

# St Ippolyts CE (Aided) Primary School

"Love one another. As I have loved you, so you must love one another"

John 13:34



## RSHE Policy

Date of Issue: September 2020

## **Introduction**

St Ippolyts is a caring school, with a friendly, welcoming atmosphere that reflects Christian values. Positive behaviour, courtesy and a respect for each other is encouraged – bullying discrimination and other anti-social behaviour is strongly discouraged. Each child is valued and is expected to value and show respect for the school environment, wider community and global environment-we all have our part to play.

## **Statement of intent**

At St Ippolyts, it is our intent to provide the best possible education for each child as a unique individual, within the context of a caring, Christian community.

This policy has been developed through consultation with staff and governors. The purpose is to enable children to understand themselves, respect others and form and sustain healthy relationships. This will be implemented by creating a programme of study that is adapted to our school and all our children. The two main core themes of The PSHE Association programme of study focuses on Relationships Education and Health Education, which are mandatory from September 2020. A third core theme, living in the Wider World is also an integral aspect of our curriculum. We use Christopher Winter's Project scheme of work to cover 'growing and changing', taught across three lessons, in the summer term, in straight year groups. The new RSHE policy and curriculum will cover all aspects RSE and Health education and integrates objectives from the Science Curriculum.

We ensure RSE is inclusive and meets the needs of all our students, including those with special education needs and disabilities (SEND).

## **The purpose and school context for RSHE**

RSHE is part of lifelong learning about the emotional, social and physical aspects of growing up, and relationships.

RSHE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and the skills to stay safe both on and off line. It enables pupils to explore their own and others' attitudes and values and encourages their self-esteem and confidence to have their own views on relationships.

Our RSHE curriculum provides opportunities to teach children how to safeguard themselves and how to raise concerns for themselves and others. We use NSPCC approaches and they attend our school biannual for assemblies and workshops.

RE and Collective Worship help to enhance spiritual, moral, social and cultural development, alongside promoting the school's values and respect for, and tolerance of, other faiths and cultures.

The following aims complement those of the Science curriculum in KS1 and KS2.

- Discuss how children grow and change, including body parts
- Identify differences, including physical, between male and females, including babies.
- Understand that making a new life needs a male and a female
- To explore the human life cycle
- To understand how puberty links to reproduction
- To understand some basic facts about conception and pregnancy.

Teaching and Learning

The Scheme of Work at St Ippolyts complies with statutory guidance for Relationships, Sex and Health Education (RSHE) commencing September 2020.

The scheme of work is personalised to the context of our school and can be adapted further to reflect the needs of the cohort it is delivered to.

Our curriculum map clearly outlines the objectives to be covered by each class/year group.

