

# Relationships and Sex Education and Health Education Policy



## RATIONALE AND ETHOS

This policy covers our school's approach to Relationships and Sex Education (RSE) and Health Education. It was produced by the PSHE leaders through consultation with, the Senior Leadership Team; the Governing Body and parents of children who attend Herne Junior School (HJS) and has been informed by the governments latest Department for Education (DfE) document,

*'Relationships Education, Relationships and Sex Education (RSE) and Health Education'* (Crown copyright 2019).

Herne Junior School define 'Relationships and Sex Education and Health Education' as learning about the emotional, social and physical aspects of growing up; physical and mental health and wellbeing, safety in and out of school, what constitutes healthy relationships, changing adolescent bodies, intimate and sexual relationships, human sexuality, gender identity and online relationships and safety.

We believe RSE & Health Education is important for our pupils and our school because we believe our children's welfare, safety and self-esteem is paramount if we want our children to learn, feel prepared for their future and therefore leave us as informed citizens. We believe that our children are entitled to an education that enables them to live safe, fulfilled and healthy lives and to feel prepared for the changes they will experience with regards to RSE & Health Education.

We ensure RSE & Health Education is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND), by taking into consideration and being sensitive to the individual needs and backgrounds of all our pupils. Where appropriate, we take a 'stage not age' approach to the delivery of RSE & Health Education whilst adhering to the DfE statutory objectives.

## **LGBT+**

The DfE states, *"In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics."*

*"Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum."*

At Herne, we are committed to developing global citizens who respect diversity and equality for all. We live in a diverse society and we serve a diverse community therefore it is essential that

every child and family feels seen and represented through our teaching and resources. We feel it is vital that all children feel represented in our curriculum in order for them to develop a sense of belonging at our school, within the local community and in wider society. Therefore our Relationships, Sex and Health Education aims to be inclusive and representative of the LGBT+ community. LGBT+ relationships are represented and form an integral part of our programme of study taking into consideration the Equality Act 2010 and the protected characteristics. As with all of our teaching, we ensure our RSE & Health Education is sensitive, age appropriate, and fosters gender equality and LGBT+ equality by referring to,

*'Hampshire: a safe place to learn, a safe place to grow LGBT+ guidance for Hampshire schools and colleges'* (HIAS, June 2018).

Our school Home School Link Worker and Librarian have also created a section of our library which is dedicated to books that have a specific focus on Wellbeing and Diversity. (See Appendix A)

### **Roles**

The responsibility of the PSHE leaders is to develop the RSE and Health Education programme, alongside and with the support of each year group leader. The programme of study will be delivered by the class teacher across all four year groups. Where possible, it will be supported by outside links within our local communities. In previous years this has included visits from dentists (linked with the Science curriculum), Hampshire fire safety team and THINK safe. PSHE leaders are responsible for keeping teaching staff up to date with the current situation and documentation for RSE and Health Education.

A working party will consist of Herne Junior School's senior leadership team, PSHE, Science and ICT leaders, SENDco, Social and Emotional Wellbeing team and HJS's governing body who will be invited to provide additional guidance on the PSHE curriculum and its delivery as required and based on their individual expertise. A draft of the RSE and Health Education policy will be made accessible on HJS's website inviting parents and carers to give feedback. There will also be a physical copy available in the PSHE folder. This can be photocopied and sent home to parents on request. However, the school's governing body ultimately holds the final responsibility for the policy and the subsequent learning in the curriculum.

### **Legislation & Right to Withdraw**

Current regulations and guidance from the Department for Education states that all schools must deliver Relationships Education and Health Education in primary school settings and Relationships and Sex Education in secondary school settings. Although Sex Education is not statutory in the primary curriculum, the department continues to recommend that all primary schools have a sex education programme. This is in order to prepare and support pupils with their ongoing emotional and physical development. This is especially important in the transition phases between primary and secondary education.

The parental right to withdraw pupils from sex education remains in primary and secondary education. Parents/carers have the right to request to withdraw their child from any aspect of sex education which is not part of the science curriculum. If parents/carers would like to request to withdraw their child from, some or all of, the sex education programme delivered at Herne, a discussion with the Headteacher/Year Leaders and the subject leader/s will be arranged. This will help us to ensure the wishes of the parent/carer are understood, but also to clarify the nature and purpose of the taught curriculum at Herne. It is important to us that parents/carers understand the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being

excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher in a safe, non-judgemental environment. However, relationships and health education is a statutory part of the primary curriculum which parents do not have the right to withdraw their child from.

