



St Matthias Church of England Primary School

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St Matthias Church of England School Relationships and Sex Education Policy

Presented to Governors:

Member of staff responsible: Mrs Kate Cope

Review Date: July 2017

1. Introduction

At St Matthias Church of England School we value the importance of relationships and sex education to help and support young people through their physical, emotional and moral development. This programme is linked closely to the Policy for Personal, Social and Health Education, Sex and Relationships Education Guidance and the National Healthy School Standard Guidance. We recognise the partnership of home and school, of parent / carer and teacher, in this important area of personal development.

Relationships and sex education is a continuing, development process, which includes the exploration of attitudes and values and the development of skills, as well as the presentation of factual knowledge. As with all other learning, it should be gradual and matched to the child's maturity and stage of development.

Relationships and sex education teaches children to develop an awareness of, and respect for, themselves and others. It aids the development of positive self-esteem, which will help children to cope with the challenges of personal growth. It enables children to be aware of the personal choices they can make and prepares them to make responsible decisions. It is about exploring feelings and emotions and enjoying confidence in one's own ability.

As part of the relationships and sex education framework, pupils are taught about the nature and importance of family life and bringing up children. Pupils will learn about the significance of marriage and stable relationships. Care is taken that no child is stigmatised because of his or her home circumstances.

2. What is Relationships and Sex Education?

Relationships and sex education is about physical, moral and emotional development. It is about the understanding of the importance of loving and stable relationships - including marriage, respect, love and care. It is also about the teaching of sex, sexuality and sexual health.

Relationships and sex education has three main elements.

Attitudes and values:

- Learning the importance of values and moral considerations
- Learning the value of family life, marriage and stable relationships
- Learning the value of love, respect and care

Personal and social skills:

- Learning to manage emotions and relationships confidently and sensitively

- Developing empathy and self-respect
- Learning to make choices without prejudice
- Appreciating the consequences of choices made
- Managing conflict
- Recognising and avoiding exploitation and abuse

Knowledge and understanding

- Learning about and understanding physical development
- Understanding human sexuality, reproduction, sexual health, emotions and relationships.

3. The Philosophy of the School

It is the philosophy of St Matthias Church of England School that all children experience a planned programme of relationships and sex education that offers them the opportunity to explore attitudes and values, develop personal and social skills, as well as learning the facts necessary for life.

The school includes information on RSE in the school prospectus and full details are available on request. The school will inform parents / carers when aspects of the RSE programme are taught and will provide parents / carers to view the resources being used.

Students cannot be withdrawn from any part of RSE that falls within the statutory National Curriculum Science Orders. However parents have a legal right to withdraw their child from the non-statutory content of RSE. Any parent wishing to withdraw their child is encouraged to make an appointment with a member of the Senior Management Team to discuss the matter.

4. Aims and Objectives of the Policy

- To reassure children of their value and self worth, including aspects of dignity, self-respect and self-restraint.
- To nurture a responsible attitude towards personal relationships such as aspects of mutual respect and care, and to develop sensitively towards the needs of others encompassing fidelity and loyalty.
- To foster the ability to manage relationships in a responsible and healthy manner.
- To promote the value of loving relationships and of family life.
- To recognise that marriage is an important, but not exclusive, context for family life
- To provide knowledge of human reproduction processes.
- To inform children on matters of personal hygiene and related health issues.
- To encourage exploration of values and moral issues, taking into account the physical and moral risks associated with certain behaviour.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about their developing sexuality

5. Areas of Responsibility

Governors

- To ensure the legal framework is followed.
- To consult with parents / carers on the determination of the school's relationship and sex education policy.
- To implement the relationship and sex education policy through the Head teacher.
- To implement the 'annual' reviews.
- To write a short statement about the school's policy within the School Prospectus
- To include a summary of the content and organisation of sex education in the School Prospectus.

Head teacher

- To implement the Relationships and Sex Education Policy.
- To ensure the policy is followed.
- To liaise with the Governors on the teaching in school.
- To liaise with parents / carers.
- To ensure the policy is reviewed annually.
- To disseminate information to staff.

- To respond to individual problems experienced by children, enlisting external agency support if appropriate.

Class teacher

- To prepare short-term plans to include Relationships and Sex Education in the Curriculum, in accordance with the long and medium-term plans prepared by the subject leader for PSHE.
- To respond to the individual needs of children, giving relevant support should a child be experiencing difficulties.