	Autumn Relationships	Spring Living in the Wider World	Summer Health and Wellbeing	Summer Extra - CWP Straight year groups, 3 lessons
Year 1	<ul style="list-style-type: none"> <li>• Roles of different people; families; feeling cared for</li> <li>• Recognising privacy; staying safe; seeking permission</li> <li>• How behaviour affects others; being polite and respectful</li> </ul>	<ul style="list-style-type: none"> <li>• What rules are; caring for others' needs; looking after the environment</li> <li>• Using the internet and digital devices; communicating online</li> <li>• Strengths and interests; jobs in the community</li> </ul>	<ul style="list-style-type: none"> <li>• Keeping healthy; food and exercise, hygiene routines; sun safety</li> <li>• Recognising what makes them unique and special; feelings; managing when things go wrong</li> <li>• How rules and age restrictions help us; keeping safe online</li> </ul>	Reception Lesson 1: Caring Friendships Lesson 2: Being Kind Lesson 3: Families
Year 2	<ul style="list-style-type: none"> <li>• Making friends; feeling lonely and getting help</li> <li>• Managing secrets; resisting pressure and getting help; recognising hurtful behaviour</li> <li>• Recognising things in common and differences; playing and working cooperatively; sharing opinions</li> </ul>	<ul style="list-style-type: none"> <li>• Belonging to a group; roles and responsibilities; being the same and different in the community</li> <li>• The internet in everyday life; online content and information</li> <li>• What money is; needs and wants; looking after money</li> </ul>	<ul style="list-style-type: none"> <li>• Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help</li> <li>• Growing older; naming body parts; moving class or year</li> <li>• Safety in different environments; risk and safety at home; emergencies</li> </ul>	Year 1 Lesson 1: Different Friends Lesson 2: <b>Growing and Changing</b> Lesson 3: Families & Care
Year 3	<ul style="list-style-type: none"> <li>• What makes a family; features of family life</li> <li>• Personal boundaries; safely responding to others; the impact of hurtful behaviour</li> <li>• Recognising respectful behaviour; the importance of self-respect; courtesy and being polite</li> </ul>	<ul style="list-style-type: none"> <li>• The value of rules and laws; rights, freedoms and responsibilities</li> <li>• How the internet is used; assessing information online</li> <li>• Different jobs and skills; job stereotypes; setting personal goals</li> </ul>	<ul style="list-style-type: none"> <li>• Health choices and habits; what affects feelings; expressing feelings</li> <li>• Personal strengths and achievements; managing and reframing setbacks</li> <li>• Risks and hazards; safety in the local environment and unfamiliar places</li> </ul>	Year 2 Lesson 1: Differences Lesson 2: Male & Female Animals Lesson 3: Naming Body Parts
Year 4	<ul style="list-style-type: none"> <li>• Positive friendships, including online</li> <li>• Responding to hurtful behaviour; managing confidentiality; recognising risks online</li> <li>• Respecting differences and similarities; discussing difference sensitively</li> </ul>	<ul style="list-style-type: none"> <li>• What makes a community; shared responsibilities</li> <li>• How data is shared and used</li> <li>• Making decisions about money; using and keeping money safe</li> </ul>	<ul style="list-style-type: none"> <li>• Maintaining a balanced lifestyle; oral hygiene and dental care</li> <li>• Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty</li> <li>• Medicines and household products; drugs common to everyday life</li> </ul>	Year 3 Lesson 1: Body differences Lesson 2: Personal Space Lesson 3: Help and Support
Year 5	<ul style="list-style-type: none"> <li>• Managing friendships and peer influence</li> <li>• Physical contact and feeling safe</li> <li>• Responding respectfully to a wide range of people; recognising prejudice and discrimination</li> </ul>	<ul style="list-style-type: none"> <li>• Protecting the environment; compassion towards others</li> <li>• How information online is targeted; different media types, their role and impact</li> <li>• Identifying job interests and aspirations; what influences career choices; workplace stereotypes</li> </ul>	<ul style="list-style-type: none"> <li>• Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies</li> <li>• Personal identity; recognising individuality and different qualities; mental wellbeing</li> <li>• Keeping safe in different situations, including responding in emergencies, first aid and FGM</li> </ul>	Year 4 Lesson 1: Changes Lesson 2: <b>What is puberty?</b> Lesson 3: Healthy Relationships
Year 6	<ul style="list-style-type: none"> <li>• attraction to others; romantic relationships; civil partnership and marriage</li> <li>• Recognising and managing pressure; consent in different situations</li> <li>• Expressing opinions and respecting other points of view, including discussing topical issues</li> </ul>	<ul style="list-style-type: none"> <li>• Valuing diversity; challenging discrimination and stereotypes</li> <li>• Evaluating media sources; sharing things online</li> <li>• Influences and attitudes to money; money and financial risks</li> </ul>	<ul style="list-style-type: none"> <li>• What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online</li> <li>• Human reproduction and birth; increasing independence; managing transition</li> <li>• Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media</li> </ul>	Year 5 Lesson 1: Talking about Puberty Lesson 2: The Reproductive System Lesson 3: Help and support
	= These lessons include Sex Education topics that are non-statutory on the RSE & Health education guidance from DfE. However, these are covered by National Curriculum Science Statutory Objectives.			Year 6 Lesson 1: Puberty & Reproduction Lesson 2: Communication in Relationships Lesson 3: <b>Families, Conception &amp; Pregnancy</b> Lesson 4: Online Relationships.

This is supported by more detailed medium term plans and lesson plans for SRE. These have been adapted by The PSHE Association and Christopher Winter's Project SRE Scheme of work.

All resources that are given to teachers are approved by The PSHE Association, supported by the DfE. Teachers will adapt and deliver the lessons to suit the needs of their class. They will provide opportunities for outdoor or active learning. They will ensure there are ground rules set for the sessions as well as ask appropriate ways for children to anonymously ask questions.

Any visitors for the teaching of RSHE will be quality assured under St Ippolyts policy and safeguarding procedures.

