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 • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • 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 • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	<ul style="list-style-type: none"> • 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 for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources



Understanding RSHE

A guide for parents and carers

Personal, Social, Health & Economic Education



Introduction

For the purposes of this information leaflet, we are going to use the term parents and carers. This means anyone who has a caring role for children. However, we are not underestimating the important part that grandparents, aunts, uncles and older siblings can play in talking to children about relationships and sex. It would, therefore, be a good idea to consider sharing this information with those pivotal people within your wider family unit.

From September 2020 Relationships Education and Health Education (RSHE) became statutory in primary schools. This means that the government has stipulated that all schools must teach these topics as part of the curriculum, just like other important subjects like English and maths.

In primary, sex education is not compulsory, however, the Department for Education strongly advises that schools continue to deliver some elements of sex education to ensure that children have the skills to develop positive and healthy relationships in adolescence, whilst also understanding how to keep themselves safe from harm.

If you would like to have a look at the guidance, you can access it by visiting www.gov.uk and searching for relationships and sex education.

Resources

All schools must have a relationships and sex education policy which explains how they plan to deliver RSHE. This must be written and reviewed in consultation with you, as parents and carers. If you would like to read a copy of your school policy, it will be displayed on the school website. Or, if you would like to be more involved have a word with the PSHE lead for your child's school. Their name will most likely be available on the RSE policy.

Your school has chosen to deliver relationships and sex education by using the 1decision resource. You can be reassured that this programme of videos, workbooks and interactive activities has been sensitively developed to teach children about relationships using an age-appropriate and sequential approach.

If you would like to view these resources please ask your school, they will be happy to share them with you. There may also be a curriculum overview on the school website.



Working in Partnership

For your children to have the very best relationships and sex education, the government is clear that they consider it vitally important that schools and parents and carers work in partnership to deliver key messages. You play a unique and pivotal role in talking to your children about relationships, particularly in their early years. You have an emotional relationship with your child and know them better than anyone.

You can also adopt a more spontaneous approach, when questions crop up, perhaps when you are reading a book together or when watching a TV programme. You will not be alone if you feel nervous about answering some of the more sensitive questions your child may ask. They will often ask you something at the most inappropriate time! It is okay to ask them to wait until you are in a more suitable environment or when you are feeling more composed. The most important thing is to provide them with an honest answer, pitched at their level of understanding. Please don't tell them that 'babies are delivered by storks,' or 'we found you under a gooseberry bush.' You will only have to unpick those responses later and this can be confusing for your child. Be led by them, they are often happy with a simple answer, for example if your child asks, 'why has that lady got a big tummy?' dependant on their age and level of maturity and understanding, your answer might be 'because there is a baby inside.' As your child grows and becomes more curious, guided by them, you can gradually add more detailed information.

Delivering RSHE

The 1decision resources are designed to initiate conversations about feelings and emotions in early years, using colourful animated storybooks. In key stage 1, the programme introduces the concept of appropriate touch and teaches them the skills they need to keep themselves safe.

Your school will most likely talk to children in year 1 or 2 about the correct words to use for their external genitalia as naming body parts is covered as part of national curriculum science. They may come home using words, like penis, vulva and vagina. There is a very important reason for this. Although you may have a family name for genitals, that you feel more comfortable using, it is vital that a teacher understands immediately if a child is telling them about something that constitutes a safeguarding concern. If a child uses words like 'cookie,' or 'fairy,' something important could be missed. You can support the school by explaining the correct medical words at home and by talking to your children about what is a private area of the body. Your school may be using NSPCC Talk Pants. They also have produced a guide for parents. If you would like to know more, you can access information about the underwear rule via this link [NSPCC Talk Pants - Underwear Rule](#), or by visiting the NSPCC website and searching for Talk Pants.

As your child progresses through key stage one, the 1decision resources will cover the relationships element of the statutory guidance, using a range of videos, quizzes and interactive activities.

Before moving on to key stage 2, it might be helpful if you took a couple of minutes to reflect on how you first learnt about relationships and sex. Did you receive all the information you needed to keep yourself safe? Was it from a reliable source, or did you 'pick it up' from your friends, television, or magazines? Understandably for your children growing up today, it is predominantly the internet that they turn to for advice and guidance. Unfortunately, although the web can be a great source of information, it can also carry significant risk, and we know that the age at which young people are accessing pornography (whether intentionally or accidentally) is dropping. Whilst we don't want to overburden or frighten our children, we do need to be realistic about the pressures they are facing growing up in a digitalised society. The statutory guidance has been introduced to ensure that children are receiving consistent, accurate messages from people that they can trust, feel confident to seek help and know who to turn to if they are worried about a relationship.

