





Bay Education Trust Primary Schools

Relationships, Sex and Health Education Policy

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Signed CEO		Print Name	STEPHEN KINGS
Signed Chair of Trust		Print Name	GAVIN JONES



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‘Relationships Education’ and ‘Relationships and Sex Education’ at Bay Education Trust Primary Schools

Personal, Social and Health and Economic Education is one of the subjects in the National Curriculum which pupils have an entitlement to experience throughout their education. Relationships and Sex Education is a major component of the schools' comprehensive programme of Personal, Social and Health Education.

In all areas of human experience, a good base of knowledge and understanding is deemed necessary for informed opinions and decisions to be made. It is vital that pupils receive effective Relationships and Sex Education so that they can ensure they are in safe and respectful relationships (friendships, families and partnerships) and before they become sexually active or put themselves at risk in other ways. It is also vital to correct prejudice and misinformation which may affect relationships with others both now and in the future. In Relationships and Sex Education, learning about the physical aspects of sex in Sex Education and the biological aspects in Science, is complemented by learning about family life and the exercise of personal responsibility towards other individuals and the broader community.

In drawing up the Schools' Policy, due regard has been given to:

- Consultation with parents, staff, the trustees and others in the local community
- The issues of content, organisation, methodology, resources, outside speakers, the explicitness and presentation of their material (including the presence or intervention of teachers as appropriate)
- Encouraging pupils to have regard to moral considerations and to appreciate the value of a stable family life, self-restraint, dignity, respect and to behave responsibly in sexual matters.

Our Aims

The following aims reflect those of the school and show how Relationships and Sex Education is delivered within the context of a moral framework.

1. To provide a broad and balanced Relationships and Sex Education Programme which:
 - Offers full entitlement and access for all pupils, including pupils with Special Educational Needs and disabilities



- Operates in an atmosphere of mutual trust and respect so as to encourage pupils to put forward and explore their ideas
2. By exploring moral and sexual issues and values to:
- encourage the pupils to develop positive pro-active attitudes, patterns of behaviour, lifestyles, values, communication and decision making skills with respect to sexuality and personal relationships, for example:
 - o An understanding that both sexes have responsibilities in sexual matters
 - o The skills to identify, resist and report any unwanted sexual experience
 - o to foster self-esteem, self-awareness and a sense of moral responsibility.
3. To give pupils knowledge and understanding of the following in order for them to make informed choices in later life:
- the physical and emotional aspects of an individual's development as a male or female, responsible attitudes and appropriate behaviour.
 - family life - the value and importance of the family as a social institution; its contribution to the development of attachment, love and concern in caring for others.
 - friendships - understanding how important these are, how to ensure they remain balanced and respectful and knowing how to be caring

Defining Relationships Education

The aim and purpose of relationships education is to ensure all pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in Relationships Education are: families and people who care for me; caring friendships; respectful relationships; online relationships; and being safe. An overview of our Relationships Curriculum is outlined later in this policy.

Defining Physical Health and Mental Wellbeing Education

To further enhance the Relationships Education and our Personal, Social, Health and Economic Education, there is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing: this should be seen as important in daily life and as important as physical health. The strands included in Physical Health and Mental Wellbeing are: mental wellbeing; internet safety and harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; changing adolescent body. Through this we will emphasise the importance of the two-way relationship between good physical health and good mental wellbeing. This is further enhanced by our Physical Education Curriculum, Science Curriculum and PSHE Curriculum. This policy aims to identify our approach to teaching the relationships and sex



education elements of the DfE guidance, our teaching of physical health and mental wellbeing is at the heart of our Big Ideas curriculum approach and further enhanced through our curriculum teaching.

Defining Relationships and Sex Education

Whilst it is not a statutory requirement for primary schools to teach Sex Education, following a consultation with parents and carers and staff, whilst also considering the local needs of the community and local context, we continue to have a Relationships and Sex Education curriculum. This is in addition to our statutory Relationships Education and our statutory Science Curriculum.

