

Relationships, Sex, Health and Economic (RSHE) Education Policy

January 2022



This policy has been written following consultations with the Nottinghamshire Tackling Emerging Threats to Children team, Governors, children, staff, and parents.

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Date approved by Governors: 3rd June 2020

Signed by chair of Governors:

(Sharon Tunncliffe)

Signed by Headteacher:

(Alison Brown)

Date of review: September 2024

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1. Aims - 'We LEARN with PRIDE'

Our children need to be equipped with skills that will help to prepare them for modern life in a digital age. We aim to develop the whole child through the learning we provide.

- We want our children to be at PEACE with themselves and live in peace with others
- We want our children to RESPECT themselves and others
- We want our children to grow in confidence, learn INDEPENDENCE; take responsibility for themselves and act responsibly in society
- We want our children to show DETERMINATION and resilience in their relationships
- We want our children to be ambassadors of justice and value EQUALITY

Intent – What will you teach?

Our Relationships, Sex, Health and Economics education plays a significant part in equipping our children with these essential skills for life. Our lessons are carefully planned using a mastery design to develop knowledge, skills and attributes which enhance children's well-being and lifestyle giving them confidence to protect themselves; preparing them for life in society now and for the future.

We plan short-term lessons from our medium- and long-term overviews (see appendix 1), which are split into half termly units using a question-based approach. Our overviews are based on the National Curriculum objectives for RSHE and assessments of needs from our local area and stakeholders' views. These objectives are set out using a spiral progression system across school (based on an outline from The PSHE Association). This allows children build on their prior knowledge, skills and understanding as they move through school.

Children will learn:

- how to stay safe and healthy. (Health and wellbeing)

- how to build and maintain successful relationships. (Relationships)
- how to become active citizens, responsibly participating in society around them. (Living in the wider world).

The **intent** of our RSHE education at Priory is to:

- › Provide a **memorable** 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.
- › **Empower** pupils to develop feelings of self-respect, confidence and empathy.
- › Create a positive culture around issues of sexuality and self-identity by ensuring **relationships** are at the heart.
- › Teach pupils the **facts**, using correct vocabulary to describe their bodies, concerns and emotions.
- › Promote the characteristics of good physical health and mental wellbeing.
- › Inform children of basic first aid, health risks and prevention of disease.
- › Outline and explore the importance of recognising risk, keeping **safe**; good nutrition and sufficient sleep.

2. Statutory requirements

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a Personal, Social, Health and Economic (PSHE) curriculum: promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and awareness of others in society, and prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Relationships and Health Education will become a statutory requirement in Primary schools from September 2020. The Children and Social Work Act 2017 placed a duty on the Secretary of State for Education to make the new subjects of Relationships Education at primary and Relationships and Sex Education (RSE) at secondary compulsory through regulations. The Act also provides a power for the Secretary of State to make Personal, Social, Health and Economic Education (PSHE), or elements of the subject, mandatory in all schools.

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We must teach the Science curriculum outlined in the National Curriculum. This includes guidance for elements of sex education, such as life cycles, puberty and reproduction.

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

At Priory Junior School we teach RSHE education as set out in this policy.

3. Policy development

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

1. Review – a member of the senior leadership team pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff and Governors were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the background of RSHE education and the policy.

4. Pupil consultation – we investigated what pupils want from their RSHE education
5. Ratification – once amendments were made, the policy was shared with Governors and ratified

4. Definition

RSHE education is about the emotional, social and cultural development of pupils, and involves learning about money, employment, relationships, puberty changes, sexuality, healthy and safe lifestyles, diversity and personal identity.

RSHE education involves sharing information, discussion and exploring issues, opinions and values. RSHE education is not about the promotion of sexual activity.

5. Curriculum

Our spiral question-based curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary according to the needs of pupils. We have developed the curriculum in consultation with parents, pupils, Governors, staff and local data trends, taking into account the age, needs and feelings of pupils.

Our sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings.
- About the reproductive organs and process.
- How a baby is conceived and born.

as set out by the science curriculum.

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

6. How we deliver RSHE – Implementation

RSHE is taught across the curriculum as part of our 'We LEARN with PRIDE' vision. Biological aspects of RSHE may be taught within the Science curriculum. Other aspects will be included in Religious Education (RE) where children can reflect on family relationships, other family groups and friendships. They will learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. Physical Education (PE) and Science lessons provide opportunities for deepening children's knowledge and understanding through awareness of their own body development.

Since RSHE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground, visits and extra-curricular activities.

It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children.

- RSHE lessons are planned using a mastery design framework.
- RSHE lessons take place at least once a week and also through special themed weeks such as Respectful Relationships Week, book week, RE lessons, Safer Internet Day, assemblies, trips, visitors, Mental Health Awareness Week and curriculum lessons.
- Teachers will deliver the majority of the lessons and sometimes outside agencies will deliver parts too e.g National Health Service (NHS), Drugs Awareness Resistance Education (DARE), WE Project or our Emotional Literacy Support Assistant (ELSA). Everyone delivering any part of the RSHE curriculum will be expected to uphold the safeguarding policy and respect the curriculum intent. The planned content of their lessons will be agreed.