School Nurse / Health Service Specialists

- To give support throughout the school, when appropriate

The PSHE subject leader

- To assist in the development of the school's policy concerning the welfare and educational needs of all children at St Matthias Church of England School.
- To keep up to date with current resources and guidance and disseminate this to other staff members as appropriate
- To take advice from all appropriate sources.

6. Resources

- Teacher's Handbook Personal, Social and Health Education from Healthy schools Worcestershire
- More about me - The Evans Bookshelf
- A Teacher's resource book about sensitive issues – Helping hands
- Pictures of Health – Wetton and Collins
- Time to Talk – Jim Green
- Primary National Strategy– Excellence and Enjoyment: social and emotional aspects of learning SEAL CD-ROM
- Sex and Relationship Education PSHE Age 9-11 CD-Rom DfES & BBC Active

7. Appendices

1. The RSE Curriculum from Nursery to Year 6
2. A selection of questions and answers to support the teaching of RSE.
3. RSE and Parents DfES Publication ref DfES 0706/2001.
4. Letter to parents/carers.

Interpreting the Entitlement Curriculum for RSE

The Entitlement Curriculum for RSE describes the elements of RSE which will be taught at or by the age groups described (i.e. schools may agree to address certain topic earlier than stated). The Entitlement Curriculum is wholly consistent with the National Curriculum and DCSF guidance.

This document shows the elements of the Entitlement Curriculum for each Key Stage. Following the Learning Objectives are a series of questions with which children have the right to engage.

Following each series of questions, are some sample vocabulary lists which demonstrate new vocabulary to which the children may be introduced at each Key Stage. These lists should be adapted to the needs of each school and should be discussed carefully by staff, parents and governors. The lists are cumulative, that is, it is assumed that adults will use and reinforce the vocabulary used in the previous Key Stages.

Using Appropriate Vocabulary

Naming body parts is one of the main barriers to discussing RSE. Many people feel uncomfortable using the correct terminology. If people feel more comfortable in the home environment using familiar language for parts of the body then this is fine, as long as they know and understand the correct terminology should they need to use it.

It can be embarrassing to use the correct terminology with children, but it is the correct terminology after all and we teach children the correct words for the other parts of the body. Children can be confused with the multitude of names for sexual body parts, particularly relating to female anatomy, so it is best not to add to the confusion and instead address these body parts in a non-threatening and age-appropriate way, so that in future children can use these words as and when appropriate.

It is important to use words such as 'penis', 'vagina' and 'testicles' as early as possible for the following reasons:

- Many families have their own words for genitals, and although some are familiar and readily understood by other people there are others that are unique to individual families. You could never accommodate every pupil's family name for sexual parts, although there is no harm in acknowledging them
- Consistent use of the correct words in key stage 1 will get over the potential giggle factor later and enable children to use these words without embarrassment
- It will create consistency throughout the school and in every RSE lesson
- A lot of slang is derogatory
- Use of the word 'vagina' presents a positive view of female sexuality, rather than 'boys have a willy and girls don't'
- It equips pupils with the correct terms that they will hopefully feel comfortable using in the future, for example, with health professionals
- Providing children with the vocabulary associated with their bodies and the confidence to use it, will mean children are ready to engage with issues about delaying sexual activity and using contraception when they are older.

If younger pupils learn the names for the body parts, the less embarrassing it will be when they come to discuss issues such as puberty and growing up. Children will feel more confident to discuss any concerns they may have surrounding any issue relating to their bodies if they are used to using the correct words. They will also feel more confident when they become parents to discuss issues relating to RSE with their own children.

The following extract from the Sex Education Forum's publication, '**RSE for Primary Aged Children**' (2002) describes the importance of using agreed, 'scientific' terms when describing parts of the body:

'Children are often confused in their understanding of their bodies and how they work. It is important that teachers use the correct terms when introducing new topics. Family names or common names can be acknowledged, but it is good

Interpreting the Entitlement Curriculum for SRE and Vocabulary List

Appendix 1: Learning outcomes (p.35-36)

By the end of Key Stage 1

Pupils will know and understand:

- the names of the main external parts of the body including agreed names for sexual parts

Rose Review Primary Curriculum

Understanding physical development, health and wellbeing – personal wellbeing

practice to use scientific terms. Early and accurate naming of body parts is vital. If children have not been equipped with the words for the parts of their bodies and have picked up the message that adults don't talk about them either, how can they be expected to describe them to an adult if they need to? This has serious implications for child protection.