Informing and Involving Parents and Carers

The views and participation of parents and carers is vital for the most effective Relationships and Sex Education. Before introducing a new RSHE curriculum, the views and thoughts of what should and should not be included in the RSHE curriculum were sought. The school informs parents and carers of what will be included in the sex and relationships education: parental consent will be obtained before the curriculum commences and parents can come into school to discuss any aspects that may concern them. Parents are fully informed and encouraged to enhance that part of the Relationships and Sex Education Programme provided by the School by having discussions at home.

Statutory Curriculum for Relationships Education

Whilst parents and carers do have the option to withdraw their children from the relationships and sex education curriculum, they do not have the right to withdraw their children from relationships education. The Relationships Education Curriculum (as explained in this policy) is a statutory requirement for all primary aged pupils. Both the Relationships Education Curriculum and the Relationships and Sex Education Curriculum have been through a consultation process with parents and carers to ensure this best reflects the views of the parents and carers, whilst also considering the local context and guidance from the Department for Education.

Non-Statutory Curriculum Relationships and Sex Education Programme

(Withdrawing Pupils)

Parents will always be provided with a full copy of this policy following a request to do so; the policy is also available on the school website. The biological content of the Relationships and Sex Education Programme is deemed to be that described in the National Curriculum. Shortly after enrolling at the School, a pupil's parents or carers are sent a letter detailing the content of the Relationships and Sex Education curriculum. In year six, an additional letter will be sent to parents and carers which explains parents and carers can exercise their right to withdraw their child from the non-statutory elements of Sex education: parents and carers cannot withdraw their children from the elements taught through the Science National Curriculum and the Relationships Curriculum.



A full audit of Personal, Social, Health and Economic Education has shown that issues such as overpopulation, birth control and other sexual matters are met in a minor way in subjects such as Geography and RE. However, as any discussion is limited and set within the context of the other subject concerned, it does not constitute part of the Relationships and Sex Education Programme.

Parents and carers do not have to give reason for withdrawal, but we respectfully invite them to do so - sometimes we can then resolve misunderstandings. Once a parent or carers request to withdraw is made, that request must be complied with until revoked by the parent. This is only relevant for year six pupils where some non-statutory elements of the sex education curriculum are taught.

What we do if a request for withdrawal is made by a parent

- We discuss the nature of the concerns with the child's parent and if appropriate attempt to reassure them.
- We consider whether the programme can be amended or improved in a way that will reassure parents - care is taken not to undermine the integrity of the Relationships and Sex Education Programme and the entitlement of the other pupils, eg it may be appropriate and desirable to have single sex classes for some sections of the Relationships and Sex Education Programme.
- We attempt to ensure that where a pupil is withdrawn there is no disruption to other parts of their education.
- We point out that pupils who have been withdrawn are vulnerable to teasing - we therefore attempt to cause minimal embarrassment to the pupil and minimal disruption to the programme.
- We also point out that pupils may receive inaccurate information from their peers. ● We offer parents access to appropriate information and resources.

NB If the pupil does not agree with the parents desire to withdraw their child from the Sex Education Programme the pupil can challenge the parents under Section 8 of the Children Act - the child has to apply to the court for a 'specific issues order'.

Curriculum Content

Our Personal, Social, Health and Economic Education curriculum incorporates all Statutory and Non-Statutory elements relating to the area: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL. The curriculum content is detailed in the next sections of this policy.

PSHE Curriculum and Relationships Education Content at Curledge Street Academy and Kings Ash Academy



	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

The school has chosen to build the curriculum around the three core themes of learning from the PSHE Association Programme of Study 2020 (Relationships, Living in the Wider World and Health and Wellbeing). These have been colour coded to give an 'at a glance' guide to demonstrate how the PSHE spiral curriculum develops and is interlinked into the wider curriculum.

