

# Warstones Primary School



## Relationships and Sex Education (RSE) Policy

Due for review:

July 2024

Date

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## 1. Aims

The aims of Relationships and Sex Education (RSE) at our school are to:

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

Warstones Primary School Vision Statement:

‘To nurture a love of learning in a happy and caring environment. To build resilience for the future, a knowledge for life and enthusiasm for a positive future. To live with respect and tolerance, to be able to contribute fully to their community.’

RSE is delivered via our PSHE programme where we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active, and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a vital part of our approach.

## 2. Statutory requirements

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 are not legally required to provide additional sex education but we do need to teach the elements of statutory sex education contained in the Science National Curriculum.

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

Other documents that inform this policy include:

- Education and Inspections Act (2006)
- Equality Act (2010)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)
- Keeping children safe in education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance has been reviewed to ensure that our school policy and approach is in-line with both statutory requirements and established best practice.

At Warstones Primary School we teach RSE as set out in this policy.

### **Other related policies and documents**

- PSHE policy
- Safeguarding policy
- E-safety policy
- Anti- bullying policy
- Behaviour policy
- Science curriculum

### **3. Policy development and review**

This policy sets out our school's approach to statutory Relationships Education and non-statutory Sex Education. As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education (and Sex Education if this is also delivered.)

The development of the policy is in line with the statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships Education for primary schools from September 2020. The statutory guidance document can be viewed here ['Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in the school for staff, parents/carers, and governors.

This policy has been written in consultation with governors, staff, parents and children.

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with the current Department of Education guidance.

### **4. Definitions of RSE**

Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Sex Education is defined as teaching children about the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science – how a baby is conceived. For the purposes of this policy, we specifically identify any non-statutory Sex Education that is to be delivered outside of Science or those related elements within statutory Health Education.

More broadly, Relationships & Sex Education (RSE) is learning about personal, physical, social, moral, cultural and emotional development of pupils and involves

learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

In our school RSE is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. RSE is not about the promotion of sexual activity, rather a focus on positive and healthy relationships.

RSE involves a combination of sharing information and exploring issues and values. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices.

Please note, for the purposes of this policy we also define Relationships Education as any theme/topic that is required content by the DfE within that section of the statutory document. This will be delivered as part of our PSHE education programme of study. These statutory themes focus on teaching the fundamental building blocks and characteristics of positive relationships. They are:

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

Further information on the finer content of each of these themes can be found in Appendix 1.

Statutory sex education content is part of National Curriculum for Science.

As a school we have made the decision to provide age-appropriate sex education that is in addition to what is covered in the Science curriculum. At Warstones, we believe that that our pupils need to be educated in RSE themes as part of a broad and balanced curriculum which develops the whole child. By teaching all of these elements via our PSHE education programme, we ensure that our pupils receive age-appropriate information in line with statutory requirements and also the aims, ethos, and values of our school.

In line with statutory guidance, for the purpose of this policy we also define any non-statutory sex education content delivered as part of our PSHE education programme. Please see the curriculum section below for information on this content.

## **5. Curriculum**

Our curriculum overview is set out as per Appendix 1 for reference. We have developed the RSE curriculum in consultation with parents, pupils, staff and governors considering the age, needs and feelings of pupils. We deliver RSE lessons using the programme of study objectives outlined by the PSHE Association and BBC Teach Operation Ouch resources. Primary sex education is not compulsory

in primary schools but our school has determined that we do need to cover some additional content on sex education to meet the needs of our pupils and to complement the related statutory content pupils will receive via Science and as part of Health Education, most notably the 'Changing Adolescent Body' theme. Please see the full statutory guidance document for further information on the content of Health Education.

Non-statutory sex education element is taught in Year 6 and will focus on:

How a baby is conceived and born, pregnancy and adoption.

Our Relationships Education is taught progressively across Key Stages 1 and 2 as part of our PSHE education programme of study, so that learning can be built upon in a way that is appropriate to the age and maturity of each child and enables them to successfully manage the challenges they face as they grow up.

RSE is delivered within time tabled PSHE curriculum lessons. Statutory elements are also delivered with Science as part of the National Curriculum.

RSE will be linked to the following subjects:

- Science- pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT- pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- PE- pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship- pupils learn about the requirements of the law, their responsibilities and possible consequences of their actions.
- PSHE- pupils learn about respect and difference, values and characteristics of individuals.

## **6. Delivery and organisation of RSE**

RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Our RSE curriculum is predominantly delivered within timetabled curriculum lessons in Years 1 to Year 6 by teachers and teaching staff from our PSHE Curriculum Team and in Year 6 by class teachers.

A wide range of teaching approaches will be used to teach the RSE Curriculum, these will include:

- Circle time activities
- Film clips
- Stories
- Mind mapping
- Whole class/small group discussions

- Role play
- Independent and small group work

Biological aspects of RSE are taught within the Science curriculum and other aspects are included in Religious Education (RE).

The content set out in the statutory guidance covers everything that primary schools should teach about relationships and health education, including puberty. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is especially important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils, which is one of the reasons why we have elected as a school to include some age-appropriate non-statutory sex education. This will ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the National Curriculum for Science - how a baby is conceived and born.