Boy's genitals generally do get named, even if the words used are family names or slang, at least it is acknowledged that they exist. In comparison girl's genitals often don't get named. This absence deprives girls of a comfortable language about themselves. If they are to develop a positive sense of their bodies as a source of pride and pleasure, sexual and reproductive body parts should be part of their vocabulary.'

DCSF Draft RSE Guidance (2010)

'It is important that children start to build up the vocabulary and confidence to talk openly and positively about emotions, relationships and their bodies. Learning the words to describe feelings and emotions, the correct terms for parts of the body and developing "health literacy" is vital for children to stay safe and seek help if they feel at risk or are being harmed. When cases of sexual abuse have come to light years after the event parents, teachers and young people have spoken of their regret that RSE was started so late and that they/the child was unable to report it because they did not have the language and did not know that what was happening to them was wrong. There is now anecdotal evidence where parents acknowledge their gratitude to RSE in school because their child had had the confidence and language to tell when they have been approached inappropriately rather than after abuse has taken place.'

Ofsted RSE Guidance (2002)

Early	Middle	Later
<p>E17 about the simple physical changes to their bodies they have experienced since birth and the similarities and differences between people*</p> <p>*This includes simple physical changes: growth, hair, height, and the differences between boys and girls</p>	<p>M17 about the physical and emotional changes that take place as they grow and approach puberty*</p> <p>* This includes the changes to their bodies; emotions, feelings and attitudes and naming external parts of the body</p>	<p>L20 about the physical changes that take place in the human body as they grow and how these relate to human reproduction</p>

Foundation Stage (Nursery and YR)

Age 3-5	Early Years Curriculum	<ul style="list-style-type: none"> Understanding the world involves guiding children to make sense of their physical world and their community through opportunities to explore, observe and find out about people, places, technology and the environment. Physical development involves providing opportunities for young children to be active and interactive; and to develop their co-ordination, control, and movement. Children must also be helped to understand the importance of physical activity, and to make healthy choices in relation to food. Personal, social and emotional development involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities. 		
	Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)	
	<ul style="list-style-type: none"> the ways adults care for children basic hygiene routines, including toileting and washing have a developing awareness of their own needs, views and feelings and be sensitive to the needs and feelings of others some ways of being a good friend 	<ul style="list-style-type: none"> dress and undress independently and manage their own personal hygiene describe their own appearance, including body parts recognise the importance of keeping healthy and those things which contribute to this respond to a range of experiences, showing a range of feelings when appropriate be able to identify when and how to say 'no' and 'stop' 	<ul style="list-style-type: none"> value their body, physical achievements and capabilities 	

Questions to help pupils to explore RSE within the national curriculum	Content Areas	Vocabulary		
<ul style="list-style-type: none"> How can I be a good friend? What do I feel and how can I tell other people? When can I help myself and when should I ask for help? What can my body do and what is it good at? What does my body look like? What do I need to do to keep clean and healthy? When should I say 'No' and how should I say it? 	<ul style="list-style-type: none"> Responsibilities for myself and my possessions Care and consideration Being a good friend Identifying and expressing my own feelings Saying 'No' 	happy pleased calm sad grumpy cross run jump hop	swim growing up baby child skills responsibility change discover size	shape hands head hair body teeth Familiar terms for private parts e.g. 'willy' 'fanny' will be acknowledged

Key Stage 1(Year1/2)

Age 5-7	Science Statutory Programme of Study	<ul style="list-style-type: none"> Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. Notice that animals, including humans, have offspring which grow into adults Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) Describe the importance of exercise, eating the right amounts of different types of food, and hygiene. 		
	Knowledge (PSHE: Non-statutory Framework NC, 1999)	Skills (PSHE: Non-statutory Framework NC, 1999)	Attitudes (PSHE: Non-statutory Framework NC, 1999)	
	<ul style="list-style-type: none"> how some diseases are spread and how to control them about the process of growing from young to old and how people's needs change the names of the main external parts of the body including agreed names for sexual parts understand they have rights over their own body ways in which they are like and different from others that they have some control over their actions and bodies 	<ul style="list-style-type: none"> recognize their responsibilities and how these have changed follow basic rules for keeping themselves safe and healthy identify and be able to talk with someone they trust be aware that their feelings and actions have an impact on others recognize similarities between themselves and their peers 	<ul style="list-style-type: none"> value their own body and recognise its capabilities and uniqueness how families are special for caring and sharing why families are special and how they care for each other 	