The programme follows the schools wider approach to an enquiry based curriculum with each of the half termly units responding to a 'big question'.

The overarching key questions act as the topic titles and will be shared with both pupils and parents to explain what the pupils in each year group will be learning about each half term.

This approach will support and strengthen the link between pupils' learning in these areas and the wider curriculum in order for understanding and discussion to be applied to a range



of contexts. The key questions also demonstrate how the curriculum content develops and builds throughout the primary phase. All statutory elements from Relationships Education, Relationships and Sex Education (RSHE) and Health Education guidance (DfE,2019) are covered through the curriculum.

The school has also made the decision to teach non-compulsory elements of Sex Education following consultation with parents, public health professionals and our partner secondary school. Local ward data was also reviewed in the decision making process. The content of these lessons and parental right to withdraw are set out in this policy.

Detailed curriculum content can be viewed on our website

Science Curriculum

There are biological aspects on human growth and reproduction taught in Science lessons, based on the National Curriculum, some of these aspects will also be taught through the Relationships and Relationships and Sex Education curriculum. In Science, a biological teaching approach will always be taken. Information on the Science topics is included below:

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3

- 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 .
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans.

Year 5

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



- describe the changes as humans develop to old age.

Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals Taken from:

https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Relationships and Sex Education Curriculum Content

Use of the Christopher Winter Project

To ensure we have a consistent approach to teach the core aspects of the Relationships Education curriculum, we follow the Christopher Winter Project for RSHE (this has been quality assured by the PSHE Association and Torbay SLE). This basis ensures we have an initial coverage of the Relationships Education strands. This is further enhanced through the Big Ideas.

Reception - Family and Friendship

1. Caring friendships: understanding the importance of friendship
2. Being kind: recognising the importance of forgiveness
3. Families: understand there are lots of different families

Year 1 - Growing and Caring for Ourselves

1. Different friends: knowing we can be friends with people who are different to us
2. Growing and changing: understanding babies and children grow up
3. Families and care: exploring different types of families and who can help us

Year 2 - Differences

1. Differences: exploring gender stereotypes
2. Male and female animals: exploring males and females are different
3. Naming body parts: knowing the physical differences between males and females

Year 3 - Valuing Difference and Keeping Safe

1. Body differences: exploring the differences between males and females
2. Personal space: understanding appropriate touch
3. Help and support: exploring different types of families and who can help us



Year 4 - Growing Up

1. Changes: exploring the human lifecycle
2. What is puberty?: exploring how puberty is linked to reproduction
3. Healthy relationships: exploring respect in a range of relationships

Year 5 - Puberty

1. Talking about puberty: exploring emotional and physical changes
2. The reproductive system: understanding male and female changes
3. Help and support: understanding the importance of personal hygiene

Year 6 - Puberty, Relationships and Reproduction

1. Puberty and reproduction: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships Female Genital Mutilation

As part of the Christopher Winter Project, there is a sixth lesson on Female Genital Mutilation (FGM). The learning outcomes for this session include: to know how someone can be safe and in control of their body; to understand what FGM stands for; to know where to go for help.

The session explores how to stay safe in different contexts and with our own bodies. It then explores private parts of the body and uses the PANTS safe underwear rule to explain this. The session then focuses on what FGM is: "Explain that FGM means changing or removing part of the female private parts by cutting them. This practice is harmful and painful for girls and women and is illegal in this country. Ask children what illegal means and ask them to give you examples of what things are illegal (stealing, driving over the speed limit, drinking alcohol underage, taking drugs, hurting someone etc.). Explain that FGM is something that happens to some girls in some cultures and that it is important that we remember PANTS – that is it not OK for anyone to do this to a girl even if they are a family member. Cutting or changing someone else's body, for example cutting or changing girls' private parts, is not normal or legal and can cause severe health problems." (Christopher Winter Project, 2019). The session ends with clarification on who to help us and how to access support.