Work will be recorded in individual books that children will use for whole key stages. Work can be recorded in various ways but learning objectives will be clear.

### Role and Responsibilities

- The RSHE subject leader will ensure that the Scheme of Work is compliant with new Statutory Guidance.
- The RSHE subject leader will ensure all teaching staff are kept up to date with any changes to the curriculum.
- The RSHE subject leader will monitor the teaching and learning of RSHE.
- The Headteacher will ensure the policy is implemented
- The Headteacher will ensure there is sufficient training.
- The Class Teacher will ensure any parent concerns are passed onto the subject leader.
- The Class Teacher will ensure they follow relevant safeguarding procedures especially when delivering sensitive content.
- The Class Teacher will complete appropriate assessment and tracking for their class.

### Advising Parents/Carers

We understand that RSHE is often a topic where parents want to be actively involved in the discussion of new learning. Parents/Carers will be advised (by letter) about forthcoming sex education lessons. Further details of the lessons will be provided to parents on request, including their content, outline and timing, and they will be able to view any materials before the lesson. Parents will be informed of how their previous right to withdraw has changed under the new guidance. Content that parents previously could withdraw their child from, is now statutory or is covered in the Science Curriculum.

Our curriculum is all mapped against statutory objectives (See appendix A) and the National Curriculum for Science.

The Sex Education aspects of our curriculum is provided by the Christopher Winter's Project Scheme of Work The elements highlighted in orange fall within the national curriculum science objectives therefore there is no right to withdraw from this elements. If the curriculum were to go beyond Science curriculum requirements, parents would have the right to withdraw from these lessons and would be informed accordingly.

### Withdrawal Process

Parents would have the right to withdraw their child from some or all of sex education. At St Ippolyts, all of our sex education matches Science objectives so parents are not able to withdraw from this. Parents are able to request to view the materials off our lessons and discuss it with the RSHE lead, SENCo or Head Teacher where appropriate. These requests and meetings will be logged by the RSHE lead in the appropriate way.

### Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated programme will be provided where necessary, to ensure that all pupils receive curriculum content. This will be discussed with Inco and parents involvement if children are working significantly below the programme of study.

### Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, sexual orientation or gender reassignment so giving equal opportunities and avoiding discrimination. This will be delivered in relevant ways to them and their developing sexuality. Through our curriculum, children will be taught about LGBT in an age appropriate way integrated through the curriculum rather than one of lessons. . Teaching of the law will be applied to relationships so children clearly understand what the law allows and does not.

### Teaching the Law, British Values and critical thinking

Children will be taught about what the law says about sex, relationships and young people. Whilst also understanding how it safeguards children. Teaching the law will help children to understand right from wrong but also allows positive discussions and debates. Where appropriate depending on cohorts, children will be taught about FGM in an age appropriate way, including the physical and emotional damage, allowing children to understand that this is a criminal offence and how they can seek support.

### Assessment

Work will be marked regularly against lesson objectives shared with pupils. Comments will identify strengths and weaknesses and provide targets for future work. Verbal feedback is also an integral part in ensuring children develop their understanding and so will be given throughout lessons when appropriate.

Formative assessment will be used to ensure children make progress in each lesson. Children often create 'mind maps' at the start of each topic and they will be added to, at the end of the topic to show progress.

Assessment tracking sheets have been made to fit alongside objectives taught. These will be completed at the end of every term by the class teacher and saved onto the staff shared area network.

The RSHE subject leader is responsible for ensuring termly assessments are completed timely and to a good standard.

This policy has many links and crosses references with our Safeguarding, Anti-buulling, behaviour and SEND policies.