Learning about how to use the internet and social media wisely and how and when to report anything that is potentially harmful, including online bullying are covered by the 1decision resources in key stage 1 and 2.

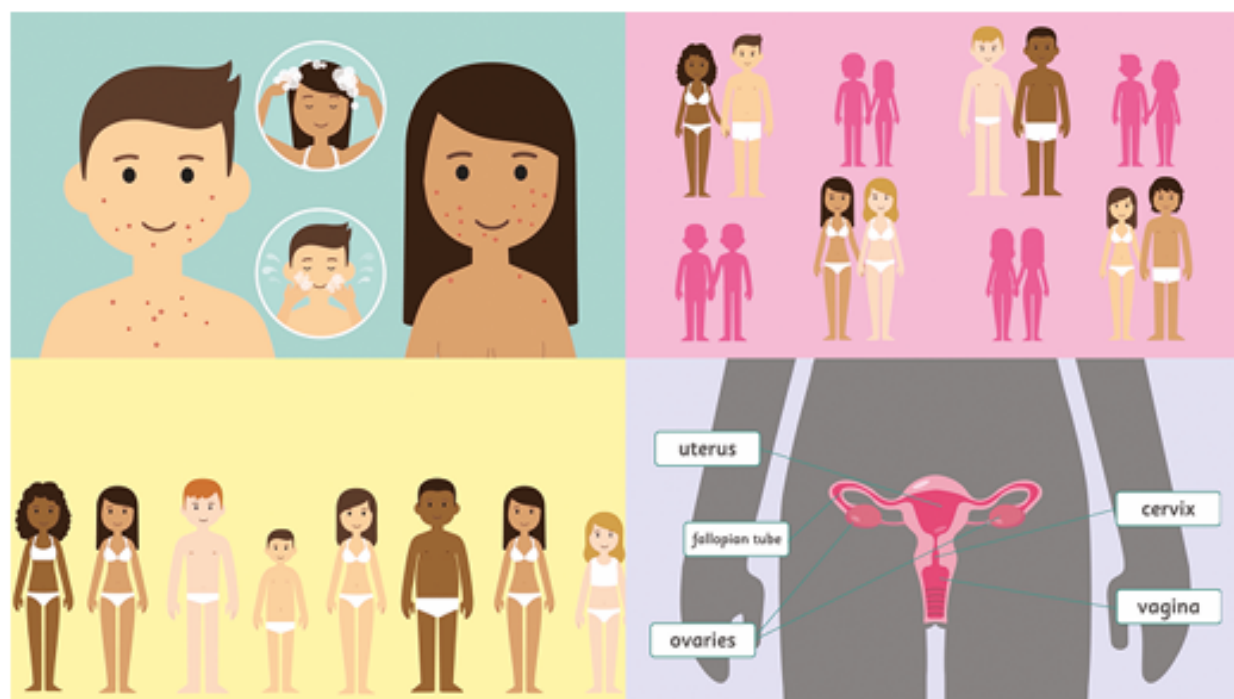
In key stage 2, your child will learn about puberty. This is now part of the health curriculum and you will not be able to withdraw your child from this element. The guidance is clear that it expects puberty to be taught to children prior to onset so that they are prepared for the physical and emotional changes that it brings. Your school may decide to introduce the topic in year 4, teach about it in detail in year 5, and consolidate learning and understanding in year 6. Every conversation will be age-appropriate, and the content will be tailored to the cohort of children in that current year group, which can change year on year. To support the delivery of this topic 1decision have produced an age-appropriate video which explains the physical and emotional changes that children will experience at the onset, and during puberty.

RSHE and Science

Following on from puberty some schools will choose to use the 1decision video relating to different sorts of relationships the law, sexual intercourse, conception, pregnancy, and the birth of a baby. This is likely to be delivered in year 6. The aim of this lesson is to ensure that both boys and girls are prepared for the changes that adolescence brings and have all the skills and information that they need prior to the transition to secondary school.

Some schools cover some or all of the above content within national curriculum science, which is a statutory subject. You do have the right to withdraw your child from elements of sex education covered within RSHE but not science lessons. You can check what is happening in your child's school by checking the RSE policy on the website. If it is not clear, have a word with your child's teacher.

If you would like to be prepared for the conversations that these lessons may instigate, ask your child's class teacher if they inform parents prior to the lesson being delivered. You can also visit the 1decision website at [1decision Parent Zone](#) where you can view the videos about puberty and conception, a teacher may also be able to suggest some books that you can read with your child so that messages are consolidated at home.



The Equality Act 2010







Schools are required to comply with the relevant requirements of the Equality Act 2010. This means that a child must not be discriminated against because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage, or civil partnership.