This lesson in Y6 will be reviewed for each cohort and will be taught as appropriate following discussions with class teachers, senior leadership team and advisors in the subject area. When the lesson is taught in Y6, this will be included in the letter and parents/carers can withdraw their children from this session.



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Relationships and Health Education through the Big Ideas

Our approach to RSHE is embedded within all areas of our curriculum. This is further enhanced through our Big Ideas: the basis of our Health and Wellness Big Idea is the RSHE objectives. The Relationships Education objectives are initially included through the CWP project but then further enhanced through the Big Ideas. Sex Education is taught, as needed for the local context, in Year Six as part of the Health and Wellness Big Ideas. The Physical Health and Mental Wellbeing strands are covered and embedded in the Health and Wellness Big Idea. The breakdown of these objectives is included in the school's coverage and progression documents (these can be seen in school or on the school website).

Relationships and Health Education Objectives

All of the RSHE objectives are covered either through the PSHE curriculum (we follow the Local Authority Torbay Curriculum created by the Torbay SLE) and/or through the Health and Wellness Big Idea.

Ground Rules during Relationships and Sex Education

At the start of each Relationships and Sex Education session, ground rules will be set. These will be appropriate to the age group of the children, are understood by everyone, are agreed by everyone and will be referred to throughout the session.

Explicit Questions

It is unlikely to be appropriate to deal with a pupil's explicit questions by dealing with it in front of the whole class, eg questions on oral sex. In practice this means that teachers have to say, "I am sorry but the School Policy and legislation does not allow me to answer that question". The teacher may deem it appropriate to discuss the child's concerns with the parents - a decision may then be taken on how best to deal with it. Answers to the 'questions in a box' approach must only be given after very careful screening of the questions.

How RSHE is Taught and Who Teaches This

RSHE is taught as part of our PSHE Curriculum which is a progressive curriculum covering both the statutory and non-statutory guidance relating to: British Values, personal development, social development, health development, emotional development, anti-bullying, e-safety, drugs education, financial education, physical development, diet and lifestyle, citizenship and SEAL.

Our Relationships Education is taught by the class teacher.



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Our Relationships and Sex Education is taught by the class teacher up to year three. In years four, five and six, the children are taught in a female class and a male class: the female class is taught by a female teacher and the male class is taught by a male teacher.

Teachers Can

Provide pupils with education and information about where and from whom they can receive confidential advice and treatment, eg the school nurse or their GP. This is not the provision of Relationships and Sex Education, but merely the imparting of factual information as to where advice, counselling (and treatment) can lawfully be obtained.

Teachers Cannot

Give personal advice or counselling on sexual matters to a pupil (either individually or within a group) if a parent has withdrawn that pupil from Relationships and Sex Education. Nor can they give personal contraceptive advice to pupils without parental consent.

Offering Advice

The function of Relationships and Sex education is to provide a general education about sexual matters and issues and not to offer individual advice, information or counselling on aspects of sexual behaviour and contraception - however sources of professional information and advice will be identified when appropriate. If the offering of outside expert advice is not taken up, then a teacher may only give such advice after receiving written permission from the Headteacher and the parents or carers - clearly this would not be done if the pupil did not wish it. Advice does not legally require consent but the following procedure protects the teacher and the pupil, it also acknowledges that teachers may not be qualified to give the required advice.

Menstruation

The onset of menstruation can be a sensitive time for girls. Should a girl request sanitary protection in school, school will provide sanitary towel(s) when required. Research has shown that one third of girls are not told about periods by their parents and ten percent have no preparation before their first period. Therefore, if a member of staff is asked by a pupil for sanitary protection, it will be provided. A member of staff from school will then contact the child's parents or carers to inform them that sanitary protection has been provided. There is also a discrete sanitary bin available in the toilets in years four, five and six.