# St. Ippolyts RSHE coverage

Mapped against DfE statutory content



RELATIONSHIPS EDUCATION		The PSHE Association		Christopher Winters Project
		KS1	KS2	
<b>By the end of primary school:</b> Pupils should know:				
Families and people who care for me	that families are important for children growing up because they can give love, security and stability	R2	R6	Rec lesson 3 Yr 1 lesson 3 Yr 3 lesson 3 Yr 6 lesson 2
	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.	R1, R4	R8	Yr 1 lesson 3 Yr 3 lesson 3 Yr 6 lesson 2
	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	H22, R3	R2, R7	Yr 1 lesson 3 Yr 3 lesson 3 Yr 6 lesson 3
	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	R3	R1, R6, R7	Yr 1 lesson 3 Yr 3 lesson 3 Yr 6 lesson 2 & 3
	that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R4	R3, R5	Yr 6 lesson 3
	how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9	Yr 1 lesson 3 Yr 3 lesson 3 Yr 6 lesson 2
Caring Friendships	how important friendships are in making us feel happy and secure, and how people choose and make friends.	R6	R10	Rec lesson 1&3 Yr 6 lesson 2
	the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.	R6	R11	Yr 4 lesson 3 Yr 6 lesson 2
	that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	R7	R13, 14,	Rec lesson 1 Yr 4 lesson 3 Yr 6 lesson 2
	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.	R8	R16	Rec lesson 2 Yr 4 lesson 3
	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.	R9	R18	Yr 1 lesson 3 Yr 3 lesson 2 Yr 4 lesson 3
Online Relationships	that people sometimes behave differently online, including by pretending to be someone they are not.	R14	R23	Yr 6 lesson 4
	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.	R12	R24 R30 R32	Yr 4 lesson 3 Yr 6 lesson 4
	the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.	R20	R24 R29	Yr 6 lesson 4
	how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.	R15	R24	Yr 4 lesson 3 Yr 6 lesson 4
	how information and data is shared and used online.	H34	L13 L14	Yr 6 lesson 4

Respectful Relationships	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.	H22 R23 L4 L6	R32 R33 L6	Rec lesson 3 Yr 1 lesson 1 Yr 2 lesson 1 & 2 Yr 3 lesson 1 Yr 4 lesson 3
	practical steps they can take in a range of different contexts to Improve or support respectful relationships.	R6 R8	R33 R34	Yr 3 lesson2 Yr 4 lesson 3 Yr 6 lesson 2
	the conventions of courtesy and manners.	R22	R33	
	the importance of self-respect and how this links to their own happiness.	H21 H23 R22	R31	Yr 3 lesson 2 Yr 4 lesson 3 Yr 6 lesson 2
	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.	R22 H22	R21	Yr 1 lesson 1 Yr 4 lesson 3
	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.	R10 R11 R12	R19 R20 R28	Yr 3 lesson 2 Yr 4 lesson 3
	what a stereotype is, and how stereotypes can be unfair, negative or destructive.	L4	R21 L7 L8 L9	Yr 2 lesson 1
	the importance of permission-seeking and giving in relationships with friends, peers and adults.	R15 R17	R22 R26	Yr 4 lesson 3 Yr 6 lesson 2
Be Safe	what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22	Yr 3 lesson 2 Yr 6 lesson 2 & 4
	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.	R13 R18	R27	Yr 3 lesson 2 Yr 6 lesson 2 & 4
	that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	R13	H45 R25	Yr 3 lesson 2 Yr 6 lesson 2
	how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.	R14 R15 R19	R24	Yr 1 lesson 3 Yr 3 lesson 2 & 3 Yr 6 lesson 2 & 4
	how to recognise and report feelings of being unsafe or feeling bad about any adult.	R20	R29	Yr 1 lesson 3 Yr 3 lesson 3 Yr 6 lesson 2 & 4
	how to ask for advice or help for themselves or others, and to keep trying until they are heard.	R20	R29	Yr 3 lesson 2 & 3
	how to report concerns or abuse, and the vocabulary and confidence needed to do so.	R20	R29 H45	Yr 3 lesson 2 & 3 Yr 6 lesson 4
	where to get advice e.g. family, school and/or other sources.	R20	R29	Yr 3 lesson 3 Yr 6 lesson 4