The guidance stipulates that all schools, when teaching RSHE, must take the religious background of pupils into account when planning teaching so that core content is appropriately handled. If you are concerned about any element of the proposed curriculum conflicting with your culture, religion, faith or beliefs, it is important that you discuss this with the school. Please make an appointment with your child's headteacher to discuss the matter further. In most circumstances, an amicable compromise can be agreed upon so that your child is receiving the information they need to keep themselves safe within approved parameters.









You may be the parents or carers of a child with special educational needs or a disability and be wondering how the curriculum will meet the individual requirements of your child. The guidance stipulates that RSHE must be accessible for all children, and lessons must be delivered in a differentiated and personalised way. This can be achieved by talking to their teacher beforehand. Request that you are made aware of the dates and times of the proposed lessons and be provided with a brief outline of the content. You can then prepare your child beforehand and be ready for any questions they may ask following the lesson.

You may also have seen on the television or read in the newspapers that some parents have been anxious about LGBT relationships being part of the statutory curriculum content. The government expects schools to ensure that LGBT content is fully integrated into their curriculum, and not taught as a standalone unit or lesson. The 1decision programme teaches all children, across both key stages, about the diverse society in which they are living and growing up in today. Throughout school, your children will learn about different types of loving, healthy relationships, different families and to respect and value differences. Your school will value every child on an individual basis and the 1decision curriculum for RSHE will be taught in an inclusive way that ensures every child in the classroom recognises themselves and their families in the content and feels valued and affirmed for who they are.




Books for Parents – All Available on Amazon

Books about where babies come from	
	<p>How are Babies Made, by Alistair Smith</p> <p><i>Using simple language this book explains to young children about how babies are made, how long they stay in a mummies tummy and what they can do when they are new-borns.</i></p>
	<p>It's Not the Stork, by Cory Silverberg</p> <p><i>Suitable for preschool children to age 8. This children's picture book is all about conception, gestation and birth. The text includes all kinds of children, adults, and families.</i></p>
	<p>How did I begin? by Mick Manning and Brita Granstroem</p> <p><i>A gentle introduction to human reproduction and the growth and development of a baby within the womb.</i></p>
	<p>Where Willy Went by Nicholas Allan</p> <p><i>A funny story about the facts of life for 5 to 7-year-olds, featuring Willy, a sperm that lives inside Mr Browne. Will Willy swim faster than the 500 million other sperms to reach the egg first?</i></p>
	<p>Mummy Laid an Egg by Babette Cole</p> <p><i>Funny but informative book for young children. This picture book communicates the facts of life in a straightforward but light-hearted way, whilst dispelling many of the silly myths that grown-ups often use to cover their embarrassment.</i></p>
	<p>Making a Baby. An Inclusive Guide to how Every Family Begins, by Rachel Greener</p> <p><i>This inclusive book, suitable for young 6 – 10, covers the different ways that a baby can be made, including sperm and egg, egg donation, IUI, IVF, surrogacy and adoption. It also covers how a baby grows in the womb and the ways a baby can be born.</i></p>

Books about body changes and growing up

	<p>Once There Were Giants by Martin Waddell and Penny Dale</p> <p><i>Aimed at 3 – 5-year-olds, this book explores what it must be like to be a baby, living in a world of giants. The content explores the stages of life and development through the eyes of a little girl who eventually grows up and becomes a giant herself.</i></p>
	<p>Hair in Funny Places by Babette Cole</p> <p><i>A child-friendly look at puberty and the growth of 'hair in funny places'. This is a children's storybook looking at the lives of Mr and Mrs Hormone and the journey that is puberty.</i></p>
	<p>Amazing you. Getting Smart about your Private Parts by Gail Saltz</p> <p><i>This is a picture book for young children who are becoming aware of their bodies. It presents clear, age-appropriate information about reproduction, (but not sexual reproduction), birth and the differences between girls' and boys' bodies.</i></p>
	<p>Let's Talk about the Birds and Bees, by Molly Potter</p> <p><i>Starting conversations about the facts of life (From how babies are made to puberty and healthy relationships). Using clear honest language, this book answers the most common questions children ask about puberty, sex, reproduction and relationships.</i></p>
	<p>Girl Talk by Lizzie Cox</p> <p><i>Suitable for 8–11-year-olds. A guide with covers puberty, personal hygiene, bullying, relationships and social media. This book offers practical advice to support young girls to navigate adolescence.</i></p>
	<p>The Boys Guide to Growing Up by Phil Wilkinson and Sarah Horne</p> <p><i>A positive guide for boys as they approach puberty. This book explains what will happen to their bodies including body hair and vocal changes, and how hormones may affect their emotions. It also covers healthy eating, self-esteem and aims to dispel myths and reassure boys about the positives associated with adolescence.</i></p>
	<p>The Puberty Book by Wendy Darvill and Kelsey Powell</p> <p><i>For girls and boys aged 9 – 11. This book has been termed the classic puberty book for girls and boys. It covers the physical and emotional changes experienced in puberty and is based on the author's work with real young people and parents.</i></p>
	<p>Asking about Sex and Growing Up, by Joanna Cole</p> <p><i>Written especially for pre-teens, the author uses a question-and-answer format to offer information on a wide variety of subjects related to sex and puberty.</i></p>