- We cater for the needs and recognise the interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring that lessons are sensitively planned according to the needs of the children in each class - this could be through consultation with parents/carers, Nottinghamshire County Council leads, outside agencies, previous teachers and/or support staff.
- Teaching will consider the age, ability, readiness, and cultural backgrounds of children and those with English as a second language to ensure that all can fully access our RSHE education provision.
- We promote diversity, equality and inclusion and we will consider all pupils' needs by selecting topics relevant to our school community and beyond.
- We expect our pupils to consider others' needs by following our PRIDE values.
- Teachers will provide opportunities for discussion and address controversial topics or difficult questions sensitively in conjunction with the RSHE objectives without letting their personal beliefs and attitudes influence their teaching.
- If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, on occasion referring back to the issue after advice has been sort from the local education authority, staff or parents, where appropriate, so that children are fully informed and do not seek misleading answers elsewhere.
- CPD (Continuing Professional Development) outside agencies, shared teaching and coaching will be provided to support sensitive topics.
- Teachers will use our Medium-Term Plans (MTP) to access reliable resources (e.g PSHE Association, National Society for Prevention of Cruelty to Children (NSPCC), Childline, Health For Kids, Twinkl etc). They will also use stories in English and work closely with our ELSA lead.
- We will set the RSHE ground rules at the start of every lesson and discuss confidentiality - modelling the use of consent and give opportunity for pupils to raise issues, for example by using an Ask-it Basket, an anonymous questioning tool. If a pupil makes a disclosure, we will follow the school's safe-guarding procedures.
- Pre and post assessments will be made throughout topics and recorded in books.
- Parents will be included and supported in our education provisions throughout the year by each year group team.
- Progress will be reported to parents using: Seesaw, texts, informal meetings, phone calls, parents' meetings and an end of year report.

Good and positive relationships are at the heart of all we do at Priory and, in addition to the examples we model, we believe our Relationships education is critical in helping children to learn about the fundamental characteristics of a healthy relationship including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Health education focuses on teaching:

- Mental wellbeing
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention of disease

- Basic first aid
- Internet safety and harms
- About the changing adolescent body

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances. Families can include single parents, LGBT parents, blended families, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures; along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing body

The governing body will approve the RSHE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from aspects of RSHE (e.g non-statutory, non-science, sex education components) (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Making regular assessments and monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE
- Understanding they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss them with the headteacher.

7.4 Pupils

Pupils are expected and encouraged, through sensitive approaches, to fully engage in all RSHE lessons and, when discussing related issues, treat others with respect and sensitivity.

8. Parents' right to withdraw children from sex education elements

Parents do not have the right to withdraw their children from relationships, health and economic education (includes puberty, reproduction and changes).

Parents do have the right to request for their child to be withdrawn from elements of the sex education delivered which is an addition to that covered in the science curriculum.

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

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

9. Training

Staff are sensitively trained on the delivery of RSHE as part of their induction and through continued professional development (e.g staff meetings, team teaching, courses and networks).

Subject leaders will also invite visitors from outside the school, where appropriate, such as school nurses, NSPCC advisors, St John's Ambulance, NHS workers to provide support and training to staff teaching RSHE.

10. Monitoring arrangements – Impact

The delivery of RSHE is monitored by SLT through: planning and book looks, learning walks, pupil interviews, and Governor visits.

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

This policy will be reviewed by SLT every two years. At every review, the policy will be approved by the governing body and the headteacher.

Appendix 1: INTENT: Pre-assessment of RSHE needs following consultations and our long-term curriculum overview (Please see our medium term overviews for the key objectives outlined for each Year Group).



The information outlined below enables us to tailor our RSHE curriculum to address the learning needs of our pupils ensuring we provide a high-quality, relevant and engaging curriculum that can help shape their future life. Baseline assessment activities will also be included as part of lessons to assess existing knowledge, skills, beliefs and attitudes.