*'Relationships Education, Relationships and Sex Education (RSE) and Health Education'* (Crown copyright 2019)

Although sex education is not statutory in primary schools, it is recommended by the Department for Education (DfE) and Brook (2014) in their *'supplementary guidance'* for the DfE, *'Children are **naturally curious** about growing up, how their bodies work and how humans reproduce. Their questions need to be **answered honestly**, using language and explanations appropriate for their age and maturity, thus **avoiding unnecessary mystery, confusion, embarrassment and shame**. Sex and relationships education **addresses the questions and concerns** raised by the **biological facts** – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It **provides balance to sometimes distorted messages about sex and gender roles in the media**, and helps protect children by explaining boundaries and safety, and developing the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to **develop respectful and consensual attitudes and behaviours**.'*

The RSE and Health Education policy complements the following policies: Safeguarding policy, Child Protection policy, Schools Equalities policy, Drug use and Misuse policy, Healthy eating policy, Anti-Bullying policy and the Science policy.

Documents which have informed the school's RSE policy include:

- Hampshire: a safe place to learn, a safe place to grow LGBT+ guidance for Hampshire schools and colleges (HIAS, June 2018).
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (Crown copyright 2019)
- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21<sup>st</sup> century (2014)
- Keeping children safe in education- Statutory safeguarding guidance (2024)
- Children and Social Work Act (2017)

### **Faith Groups and Parental Feedback**

The DfE states that, *"In all schools, teaching should reflect the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow, and the wider legal implications of decisions they may make."*

At Herne, it is important to us that we have a good understanding of our pupils' faith backgrounds and positive relationships between the school and local faith communities to help to create a constructive context for the teaching of these subjects.

The religious background of all pupils are taken into account when planning teaching. We aim for the topics that are included in our curriculum to be appropriately and sensitively handled. At Herne we ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

### **Curriculum design**

At HJS our RSE and Health Education programme is an integral part of our whole school PSHE education provision. It is embedded within our PSHE, Science and Computing curriculums and subsequent units of work. Elements of the RSE and Health Education programme are also taught through lessons (including those within an assembly setting) which focus on Citizenship and the values of Social, Moral, Spiritual and Cultural (SMSC) development.

We follow the PSHE Association's Programme of Study for our RSE and Health Education and use their Cross-Phase Programme Builder to develop and adapt our medium term plans for all four year groups. All of the compulsory subject content covered at Herne is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents/carers while always with the aim of providing pupils with the knowledge they need to support their wellbeing, health and understanding of safe, healthy relationships. Class teachers are responsible for delivering the RSE curriculum as they are best placed to do so. The class teachers know their pupils well and have built a rapport with the learners in their class. Teachers at Herne have had training from the PSHE leaders and are experienced, professional and sensitive in their delivery of age-appropriate content.

Attached is our school's long term plan for PSHE which illustrates when different units are taught and in which year groups (See Appendix B).

The content covered in Herne Junior School's programme of study is listed below:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being Safe
- Changing adolescent body
- Intimate and sexual relationships
- Human sexuality
- Gender identity
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid

Our RSE and Health Education will be taught across all year groups and differentiated accordingly to meet the needs of each child. We take into consideration the needs of children with SEND and therefore ensure our curriculum is modified accordingly to meet their individual needs.

### **Safe and Effective practice**

Each class has a set of 'ground rules' to help establish a safe and comfortable environment for the teaching and learning of RSE and Health Education to take place. Before each PSHE lesson,

children should generate the ground rules, selecting the ones that they deem to be appropriate. They may include things such as: kind words only; privacy; listen when others are speaking and confidentiality. Sometimes it may be appropriate to create new ground rules depending on the topic. This is an important part of distancing the learning so children are aware not to bring up personal stories or ask questions about personal experiences. It also is a very powerful way to enable everyone to feel comfortable and safe at the beginning of the lesson.

Here is an example of some of the ground rules created for an RSE and Health Education lesson:

- Pass - no one (teacher or pupil) will have to answer a personal question or take part in discussion;
- Only the correct vocabulary for body parts will be used;
- Meanings of words will be explained in a sensible and factual way.