Teaching will need to take account of the developmental differences of children. We will also ensure that our teaching and materials will be appropriate having regard to the age and religious backgrounds of their pupils. We will recognise the significance of other factors, such as any special educational needs or disabilities of our pupils. Staff will differentiate lessons to ensure that all members of the class have access to the same information.

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions so that they are prepared for life in modern Britain. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school.

All areas of learning within Relationships Education 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 parent families, LGBT parents, 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).

### **Support from Outside Agencies and external experts**

External experts may be invited to assist from time to time with the delivery of the RSE programme. Any outside agencies and experts who come into school to assist with the delivery of the PSHE and RSE will be bound by school policies.

Before delivering the session, we will ensure the teaching delivered by an external expert fits with the planned curriculum and this policy, is age appropriate and accessible for all pupils.

Where visitors are invited into school to deliver RSE, a teacher/member of staff will always be present during any lesson delivered.

All visitors to school will be admitted to school in line with school's Visitor Policy. We will agree with any visitors the school procedures for confidentiality and safeguarding in line with school's Child Protection and Safeguarding Policy.

## **7. Roles and responsibilities**

### **The Governing Board**

The Governing Board will approve the RSE policy and hold the Headteacher to account for its implementation.

### **The Headteacher**

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### **Staff**

The PSHE Curriculum team (including a member of the Senior Leadership Team) will:

- Oversee the day to day running of the schools RSE provision.
- Deliver or facilitate relevant training where necessary.
- Develop, renew and monitor the teaching of RSE and the school RSE policy.
- Ensure appropriate resources are available for the teaching of RSE.

Staff will:

- Deliver RSE in a sensitive way.
- Model positive attitudes to RSE.
- Monitor progress.
- Respond to the needs of individual pupils, ensuring inclusive provision for all pupils
- Respond appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### **Pupils**

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



## **8. Managing questions/confidentiality and safeguarding**

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions if they need to. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules created with pupils during sessions which will clarify boundaries for children/young people, and mitigate disclosures in class
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

Teaching staff will endeavour to answer questions as openly as possible. If faced with a question they do not feel comfortable answering within the classroom/know the answer to, or that is not age-appropriate or linked to the session content, then questions do not have to be answered directly and provision may be made to address the individual child/young person's requirements outside of the classroom environment.

The school believes that individual teachers should use their professional judgement, skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned around any questions asked.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child.

### **Confidentiality & Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue during PSHE/RSE sessions or to other staff after sessions. This will be followed up and dealt with in line with our school safeguarding policy.

Whilst teachers conduct RSE lessons in a sensitive manner and in confidence, children are informed that teachers cannot guarantee absolute confidentiality if they or someone else may be at risk of harm.

## **9. Parents' right to withdraw**

We feel that RSE is an important part of a child's development and believe that all of the content within our school's PSHE/RSE & Health Education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements.

We fully support the fact that parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science, which includes content on human development and reproduction.

As per the DfE guidance document, parents do not have the right to withdraw their children from any element of Relationships Education or Health Education. This includes topics such as friendships, how to stay safe and puberty.

Parents have the right to withdraw their children from some or all of the non-statutory components of sex education within RSE, delivered as part of our PSHE education programme.

As a school we aware that the primary role of children's sex education lies with parents. We aim to build a positive and supporting relationship with mutual understanding, trust and co-operation. If parents wish to request that their child be withdrawn from non-statutory provision, they should contact the Head teacher in the first instance. They will be invited to a meeting to discuss any concerns or queries that they have and any impact that withdrawal may have on the child. We ask parents to consider the positive contribution that age appropriate RSE can make in keeping them safe and preparing them for adulthood.

Should parents then wish to withdraw their child from non-statutory lessons, then this request will be recorded and suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

## **10. Training**

We recognise the importance of appropriate staff training to enable staff to deliver effective RSE. Staff will undergo required training as appropriate, ensuring that they are up to date with RSE and fully equipped to teach the subjects effectively.

Staff training will also be scheduled around any updated guidance on the programme and new developments.

## **11. Monitoring arrangements**

The PSHE Curriculum Team is responsible for monitoring the quality of teaching and learning for this subject.

We monitor the effectiveness of our RSE provision through:

- Learning walks
- Work scrutiny
- Pupil feedback
- Staff feedback
- Monitoring of planning

## Appendix 1- PSHE Curriculum

### **Statutory aspects of Sex Education within the National Curriculum Science**

All schools must teach the following as part of the National Curriculum Science; parents/carers do not have the right to withdraw their child/children from this.