Books about personal space and keeping safe

	<p>My Body! What I Say Goes by Jayneen Sanders</p> <p><i>Helps to teach children about inappropriate touch. The book covers correct names for body parts, body safety, safe/unsafe touch, private parts, secrets/surprises, consent and respect.</i></p>
	<p>No Means No! by Jayneen Sanders</p> <p><i>This book teaches personal boundaries, consent; empowering children by respecting their choices about their bodies, and their right to say 'no!'</i></p>
	<p>My Underpants Rule by Rod Power</p> <p><i>Teaches the underpants rule through rhymes, songs and scenarios.</i></p>

Books about families

	<p>The Family Book by Todd Parr</p> <p><i>A picture book that celebrates the varieties of families whether it be two mummies, or two daddies, a messy family or a tidy one, every family is valued for its difference.</i></p>
	<p>And Tango Makes Three by Justine Richardson and Peter Parnell</p> <p><i>Based on a true story of a pair of male penguins in Bronx Zoo hatching an abandoned egg. This heart-warming story shows that all that is needed to make a family is love.</i></p>
	<p>My Parents Picked Me by Pat Thomas and Lesley Harper</p> <p><i>Suitable for small children this book is a first look at adoption. Explores issues of adoption in a simple way.</i></p>
	<p>We Belong Together by Todd Parr</p> <p><i>A bright and colourful picture book about adoption and different families aimed at 3 - 5-year-olds.</i></p>
	<p>Delly Duck, Why A Little Chick Couldn't Stay with His Birth Mother</p> <p><i>This is a foster care and adoption story book for children. This book is intended to help stimulate and support some of the discussions and questions children may ask associated with fostering and adoption.</i></p>

Books about personal space and keeping safe



King and King by Linda De Haan and Stern Nijland

The story of a prince whose mother sets out to find him a bride. After meeting lots of princesses he eventually falls in love and marries another prince.



My Princess Boy by Suzanne DeSimone and Cheryl Kilvados

This book is about a little boy who likes to dress as a princess. It is about love and acceptance and inspired by the author's son.



10,000 Dresses by Ewart and Marcus

Aimed at 5 – year olds, this is about a little boy called Bailey who dreams of wearing dresses. Eventually he meets an older girl and they start making dresses together that represent Bailey's dreams coming to life.

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

Sex Education withdrawal template

Relationships and Health Education (RHE) is statutory and forms a part of the Personal, Social, Health and Economic (PSHE) subject. All schools in England are required to teach RHE in primary schools and the 'Department for Education' recommends that schools consider teaching Sex Education.

Parents and Carers do not have the right to withdraw their children from lessons that cover the statutory Health and Relationship objectives (this includes puberty lessons) and lessons that cover national curriculum science objectives, including content on human development and reproduction.

To support the delivery of PSHE and RHE, our school has adopted a quality-assured programme called 1decision which has been kitemarked by the PSHE Association - the UK's governing body for the subject area. The 1decision resources have been created by PSHE and Safeguarding experts, together with schools, and most importantly children.

As a part of our curriculum our school chooses to deliver the Sex Education element. This content is delivered in year 6 and is taught through 1decision's conception topic. Parents and carers can choose to withdraw their child from this unit.

To assist you in your decision, we want to assure you that our curriculum is taught in an age-appropriate manner and provides pupils with the time to ask questions in a safe environment and ultimately receive information based on facts, rather than hearing content second-hand or via online platforms.

To find out more about our chosen provider, we would like to signpost you to their Parent/Carer zone on the 1decision website where you can review the following:

- **What is 1decision?**
- **1decision content overview (including examples of their puberty and conception animations)**
- **Examples of 1decision Early Years content**
- **Understanding RSHE document**
- **Free home activities and much more!**

Parent/carer Zone: <https://www.1decision.co.uk/resources/parent-carer-zone>

We hope you will take the time to review this information.

Following this, if you would like to withdraw your child from the conception unit please put this in writing to the headteacher.