Questions to help pupils to explore RSE within the national curriculum (DCSF, 2010):	Content Areas	Vocabulary		
<ul style="list-style-type: none"> What are the differences between girls and boys' bodies? What are the correct words for the external parts of our bodies ? Where do babies come from? How much have I changed since I was a baby? How do I feel about these changes? What do I understand about keeping secrets? Who can I tell if I have a secret or worry? What is the difference between good touch and bad touch? How can I be a good friend? How do I like to be treated by people I know including friends and family? How am I different and similar to other people? 	<ul style="list-style-type: none"> Communication and Co-operation Value individuality Simple decision-making Valuing difference Keeping clean External parts of the body Valuing body's uniqueness Babies to children to adults Changing responsibilities 	<ul style="list-style-type: none"> Male Female Girl Boy Man Woman Baby Child 	<ul style="list-style-type: none"> Teenager Adult Birth Death Same Similar Different Unique 	<ul style="list-style-type: none"> Special Stomach Chest Penis Testicles Vagina Bottom

Key Stage 2 (Year 3/4)

Age 7-9	Science Statutory Programme of Study	<ul style="list-style-type: none"> Identify that animals, including humans, need the right types amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat Identify that humans and some other animal have skeletons and muscles for support, protection and movement. Describe the simple functions of the basic parts of the digestive system in humans Identify the different types of teeth in humans and their simple functions Construct and interpret a variety of food chains, identifying producers, predators and prey. 						
	<table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="background-color: #333; color: white; padding: 5px;">Knowledge (PSHE: Non-statutory Framework NC, 1999)</th> <th style="background-color: #333; color: white; padding: 5px;">Skills (PSHE: Non-statutory Framework NC, 1999)</th> <th style="background-color: #333; color: white; padding: 5px;">Attitudes (PSHE: Non-statutory Framework NC, 1999)</th> </tr> </thead> <tbody> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> name the main external parts of the human body, including scientific names for sexual parts understand the physical differences between males and females understand how their responsibilities will change in the future consider ways they affect and are affected by their special people </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> carry out regular personal hygiene routines be able to listen to and support their friends and manage friendship problems be able to recognize unwanted physical contact and ways of stopping it and getting help </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> who has responsibility for their personal hygiene and who will have responsibility in the future the responsibilities parents have for babies perceptions of being 'grown up' be aware of other people's lifestyles an beliefs personal responsibility for personal safety and behaviour </td> </tr> </tbody> </table>	Knowledge (PSHE: Non-statutory Framework NC, 1999)	Skills (PSHE: Non-statutory Framework NC, 1999)	Attitudes (PSHE: Non-statutory Framework NC, 1999)	<ul style="list-style-type: none"> name the main external parts of the human body, including scientific names for sexual parts understand the physical differences between males and females understand how their responsibilities will change in the future consider ways they affect and are affected by their special people 	<ul style="list-style-type: none"> carry out regular personal hygiene routines be able to listen to and support their friends and manage friendship problems be able to recognize unwanted physical contact and ways of stopping it and getting help 	<ul style="list-style-type: none"> who has responsibility for their personal hygiene and who will have responsibility in the future the responsibilities parents have for babies perceptions of being 'grown up' be aware of other people's lifestyles an beliefs personal responsibility for personal safety and behaviour 	
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Questions to help pupils to explore RSE within the national curriculum (DCSF, 2010):	Content	Vocabulary	
<ul style="list-style-type: none"> What can I do when friendships go wrong? How do people live their lives differently to me? Why is it important to stay clean? How do parents care for babies? What can I do for myself to keep clean and healthy? How are males and females different and what are the different parts called? What does it mean to be grown up? What am I responsible for now and how will this change? How do my actions and emotions affect the way others feel? Who can I talk to about the way I feel? 	<ul style="list-style-type: none"> Managing Friendships Awareness of lifestyles and beliefs Responsibilities for hygiene Difference between males and females Being 'grown up' Communicating emotions Impact of emotions Range of people to share emotions with 	<ul style="list-style-type: none"> Hygiene Toiletries Bacteria Germ Infection Breast Nipple Anus 	<ul style="list-style-type: none"> Womb Uterus Scrotum Testes Love Responsibility Dependent

Key Stage 2 (Year 5/6)