Confidentiality

Having considered all available advice and guidance, the Board and Headteachers state that in circumstances where a pupil is considered at some risk of any type of abuse (eg moral or physical) or in breach of the law, the teacher must refer this immediately in writing to the DSL in compliance with the LA procedures for Child Protection. The DSL will decide whether to inform parents and/or



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appropriate authorities and may arrange for counselling. Although there is no legal duty on a teacher, or a DSL, to inform parents of matters which a child has confided to them -

- Teachers must not promise confidentiality even though they cannot be made to break it once given.
- Pupils must be made aware that any incident may be conveyed to the DSL and possibly to parents.
- Teachers must use their professional judgement to decide whether confidence can be maintained having heard the information.

Using Visiting Speakers and Others

We believe that most of the Relationships and Sex Education Programme is best discussed openly with teachers who are known and trusted by the pupils. However visitors such as nurses, family planning or sexual health workers, can greatly enhance the quality of the provision as long as they are used in addition to, not instead of a planned programme of Relationships and Sex Education.

Care is taken to provide the visitor, well in advance of the visit, with a copy of the Relationships and Sex Education policy. After gaining approval from the Head of School for the visit, the organiser makes the visitor aware of the ethos of the School and the manner of delivery of the Relationships and Sex Education Programme. Visitors should be given advance notice of the composition of the audience/target group and an idea of how their contribution fits into the scheme of work.

NB The health professionals are able to offer young people confidentiality and can provide a link between the School and support services.

Diversity

Homophobia, biphobia and transphobia, like any discrimination will be challenged through our whole-school approach. We will ensure that all children feel safe. Teachers do not promote anyone life-style as the only acceptable one for society and therefore it is inevitable and natural that a variety of contexts will be discussed during a programme of Relationships and Sex Education.

There is a great need for sensitivity in the approach to RSHE. Considerations will be made for:

- religious and cultural diversity

- differing needs of boys and girls
- diverse sexuality of children and young people
- homophobic/transphobic bullying and behaviour
- children's age and physical and emotional maturity
- pupils who are new to English



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Our teaching and learning we will ensure topics covered will be age appropriate and with reference to the law. We will ensure all topics are covered sensitively.

Equality Act, Equal Opportunities, Special Educational Needs & Disabilities

The nature of work undertaken must be appropriate to the age and maturity of the pupils. As pupils mature and develop at different rates the Relationships and Sex Education Programme is a 'spiral system' in as much as key concepts are revisited several times throughout the programme. This allows for reinforcement as well as the differentiated stages of pupil maturity. Children with learning difficulties may need more help than others in coping with the physical and emotional aspects of growing up; they may also need more help in learning what sorts of behaviour are and are not acceptable, and in being warned and prepared against abuse by others. Some parents find it difficult to come to terms with the idea that their child (special needs or not) will someday become sexually active.

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics). We ensure all of our pupils can access both our Relationships Education Curriculum and our Relationships and Sex Education Curriculum and may make adjustments as needed so this can be accessible: this will only be with advice from professionals and/or parents/carers as appropriate.

Staff Training and Development

All teachers involved in this work do not necessarily have to be 'experts' on the issues concerned. However, they do require sensitivity to the needs of the group, an ability to deal with questions openly/honestly and a preparedness to refer to more expert advice if necessary. Areas that have been specifically addressed by In Service Training are :

- Understanding the School's Relationships and Sex Education policy
- Understanding the timing of the different elements of the Relationships and Sex Education Programme
- Developing skills related to managing group work and discussion

Monitoring, evaluating and reviewing the Relationships and Sex Education Programme

We are committed to monitoring and evaluating the effectiveness of this programme.

Specifically important to the Relationships and Sex Education Programme are:



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- Pupil feedback
- Staff review and feedback, particularly at staff meetings
- Parental and carers feedback

Policy Creation, Updating and Reviewing

This policy was created by the RSHE lead following consultation with the local school community: both staff and the parents and carers. The policy has then been reviewed by the Board. The policy will be regularly updated and reviewed as required in line with changes to the school context, local needs and/or DfE guidance.