In certain lessons, children are made aware that what is discussed in an RSE and Health Education lesson should not be discussed with other children outside of the lesson as this may not be appropriate for their age group or learning needs at the time.

### Questions

In lessons, children will be given the opportunity to ask questions. When appropriate to the lesson, pupils may have the opportunity to post a question in an anonymous box. These questions will then be answered if deemed age-appropriate and relative to the curriculum. Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting. Having a set of ground rules is important in ensuring that students do not ask inappropriate questions. If a question is too personal, the teacher should remind the pupil of the ground rules. Teachers will answer pupil questions appropriately and using their professional judgement, in line with this policy. There is a help sheet for teachers which gives examples of how to manage tricky questions that may arise (see Appendix D). There is no expectation that any teacher delivering RSE and Health Education will automatically answer pupil questions, as this may infringe personal boundaries. If the pupil needs further support, the teacher can refer them to the appropriate person: such as a school counsellor, school nurse, helpline, or an outside agency or service. They may also be advised to talk to their parents.

If a teacher doesn't know the answer to a question, it is important to acknowledge this, and to suggest that the pupil or teacher, or both, together research the question later. If a question is too explicit, feels inappropriate for the age of the child, is inappropriate for the whole class, or raises concerns about abuse, the teacher should acknowledge it and attend to it later on an individual basis once they have consulted the DSL or relevant staff. In this way, the pupil will feel they have been treated with respect, but protects the rest of the class who will not have to listen to personal experience or inappropriate information. To maintain trust and respect the teacher must remember to talk with the pupil later and if a teacher is concerned that a pupil is at risk of abuse, they should follow the school's child protection procedures (outlined in the *Safeguarding* section below and in HJS's Safeguarding policy and Child Protection Policy).

### Location

RSE and Health lessons will be carried out in class with their usual classmates. We do not split the children into gendered groups as research suggests that it is important they are with

children and adults they are familiar with and therefore will hopefully feel most comfortable and secure with.

### **Safeguarding**

Teachers and support staff are aware that effective RSE and Health Education can lead to a disclosure of a child protection issue. In this instance, teachers will consult with the Designated Safeguarding Lead (DSL) and in his or her absence their deputy (Sue Sayers, Peter Castle, Erika Marshall & Lynne Tandy). In the case where none of the above DSLs are available, staff should consult the school Safeguarding policy or

*'Keeping children safe in education, Statutory guidance for schools and colleges'*  
(KCSiE, DfE, Crown copyright, September 2024)

for further advice and guidance. Teachers and support staff will log any concerns using the schools CPOMS programme, assigning to the agreed DSL for the relevant year group, whilst alerting further DSL's and staff members working closely with the child. It is imperative that a safeguarding concern is not left undealt with.

Visitors and/or external agencies, which support the delivery of RSE and Health Education, are required to complete a service level agreement (SLA) (See Appendix C) outlining the content of their visit. Class teachers will discuss with visitors the completed service level agreement, confidentiality, children considered vulnerable or at risk and the school's policy on safeguarding. Teachers should make time for an informal evaluation of the session afterwards so they may discuss any significant matters linked to safeguarding that arise. Visitors will always have a Disclosure and Barring Service (DBS) cleared member of staff present throughout their session.

### **Monitoring, reporting, evaluation and engaging stakeholders**

Both the policy and classroom delivery will be monitored and evaluated as part of a regular cycle of self-review.

Procedures include:

- Lesson observations by the Leadership team including the subject leader or by pre-arranged observation by the subject link governor
- An annual 'meet the teachers' event where parents are able to discuss the RSE and Health Education curriculum
- A termly curriculum letter sent to parents and made available on HJS's website outlining each year groups' units of work across all subjects
- An annual Parent/Carer Presentation video by the PSHE leader/s sharing the Year 6 Relationships and Sex Education programme of study. There is an invitation to discuss this further and relevant contact details are made available should parents wish to.
- An annual Parent/Carer Presentation video by the PSHE leader/s sharing the Year 4 Health Education programme of study. There is an invitation to discuss this further and relevant contact details are made available should parents wish to.
- Annual individual pupil reports which report each child's progress in PSHE
- Opportunities for pupils to review and reflect on their learning during lessons (This will be influential in adapting and amending planned learning activities.)
- Post theme evaluations which enable teachers to critically reflect on their delivery of RSE and Health Education and to inform future planning, ensuring progression

|  |                                |
|--|--------------------------------|
| Reviewed by Subject leader   | June 2025                      |
| Approved with delegated authority by Head teacher – Sue Sayers and referred to FGB for information | FGB 14 <sup>th</sup> July 2025 |
| Next review  | May 2026                       |