Age 9-11	Science Statutory Programme of Study	<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. Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. Recognize the impact of diet, exercise, drugs and lifestyle on the way their bodies function. Describe the ways in which nutrients and water are transported within animals. Recognize that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. 		
	Knowledge (PSHE: Non-statutory Framework NC, 1999)	Skills (PSHE: Non-statutory Framework NC, 1999)	Attitudes (PSHE: Non-statutory Framework NC, 1999)	
	<ul style="list-style-type: none"> that bacteria and viruses (including HIV) can affect health and that following simple safe routines can reduce their spread about the physical changes that take place at puberty, why they happen and how to manage them understand that physical changes take place at different rates for different people Know the facts of the human lifecycle, including sexual intercourse the many relationships in which they are involved where individual families and groups can find help about keeping themselves safe when involved with risky activities understand how self-confidence and assertiveness can help them keep themselves safe what makes a healthy lifestyle, what affects mental health and how to make informed choices 	<ul style="list-style-type: none"> recognize their changing emotions with friends and family and be able to express their feelings positively recognize and challenge stereotypes, for example in relation to gender recognize the pressure of unwanted physical contact, and know ways of resisting it respect other people's viewpoints and beliefs identify adults they can trust and who they can ask for help be self-confident in a wide range of new situations, such as seeking new friends see things from other people's viewpoints, for example their parents and their carers listen to, support their friends and manage friendship problems 	<ul style="list-style-type: none"> the diversity of lifestyles others' points of view, including their parents' or carers the need for trust and love in established relationships about, and accept, a wide range of different family arrangements, for example second marriages, fostering, extended families and three or more generations living together why being different can provoke bullying and why this is unacceptable when it is appropriate to take a risk and when to say no and seek help the diversity of values and customs in the school and in the community value themselves and identify positive things about themselves 	

Interpreting the Entitlement Curriculum for SRE and Vocabulary List

<ul style="list-style-type: none"> • How do I feel about physical and emotional changes at puberty? • What skills do I need to cope with my feelings such as mood swings? • How do boys and girls' bodies change during puberty? • What is the normal variation in our bodies – before and after puberty? • How does puberty vary for each individual, including differences in age puberty starts and how puberty can be affected by disability or a medical condition? • How is puberty part of my sexual development (including production of eggs/sperm)? • How does the sperm and egg meet during sexual intercourse and can conception be prevented? • What are some of the ways that people behave in a loving and happy relationship? • What kinds of abuse could happen in relationships, including hurting feelings and violence? • Are there different expectations about how girls and boys behave in relationships and what other choices do they have? • What is sexist bullying and homophobic bullying and what skills do I need to do something about it? • Who can I talk to if I am unhappy or worried? 	<ul style="list-style-type: none"> • Value of personality • Influences and pressures • Respecting difference • Changing hygiene routines • Puberty • Human lifecycle • Changing emotions • Love and marriage • Lifestyles choices 	<ul style="list-style-type: none"> • Puberty • Development • Periods • Menstruation • Sanitary towel • Tampon • Cervix • Fallopian tube • Clitoris 	<ul style="list-style-type: none"> • Ovary • Ovulation • Sperm duct • Urethra • Pubic hair • Voice breaking • Love • Commitment • Marriage 	<ul style="list-style-type: none"> • Arousal • Erection • Sexual intercourse • Sex • Ejaculate • Conception • Pregnancy • Body odour • Deodorant
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Answering Children's Questions Related to RSE in the Primary School

Throughout their school life, we encourage children to ask questions. We hope that children will develop enquiring minds in all areas of the curriculum.

However, some people are concerned about suitable answers to the RSE-related questions children ask. They may be worried about what is acceptable and what is not. Every adult in your school may have different views on appropriate answers to children's questions, depending on their personal views and experiences. We would like those working in schools to feel confident that there is agreement on what is appropriate, so that everyone can give similar responses.

The following series of questions is not exhaustive, neither are the responses prescriptive. They are intended to give guidance and build confidence and security when answering children's questions. These responses need to be discussed and agreed by staff, parent and governor representatives. The responses below have been developed to offer a whole school approach to answering such questions and should sit firmly within the school's RSE policy. When answering RSE-related questions teachers need to be particularly aware of the possible prompts for such questions and follow Child Protection procedures where necessary.