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Appendix A - Parent/Carer Consent Letter: Relationships and Sex Education curriculum



Dear Parents/Carers,

At Kings Ash Academy our Relationships, Sex and Health Education is taught as part of our Personal, Social, Health and Economic Education through our Big Ideas. This is taught in Reception through to Year Six. Within the curriculum there is a focus on developing an understanding of what a safe and healthy relationship is. Detailed below is information on the content which will be covered in each year group.

This curriculum incorporates:

- the Relationships, Sex and Health Education guidance ● the Science National Curriculum.
- the Personal, Social, Health and Economic Education Curriculum
- The E-safety curriculum

As Sex Education is not statutory at primary school, this can be opted out of in Year Six: all other areas of this curriculum are statutory.

Reception - Family and Friendship

1. Caring friendships: understanding the importance of friendship
2. Being kind: recognising the importance of forgiveness
3. Families: understand there are lots of different families

Year 1 - Growing and Caring for Ourselves

1. Different friends: knowing we can be friends with people who are different to us



2. Growing and changing: understanding babies and children grow up
3. Families and care: exploring different types of families and who can help us

Year 2 - Differences

1. Differences: exploring gender stereotypes
2. Male and female animals: exploring males and females are different
3. Naming body parts: knowing the physical differences between males and females

Year 3 - Valuing Difference and Keeping Safe

1. Body differences: exploring the differences between males and females
2. Personal space: understanding appropriate touch
3. Help and support: exploring different types of families and who can help us

Year 4 - Growing Up

1. Changes: exploring the human lifecycle
2. What is puberty?: exploring how puberty is linked to reproduction
3. Healthy relationships: exploring respect in a range of relationships

Year 5 - Puberty

1. Talking about puberty: exploring emotional and physical changes
2. The reproductive system: understanding male and female changes
3. Help and support: understanding the importance of personal hygiene

Year 6 - Puberty, Relationships and Reproduction

1. Puberty and reproduction: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships



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If you require a copy of our Relationships, Sex and Health Education Policy, please contact the office who will happily provide you with a copy of this. The policy can also be found on the Academy website. We have a responsibility to teach Relationships, Sex and Health Education and aim to cover all topics sensitively and in an age appropriate manner. If you wish to withdraw your child from year six sex education lessons, please contact the school. Teachers will be happy to provide you with more information about the topics covered if you require it.

Please don't hesitate to see Mrs Kies or myself if you have any questions or queries about our Personal, Social, Health and Economic Education curriculum or our Relationships, Sex and Health Education curriculum.

Kind regards,

Miss K Mason
PSHE/RSHE Lead

Mr R Fitzsimmons
Head of School



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Appendix B: Year Six Sex Education Letter



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Year Six - Relationships, Sex Health and Sex Education

Date Dear Parents/Carers,

As part of their Personal, Social, Health and Economic Education, Year Six will be having their Relationships, Health and Sex Education lessons on **Dates**. The girls and boys will be in separate classrooms for the session which will be led by the Year 6 teachers.

We have outlined below the topics we will cover:

Year 6 - Puberty, Relationships and Reproduction

1. Puberty and reproduction: understanding how and why the body changes
2. Communication in relationships: understanding the importance of respectful communication
3. Families, conception and pregnancy: understanding the decisions in starting a family
4. Online relationships: understanding communication in a respectful way
5. Respect and equality: developing respectful relationships

If you require a copy of our Relationships, Sex and Health Education Policy, please contact the office who will happily provide you with a copy of this. The policy can also be found on the Academy website.



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We have a responsibility to teach Sex and Relationships Education and aim to cover all topics sensitively and in an age appropriate manner. Teachers will be happy to provide you with more information about the topics covered if you require it.

For the lessons where the content is around sex education, parents and carers have a right to withdraw their child from this: please contact the school to arrange to discuss if you would like to do this.

Please do not hesitate to see us if you have any questions.

Kind regards,