HEALTH EDUCATION		The PSHE Association		Christopher Winters Project
		KS1	KS2	
By the end of primary school: Pupils should know:				
Mental Wellbeing	that mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15	Yr 4 lesson 2 Yr 5 lesson 3
	that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.	H11 H12 H13 H14	H17	R lesson 1 & 2 Yr 1 lesson 1 & 2 Yr 4 lesson 2 Yr 5 lesson 3
	how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.	H15 H16	H19	R lesson 1 & 2 Yr 1 lesson 1 & 3 Yr 4 lesson 2 Yr 5 lesson 1 & 3 Yr 6 lesson 1
	how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18 H19	H20 H21	Yr 4 lesson 2 Yr 5 lesson 1 & 3 Yr 6 lesson 1
	the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16	Yr 5 lesson 3 Yr 6 lesson 1
	simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests	H18 H20 H24	H16	Yr 4 lesson 2 Yr 5 lesson 1 & 3 Yr 6 lesson 1
	isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support	H24 H27 R7	H24 R13	R lesson 1 Yr 6 lesson 1
	that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10 R11	R19	Yr 6 lesson 4
	where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	H19 R12	H21 R20	Year 6 lesson 1 Year 6 lesson 4
	it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough	H24	H22	Year 6 lesson 1
Internet Safety & Harms	that for most people the internet is an integral part of life and has many benefits.	L7 L8	L11	CWP resources does not explicitly cover these outcomes
	about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing	H9	H13	
	how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the Importance of keeping personal information private.	R10 R12	R30 L11 L15	
	why social media, some computer games and online gaming, eg, are age restricted	H28	H37 H23	
	that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health	H34	H37 R20 L11	
	how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted	L9	L12, L13 L14 L16	
	where and how to report concerns and get support with issues online.	H34	H42	



Physical Health and Fitness	the characteristics and mental and physical benefits of an active lifestyle	H1	H7	CWP resources does not explicitly cover these outcomes
	the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H3	H7	
	the risks associated with an inactive lifestyle (including obesity).	H3	H4 H7	
	how and when to seek support including which adults to speak to in school if they are worried about their health	H10	H14	
Healthy Eating	what constitutes a healthy diet (including understanding calories and other nutritional content).	H2 H3	H1 H6	CWP resources does not explicitly cover these outcomes
	the principles of planning and preparing a range of healthy meals.	H2	H6	
	the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	H2	H2 H3 H6	
Drugs, alcohol and tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46 H47 H48	CWP resources does not explicitly cover these outcomes
Health and Prevention	how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5	CWP resources does not explicitly cover these outcomes
	about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12	
	the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8	
	about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist	H7	H11	
	about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing	H5	H9 H40	
	the facts and science relating to allergies, immunisation and vaccination.	H6	H10	
Basic First Aid	how to make a clear and efficient call to emergency services if necessary	H35 H36	H44	CWP resources does not explicitly cover these outcomes
	concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35 H37	H43	
Changing Adolescent Body	key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes	H35 H36	H44	Yr 4 lesson 1 & 2 Yr 5 lesson 1, 2 & 3 Yr 6 lesson 1
	about menstrual wellbeing including the key facts about the menstrual cycle.	H35 H37	H43	Yr 4 lesson 2 Yr 5 lesson 1,2 & 3 Yr 6 lesson 1
	<b>Additional Guidance</b> <i>The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangement to help girls prepare for and manage menstruation including requests for menstruation products. Schools will need to consider the needs of their cohort of pupils in designing this content.</i>			Yr 4 lesson 2 Yr 5 lesson 1, 3 & 3

NON-STATUTORY SEX EDUCATION		Christopher Winters Project
Sex Education	DfE Guidance	
	<p><i>“The Department continues to recommend therefore that all primary schools 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 lifecycle 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 is being taught.”</i></p>	<p>5. This resource forms a spiral curriculum of Relationships and Sex education. We feel that on the whole, the Sex Education element of the resource is in line with the science curriculum. Lesson on puberty form part of statutory Health Education. The exception would be sessions in Year 6 which include age appropriate discussions on adult sexuality and how a baby is conceived and born. Parents would need to be given the right to excuse their children from these lessons.</p>
National Curriculum Science		Christopher Winters Project
	<p>Key Stage 1</p> <p>Year 1 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and which part of the body is associated with each sense.</li> </ul> <p>Year 2 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Notice that animals, including humans, have offspring which grow into adults.</li> <li>Describe the importance for humans to exercise, eating the right amounts of different types of food and hygiene.</li> </ul>	<p>Yr 1 lesson 2 Yr 2 lesson 3</p> <p>Yr 2 lesson 1 &amp; 2</p>
	<p>Key Stage 1</p> <p>Year 5 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Describe the life process of reproduction in some plants and animals</li> <li>Describe the changes as humans develop to old age.</li> </ul> <p>Year 6 pupils should be taught to:</p> <ul style="list-style-type: none"> <li>Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.</li> </ul>	<p>Yr 4 lesson 1 &amp; 2 Yr 4 lesson 1 &amp; 2 – Yr 6 lesson 3</p> <p>Yr 6 lesson 3</p>