It is extremely unlikely that a younger child will ask some of the listed questions, but the answers suggested here presume that the child has sufficient knowledge to have asked and therefore deserves a response. In each case it is presumed that where the question is outside the areas covered in your RSE programme for a particular age group, that the answer will be given on an individual/small group basis, rather than in a whole class situation. When answering the questions of older children you should ensure they have the understanding expressed in the suggested answers for younger children.

Principles for Answering Children's Questions Relating to RSE

When a child asks a question that you might find difficult to answer:

- Always acknowledge the question and give the message that it is okay to ask. E.g. 'Thanks for asking that question.' Or 'That's an interesting one.'
- Check out the context of the child's question before we answer. E.g. 'Tell me a bit about where you heard about that.' Or 'I'm not quite sure what you mean, could you tell me some more?'
- You don't have to answer straight away. You can 'buy some time', but always make sure you get back to child. E.g. 'Thanks for asking that question. I'd like to talk about it later when we have enough time to talk about it without being interrupted.'
- When you give your answer, check that the child understands. E.g. 'Is that the sort of thing you wanted to know?' Or 'Does that make sense?'
- You can ask for guidance from a colleague.
- You can say you're not sure or you don't know. But always make sure you find out the answer or refer the child to some one who can help them. E.g. 'I'm not sure how to answer that one. Perhaps you could ask some one at home. Who do you think you might ask?'

Sample Questions, Notes and Possible Answers

Question	Possible Context/Notes	Foundation and KS1	KS2
How do babies get there?	This question might be prompted by a child being told that a baby grows inside their mother.	Explain that a baby is made inside and then grows inside their mother, the baby doesn't arrive from outside.	Explain that the baby is made inside their mother. A seed (sperm) from the father and an egg from the mother join together and then a baby starts to grow.
Does having a baby hurt?	Children may have seen representations of women having babies on the TV or through play.	Explain that giving birth does hurt the mother, but that the pain goes away after the baby is born.	Explain that giving birth does hurt, but that the pain can be controlled in various ways, sometimes using medicines.
Why do we have babies?	Check whether this is actually a question about the mechanics of sexual intercourse rather than the desire to have children.	Explain that mums and dads want a family to look after. You might refer to animals who have babies too.	Explain that babies ensure the continuation of the human race.
Why don't the baby and the food get mixed up?	This question might be prompted by a child being told that a baby grows inside their mother's tummy.	Explain that the food the mother eats goes into her stomach (or tummy). The baby grows in a special place called the womb (or uterus), which is separate from the stomach. People just say the baby grows in their mother's tummy as a shorthand.	
How does the baby stay in?	Children may be confused having seen representations of child birth.	Explain that the baby grows safely in a special place inside the mother (the womb) until it is ready to be born. The womb is closed tightly to keep the baby safe until then.	
How does the baby come out?	Children may be confused having seen representations of child birth.	When the baby is ready to be born, the womb opens up and then squeezes very hard to push the baby out through the vagina (special tube).	
Are all babies born the same way?	This question might be prompted by a child being aware of caesarean section. Before answering check what the child has heard about.	Most babies are born when the womb pushes the baby out through the mother's vagina (special tube). But some babies can't be born safely this way. They have to be born differently. The doctor does a special operation to lift the baby out.	In a special operation the doctor cuts a slit in the mother's womb and takes the baby out that way. The slit is then stitched up so the mother can get better.
How does the baby eat and grow?	Your answer will depend on whether the child has an understanding of how the blood carries energy, oxygen and nutrients around the body.	The baby gets all its food from its mother through a special chord. The baby needs the food to grow properly.	When the baby starts to grow in the womb, a feeding tube also grows. The tube is attached to the placenta which passes the mother's blood to the baby. So the baby gets oxygen, minerals, vitamins and energy from the mother's blood. It needs these things to grow properly.