## Appendix A

### Well-Being & Diversity A section in our school library



| In this section there are books about...   |  |
|--|--|
| WELLBEING  | DIVERSITY  |
| <ul style="list-style-type: none"><li>• Adoption: 306.874</li><li>• Body Image: 152</li><li>• Bullying: 302.3</li><li>• Death: 393</li><li>• Emotions: 152</li><li>• Family: 306.8</li><li>• Feelings: 152</li><li>• Friendship: 302.34</li><li>• Human Rights: 323</li><li>• Illness: 616</li><li>• Morals: 170</li><li>• Physical &amp; Mental Health: 613; 362.2</li><li>• Safety: 363.1</li><li>• Self-esteem: 152</li></ul> | <ul style="list-style-type: none"><li>• Age: 362.6</li><li>• Disability: 362.4</li><li>• Gender Reassignment (becoming a transsexual person): 306.7</li><li>• Marriage &amp; Civil Partnerships: 306.8</li><li>• Pregnancy: 306.8</li><li>• Race (colour; nationality; ethnicity): 305.8; 305.9</li><li>• Religion &amp; Belief: 200</li><li>• Sex (gender): 305.4</li><li>• Sexual orientation: 306.7</li></ul> |



# Appendix B

## Herne Junior School's

### Personal Social and Health Education Long Term Overview

| Herne Junior School – Long Term Planning |  |   |   |  |  |   |  |  |
|--|--|---|---|--|--|---|--|--|
| Subject: PSHE                            |  |   |   |  |  |   |  |  |
| Term                                     | Mini Unit/RR   | Autumn 1  | Autumn 2  | Spring 1   | Spring 2   | Summer 1  | Summer 2   | Whole School Initiatives   |
| Year Group                               |  |   |   |  |  |   |  |  |
| Year 3                                   | <b>Shared responsibilities:</b><br>Class Charter<br><br>Rights and responsibilities; Why we have rules |   | <b>Friendships:</b><br>Making and maintaining healthy friendships<br><br>Similarities and differences                                 | <b>Emotional wellbeing:</b><br>Expressing and managing every day feelings<br><br>Seeking support for self or others  | <b>Physical health:</b><br>Healthy lifestyles;<br>Physical exercise and its impact on mental wellbeing;<br>Balanced diets and making choices<br><i>(Covered in Science- 'Healthy Heroes' Animals Including Humans)</i> | <b>Staying safe:</b><br>Trusted people and feeling safe<br><br>Keeping secrets and when to break confidentiality<br>Recognising and reporting feeling unsafe<br>Sun safety & Safety at home; (Science - Light and Shadow)<br>Safety in different environments | <b>Economic wellbeing:</b><br>Attitudes and ideas about spending<br>Saving and giving money<br>Wants and needs<br>Keeping money safe | <b>Whole School Initiatives/weeks:</b><br>NSPCC Day<br>HARMONY Week<br>Anti-Bullying Week<br>Fairtrade Fortnight |
| Year 4                                   | <b>Shared responsibilities:</b><br>Class Charter<br>Rights and responsibilities; Why we have rules     | <b>Friendships:</b><br>Managing conflict and repairing friendships<br>Feeling lonely<br>Friendship skills including communicating safely online<br>Listening and responding<br>Respecting self and others | <b>Families:</b><br>Different types of relationships<br>Characteristics of healthy family relationships<br>Feeling safe and cared for | <b>Staying healthy:</b><br>Dental health/Covered in Science- Animals including Humans: Digestion<br>Hygiene, germs<br>Basic first aid<br>Early signs of illness and seeking help | <b>Communities:</b><br>What makes a community<br>Diversity; Freedom of expression<br>Online communities<br>Identifying and responding to prejudice   | <b>Economic wellbeing:</b><br>Budgeting<br>Saving<br>Spending<br>Decisions<br>How managing money makes us feel<br>How spending choices affect others  | <b>Growing and changing:</b><br>Growing up<br>Puberty, including periods and wet dreams;<br>Sleep                                    |  |