	Children's Views (Focus groups)	Parents' Views (Focus groups)	School's Concerns (Staff review)	Government – Wider Trends (Public Health, JSNA, NatSal)
Year 3	Safety – road / seatbelt Friendships - loneliness / excluded / loss Dares – consent / friends Sleep hygiene – fear of sleep, screen time	Own bodies – consent Same sex couples – prejudices Internet stranger danger Consent – meaning Emotional literacy Youtube – support parents/children More positive role models – student leaders	Child – knocked by car (Basic first aid / accident emergency) 2 ELSA Split families Racial stereotypes – respect for differences	High A&E attendances for 0-4 yr olds in Notts Higher than England for mental health admissions into hospital in younger population (4-19). School readiness for Notts was below England. Participation in sport and active recreation in Nottinghamshire was similar to the national average.
Year 4	Safety rules – rail, fire Bereavement/ loss/ grief Anti-social behavior – laws	Puberty – name body parts. Periods. Mobile phone safety – parents too. Discrimination / prejudices Internet stranger danger Consent - secrets / consent to body / photos Emotional literacy – puberty / feelings Gaming relationships - not real, no empathy. Positive role models – empowerment / future How money can affect others. Environment.	Our children live near railway lines – anti-social / laws Anxiety – self-esteem 2 ELSA Split families	Nottinghamshire had higher record of anti-social behaviour than Notts City (Notts JSNA 2017) Notts level of entries to the youth justice system was lower than England. Notts city life expectancy = 53-62yrs Notts County = 62 yrs England = 64 yrs Nottingham City is 11th most deprived district in England. Mansfield and Ashfield have high levels of deprivation and score 46th and 68th respectively. Aspirations Nottinghamshire is ranked 9th out of 26 shire Counties in England, 1 being the most deprived. Jobs / self-esteem. Gedling falls into the 40% of the least deprived counties in the country Gedling 9% workless families (Rushcliffe has 5% Ashfield has 15%)
Year 5	Safety – Water (swimming) Body image – internet Peer pressure – bribes (whatsapp attached links) First aid – accidents / drugs Vaping/smoking/ drugs	Internet stranger danger Emotional literacy Aspirations / jobs (environment, themselves, future, money choices etc) Stereotypes – more boys at Priory. Gender Consent to share photos etc.	3 children using CASY 4 ELSA Split families Higher safeguarding concerns Higher % of playground incidents Higher emotional state Family make-ups Social care involvement DARE	9% Notts young adults with no qualifications Smoking status (4-19) 16% compared to England 11% It is estimated that there are 21,600 people dependent upon alcohol in Nottinghamshire. It is estimated that there are approximately 9,900 in Notts people who use drugs frequently - substance misuse is a priority within the Nottinghamshire Health and Wellbeing Strategy.
Year 6	Sexual violence – gaming Pornography – relationships Sexting (dares/image consent) Extremism Local/national crime Being followed(attacked) – personal safety, Transition – change, fitting in, knife crime, older students, gangs	Gangs Grooming – real life and online, flattery etc. Fake messages online. Strangers Emotional literacy Puberty – body parts, hormones How babies are conceived.	2 children using CASY 5 ELSA and check ins. Slightly above national for weight measurements (NHS obese/overweight) Hormones SATs anxiety Transition anxiety Appearance anxiety Varying families (2 mums/ foster) Gender – identity	Over a fifth of Nottinghamshire children aged 4-5 years old and a <u>third of 10-11 year</u> olds are overweight or obese (Notts JSNA) Notts report explains a plan to increase physical health Notts 0.8% teenage mothers compared to 0.6% England Notts 16% under 18s conception compared to 17% England High hospital admissions for self-harm in Notts for 10-24 yr olds compared to National Av.



Priory Junior School RSHE (relationships, sex, health and economic) Education Progression Map



Long Term Overview

Our three core themes: **Relationships** **Health and wellbeing** **Living in the Wider World**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	Whole school:
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 health?	Why should we keep active and sleep well?	Respectful relationships week (aka anti-bullying week)
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? (Basic puberty)	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 of emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?	Internet safer day
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? Sci: Puberty. Growth from childhood to adulthood. Reproductive organs and process. Life cycle of a human. How babies are conceived and born and cared for.		Assemblies 
<i>Non-Statutory: (right to withdraw from if taught)</i>					Year 6: <i>This may not be covered – depends on needs of the group and parent discussions:</i> How to prevent a baby? Contraception. Sexual/violence in gaming (e.g. Grand Theft Auto) Pornography – portrayal of sexual intercourse.		<i>Tree analogy running through our units to ensure sticky knowledge.</i>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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 healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health • 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 • 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 • How to judge whether what they're feeling and how they're behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • It's 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
Internet safety and harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits • 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 • 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 • Why social media, some computer games and online gaming, for example, are age restricted • 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 • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle • 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 • The risks associated with an inactive lifestyle (including obesity) • How and when to seek support including which adults to speak to in school if they're worried about their health
Healthy eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • The principles of planning and preparing a range of healthy meals • 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) • Drugs, alcohol and tobacco • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	<ul style="list-style-type: none"> • How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing • The facts and science relating to immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary • Concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent bodies (Yr 4 to Yr 6)	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (make sure boys and girls are prepared for the changes that adolescence brings). • About menstrual wellbeing including the key facts about the menstrual cycle • Naming body parts that change during puberty.

TOPIC	PUPILS SHOULD KNOW	
Sex expectations	<p><i>In Year 6</i> - Draw on knowledge of the human life cycle set out in science curriculum:</p> <ul style="list-style-type: none"> • to explain how a baby is conceived and born. • to explain about the reproductive organs and process. • to compare romantic and intimate relationships with other relationships in their lives. 	
Right to withdraw	<p><i>Year 6:</i> <i>These may not be covered – if will depend on the needs of the year group, current concerns in the wider world and parent discussions:</i></p> <ul style="list-style-type: none"> • How to prevent a baby? Contraception. • Sexual/violence in gaming (e.g Grand Theft Auto) • Pornography – portrayal of sexual intercourse. 	
Science curriculum	Statutory	Supporting Science Guidance (non-statutory)
Year 3	<ul style="list-style-type: none"> • Pupils should explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal. 	
Year 5	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> • 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. 	<ul style="list-style-type: none"> • Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. • They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow. • Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. • Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