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| <p><b>National Curriculum Science</b><br/><b>Key Stage 1:</b><br/><b>Year 1</b></p> <ul style="list-style-type: none"><li>• identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li></ul> <p><b>Year 2</b></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 of hygiene.</li></ul> | <p><b>National Curriculum Science:</b><br/><b>Key Stage 2:</b></p> <ul style="list-style-type: none"><li>• describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.</li></ul> <p><b>Year 5</b></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><b>Year 6</b></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> |
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### **Statutory Aspects of Relationships Education**

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| <p>Families and people who care for me</p> | <ul style="list-style-type: none"><li>• The importance of families for children when growing up, as they can provide love, security and stability.</li><li>• 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.</li><li>• That others' families within the school or in the wider world may look different from their own, but those differences should be respected, and know that other children's families are also characterised by love and care.</li><li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security growing up.</li><li>• That marriage represents a formal and legally recognised commitment between two people which is meant to be lifelong.</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> |
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| Caring Friendships       | <ul style="list-style-type: none"> <li>• The importance of friendships in making us feel happy and secure, and how people choose and make friends.</li> <li>• The characteristics of friendships, such as mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely and excluded.</li> <li>• That most friendships have ups and downs, which can often be worked through so that the friendship can be repaired or even strengthened, and that resorting to violence is never right.</li> <li>• How to recognise who to trust and not to trust, how to judge when a friendship causes them to feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others if needed.</li> </ul>   |
| Respectful Relationships | <ul style="list-style-type: none"> <li>• The importance of respecting others, even when they differ from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>• Practical steps they can take in a range of different contexts to improve/support respectful relationships.</li> <li>• The conventions of courtesy and manners.</li> <li>• The importance of self-respect and how this links to their own happiness.</li> <li>• That in schools and in wider society they can expect to be treated with respect by others, and should show this respect to others in return, including those in positions of authority.</li> <li>• About different types of bullying (including cyberbullying), the impacts of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>• What a stereotype is, and how these can be unfair, negative or destructive.</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul> |
| Online Relationships     | <ul style="list-style-type: none"> <li>• That sometimes people behave differently online or pretend to be someone they are not.</li> <li>• That the same principles apply to online relationships as face-to-face relationships, including the importance of respect for others online (including when anonymous).</li> <li>• The rules and principles for keeping safe online, recognising risks, harmful content and contact, and how to report them.</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• How information and data is shared and used online.</li> </ul>  |

|            |  |
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| Being Safe | <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including online contexts).</li> <li>• About the concept of privacy and the implications of it from both children and adults; including that it is not always right to keep secrets in relation to being safe.</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate/unsafe physical and other forms of contact.</li> <li>• How to respond safely and appropriately to adults they encounter (in all contexts, including online) whom they do not know.</li> <li>• How to recognise and report feeling bad or unsafe around an adult.</li> <li>• How to ask for advice or help for themselves or others, and to persist until heard.</li> <li>• How to report concerns or abuse, and the vocabulary needed to do so.</li> <li>• About the dangers they may face, both in and around school and beyond, and how they can keep themselves safe.</li> <li>• Where to get advice, e.g. family, school, other sources.</li> </ul> |
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### Statutory aspects of Health Education

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| Mental Well Being | <ul style="list-style-type: none"> <li>• That mental wellbeing is a normal aspect of daily life, in the same way as physical health.</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, nervousness, surprise) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• How to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• Simple self-care techniques, such as the importance of rest, spending time with family and friends and the benefits of hobbies and interests.</li> <li>• Isolation and loneliness can affect children and so it is very important for children to discuss their feelings with an adult and seek support.</li> </ul> |
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|                             | <ul style="list-style-type: none"> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in the school they should contact if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• It is common for people to experience mental ill health. For many of these people, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>   |
| Internet Safety and Harms   | <ul style="list-style-type: none"> <li>• How the internet acts as an integral part of life for most people, with many benefits</li> <li>• About the benefits of rationing time spent online, the risks of spending excessive time on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• 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</li> <li>• Why social media, some computer games and online gaming, etc. are age restricted</li> <li>• 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</li> <li>• How to be a discerning consumer of information online, recognising that information (including that from search engines) is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support concerning issues online</li> </ul> |
| Physical Health and Fitness | <ul style="list-style-type: none"> <li>• The characteristics and mental/physical benefits of leading an active lifestyle.</li> <li>• The importance of including 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.</li> <li>• The risks associated with leading an inactive lifestyle (including obesity).</li> <li>• How and when to seek support, such as which adults to speak to in school if they have health concerns.</li> </ul>   |
| Healthy Eating              | <ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• The principles of planning/preparing a range of healthy meals.</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (such as obesity and tooth decay) and other behaviours (such as the impact of alcohol on diet or health).</li> </ul>  |

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| Drugs Alcohol and Tobacco | The facts about legal and illegal substances and associated risks, including smoking, alcohol use and drug taking.   |
| Health and prevention     | <ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</li> <li>• About safe/unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can influence weight, mood and ability to learn.</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, such as regular check-ups at the dentist.</li> <li>• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• The facts and science relating to allergies, immunisation and vaccination.</li> </ul> |
| Basic First Aid           | <ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary.</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries.</li> </ul>  |
| Changing adolescent body  | <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing and key facts concerning the menstrual cycle.</li> </ul>  |

### **Non Statutory RSE Programme**

The Relationships and Health Elements of the RSE programme are statutory. This includes lessons on puberty.

The Sex education elements of the RSE programme are non- statutory. This part of the RSE curriculum is covered in Summer term in Year 6.