Autumn 2022

Reviewed by OH, BH and AS

| Herne Junior School – Long Term Planning |  |  |   |  |   |   |  |  |
|--|--|--|---|--|---|---|--|--|
| Subject: PSHE                            |  |  |   |  |   |   |  |  |
| Year 5                                   | <b>Shared responsibilities:</b><br>Class Charter<br>Rights and responsibilities; Why we have rules | <b>Respect and bullying:</b><br>Mutual respect<br>Sharing points of view<br>Stereotypes<br>Types of bullying and how to get help<br>Discrimination                             | <b>Mental wellbeing:</b><br>Taking care of mental health and emotional wellbeing<br>Managing challenges<br>Seeking support for themselves and others  | <b>Staying safe:</b><br>Privacy and personal boundaries<br>Acceptable and unacceptable contact<br>Permission-seeking and giving<br>Personal safety                               | <b>Keeping active:</b><br>Benefits of a balanced lifestyle<br>Balancing internet use<br>How physical activity affects wellbeing   | <b>Substances:</b><br>Drugs common to everyday life<br>Risks and effects of alcohol and smoking<br>Rules and laws   | <b>Media literacy:</b><br>How data is shared and used online<br>Evaluating reliability of sources<br>Misinformation and targeted information<br>Choosing age-appropriate TV, games and online content<br>Influences relating to gambling | <b>Whole School Initiatives/weeks:</b><br>NSPCC Day<br>HARMONY Week<br>Anti-Bullying Week<br>Fairtrade Fortnight |
| Year 6                                   | <b>Shared responsibilities:</b><br>Class Charter<br>Rights and responsibilities; Why we have rules | <b>Personal Identity:</b><br>What contributes to who we are<br>Personal strengths<br>Interests<br>Setting goals<br>Managing setbacks<br>New opportunities and responsibilities | <b>Health and hygiene:</b><br>Making informed choices regarding a healthy lifestyle, including nutrition<br><i>(Covered in Science- Animals Including Humans)</i><br>Hygiene and bacteria and viruses<br><i>(Covered in Science – Living Things and their Habitats)</i><br>Allergies and getting help in an emergency<br>Vaccination and immunisation | <b>Friendships and staying safe:</b><br>Opportunities to connect online<br>The nature of online-only friendships<br>Reporting harmful content and contact<br>Staying safe online | <b>Careers:</b><br>Career types<br>Challenging career stereotypes<br>Enterprise project<br>Developing enterprise skills<br>The world of work and young people's employment rights | <b>Puberty and reproduction:</b><br>Growing up and developing independence.<br>Menstrual wellbeing<br>Managing the changes of puberty<br>How a baby is made | <b>Managing change:</b><br>Developing friendship skills<br>Changing and ending friendships<br>Managing change, loss and bereavement<br>Sources of support  |  |

## Appendix C

### Service level agreement



Please complete this form in as much detail as possible.

When you arrive please head to the reception, here you will be lead to the hall/class.

Please use this section to list the aims of the session as well as any resources you may be using or require the school to provide.

| Session aims/discussion points | Equipment / Resources required (r)/provided (p) |
|--------------------------------|---|
|                                |   |

### Final Statement and Signatures

The final statement forms an agreement between the partners signing the SLA. This must be read and understood by all signatories before signing and dating the document.

Thank you for giving your time and expertise to come into Herne Junior School to work with our pupils as part of their Personal, Social & Health Education programme.

- As you are aware we are (the school) fully responsible for our pupils whilst they are in school, as well as having responsibility towards their parents/carers. As such we would ask you to keep to a few simple guidelines to ensure your visit is beneficial to all.
- If you wish to distribute any materials/activities to our pupils, for example leaflets giving information, please clear this with the year leader.
- This is an equal opportunities school. We value all people equally and do not discriminate on the grounds of gender, race or ability. We would appreciate it if you would remain impartial and sensitive to this and bear this in mind when working with our pupils.
- There will be a member of staff working alongside you in the classroom and will be responsible for the pupil's behaviour.

We hope you enjoy your visit and would welcome your feedback on working with our pupils.

Thank you

**Signed:**

**Date:**

\_\_\_\_\_

\_\_\_\_\_

## Appendix D

Tricky questions you might be asked (children or parents)...

**A). Scenario:** Children have watched 'The Menstrual Cycle' video in which an image of a sperm meets an egg to explain why periods happen.

**Year 4 or 5 Child asks, "But how does the sperm meet the egg?"**

**Teacher response:**

- 1) Praise the child for their curiosity and for asking such a fantastic question.
- 2) Acknowledge that they feel safe in order to ask that question.
- 3) Respond (in line with in line with the year groups unit objectives, the RSE policy & the statutory objectives-which does not include learning about sexual intercourse-however at Herne this is part of the curriculum in Year 6)

**Example:**

Wow! What a fantastic question I am so pleased that you feel safe and comfortable to ask your question.

Depending on the relationship or the people or person involved, there are several different ways that the sperm can meet the egg. We don't learn about this in Year 4 but you will be learning more about this in Year 6 but if you would like to know more about this now, it might be a conversation you have with your parent or carer if you feel comfortable and safe doing so.

**B). Scenario:** RSE lessons at the beginning of the unit or the year.

**Child asks, "But how is a baby made?"**

**Teacher response:**

- 1) Praise the child for their curiosity and for asking such a fantastic question.
- 2) Acknowledge that they feel safe in order to ask that question.
- 3) Respond- (in line with in line with the year groups unit objectives, the RSE policy & the statutory objectives-which does not include learning about sexual intercourse-however at Herne this is part of the curriculum in Year 6)

**Example:** (response to a Year 3/4/5 child)

Wow! What a fantastic question I am so pleased that you feel safe and comfortable to ask your question.

This isn't something that we cover/learn about in Year 3/4/5 (our Growing & Changing unit). If you are interested to know the answer to your question and can't wait, it might be a conversation you have with your parent or carer if you feel comfortable and safe doing so.

**Example:** (response to a Year 6 child)

Wow! What a fantastic question I am so pleased that you feel safe and comfortable to ask your question.

We will be learning much more about this later in the year/unit and unfortunately I don't have enough time to explain this properly to you now. However, we will make sure your questions are answered later in the year. If you are interested to know the answer to your question and can't wait, it might be a conversation you have with your parent or carer if you feel comfortable and safe doing so.

[Just in the way that you wouldn't go into great depths explaining algebra to a Year 3 child because it's not in the curriculum for that year. We want to avoid creating a sense of mystery/taboo]

### **C). Scenario: RSE lessons**

**Child asks, “Why can’t men have babies?”**

**Teacher response:**

- 1) Praise the child for their curiosity and for asking such a fantastic question.
- 2) Acknowledge that they feel safe in order to ask that question.
- 3) Respond- (in line with in line with the year groups unit objectives, the RSE policy & the statutory objectives-which does not include learning about sexual intercourse-however at Herne this is part of the curriculum in Year 6)

**Example:**

That’s a really interesting question-thank you for asking. Well, men can have babies. Men can’t make a baby on their own and people with the male parts can’t grow a baby. A baby grows inside a uterus [for a Year 3/SEN child- ‘inside the female’s tummy’] which is a part of the female reproductive organ.

### **D) Scenario: At the beginning of RSE lessons**

**Child asks, “What is sex?”**

**Teacher response:**

- 1) Praise the child for their curiosity and for asking such a fantastic question.
- 2) Acknowledge that they feel safe in order to ask that question.
- 3) Respond- (in line with in line with the year groups unit objectives, the RSE policy & the statutory objectives-which does not include learning about sexual intercourse-however at Herne this is part of the curriculum in Year 6)

**Example:** (response to a Year 3/4/5 child)

That’s a good question linked to our Growing and Changing unit, which I am pleased you feel confident to ask.

The word sex actually has several meanings and in our year group’s unit, we use the word sex to describe whether a person is male or female and has male or female genitals. In Year 6, you will learn more about what the word sex means. It is not something we cover further in our learning in Year 4/5. However, if you feel confident and safe to do so, it might be a question to talk about with your parents.

**Example:** (response to a Year 6 child)-response may change depending on when in the unit it is asked.

I am pleased you asked that question, thank you. Sex is a word that many young people have heard and will be curious as to its meaning so it’s fantastic you had the confidence to ask that in our class.

The word sex actually has more than one meaning. You may remember from your PDL lessons in Year 4 and 5 that the word sex is used to describe whether a person is male or female and has male or female genitals. The word sex is also used to describe an action between two people who trust and care for one another. Unfortunately, I don’t have the time in this lesson just now to talk about it in any further detail but we will talk about it in later lessons and your question will be answered. However, if you can’t wait it might be a conversation you have with your parent or carer if you feel comfortable and safe doing so.