Why do some animals lay eggs?	The child might also be wondering whether humans have eggs.	Some creatures lay eggs in order to have their babies. The egg is a safe place with lots of food for the baby bird/frog/fish to grow. The baby starts off very small inside the egg and as it uses up the food it grows bigger until it is ready to be born.	Humans have eggs too, but these are made in the mother's body and need to join with seed (sperm) from the father's body to start a baby. When a human baby starts it grows inside the mother's body rather than outside, which is where a baby bird grows.
Why can't men have babies?	This question probably relates to the fact that the baby grows inside the mother's body, but you might need to point out that males are needed to make a baby and the baby is their responsibility too.	Babies can only grow inside a woman, as men don't have a special place (womb) for the baby to grow inside their body. But men do have babies, because every baby was begun by a mum and dad.	Men and women have some different body parts. Only women have a womb, where a baby can grow, but both men and women are needed to start the baby. The man's seed (sperm) and the woman's egg must join together for the baby to begin. So both parents are equally responsible for the baby when it is born.
Why do boys have balls?	You should check out what the child means by 'balls' and offer the proper term 'testicles/testes' in your answer, but avoid correcting the child for using the wrong word. They have chosen language they feel comfortable with.	A boy's testes are the place where, when he is older, his seeds are made. If these seeds meet a woman's egg then a baby begins.	A boy has testes to make seeds (sperm) which could join with a woman's egg to make a baby. When a boy's body is grown enough to make the seeds, the testes drop down a little bit, so they are further away from the body and can keep cool. The seeds (sperm) need to be a bit cooler than the rest of the body.
How does the egg meet the sperm?	This might be prompted by children's concerns about a baby being made 'spontaneously'.	The mum and the dad join together in a special way so that the sperm and the egg can meet.	The man puts his penis inside the woman's vagina. The sperm travels through the penis and into the womb where the egg and sperm meet and a baby begins.
Why do people have sex if they don't want babies?	Children may have heard adult conversations in person or through media where sex is not associated with a desire to reproduce.	Sex is one way that grown ups who love each other can show their love, even if they've chosen not to have a baby.	Sex is one way for a couple who love each other to show their love. Sex involves being very physically close to the other person and feels very nice, so adults who love each other sometimes like to have sex even if they don't want to have a baby.

What is a blow job?	You should always check out what a child already knows when they ask an explicit question like this. They may have no idea about its sexual meaning and may be baffled by your response. You should avoid leaving the child with the impression that you are flustered, as this will reduce the likelihood of them asking questions in the future	It is highly unlikely that a KS1 child will ask this question, let alone have any understanding of its sexual nature. If a child does have some explicit knowledge you might need to enquire sensitively how they came by this and share concerns about inappropriate exposure to media etc with parents. It may be a Child Protection issue. Refer their question to their parents and inform the Headteacher.	You should always check out what a child already knows when they ask an explicit question like this. If a child does have some explicit knowledge you might need to enquire sensitively how they came by this and share concerns about inappropriate exposure to media etc with parents. It may be a Child Protection issue. Refer their question to their parents and inform the Headteacher
What is a prostitute?	The child may use other words (tart/slag). If you feel there is a behaviour issue i.e. a child has been called a tart/slag/prostitute, respond accordingly. Check out what the child understand the term to mean, before answering.	It is highly unlikely that a child in KS1 will ask this question. Refer them to their parents if they ask.	A prostitute is a person who has sex because they have been paid to.
What is HIV/Aids	The focus here should be on giving factual information and challenging any prejudice the child has shown. HIV and AIDS are not the same thing. Human Immunodeficiency Virus leads to the eventual break down of the body's systems for fighting illnesses. When this happens the person can become seriously ill and is said to have AIDS, Acquired Immune Deficiency Syndrome. Emphasis that HIV/AIDS can affect anyone, (it does disproportionately affect some groups of people, but this changes all the time)	A young child is unlikely to ask this question, but if they do... 'HIV/AIDS is a very serious illness which can't be cured.'	HIV/AIDS is a very serious illness which can't be cured.
Can people stop babies being made?	The general purpose of contraceptives should be discussed without going into specific details. An emphasis will be placed on the	Yes. Having a baby is such a special thing to do that grown ups might decide it is not the right time for them to have a baby.	Yes, adults might choose to have sex without wanting to make a baby. There are different ways of stopping a baby being made, some of these ways stop the sperm meeting the egg and

	choice of parents to have a baby. The loving stable relationship for the rearing of children will be emphasised. Check out if the child knows about any contraceptives.		some stop the egg from being released into the mother's womb. Because having a baby is such an important decision to make adults should think very carefully before starting a baby.
Are all babies made inside their mother?	This might be prompted by a child hearing about 'test tube' babies.	No, sometimes a doctor needs to help and the baby is begun outside the mother and then put safely in the womb to grow there.	No, sometimes parents find it difficult to make a baby and a doctor has to help them join the sperm and the egg. Once the baby has begun, in a test tube (this is why they're called test tube babies) the baby is put safely inside the mother's womb where it will grow.
Why do some people touch their private parts?	A child might use a term like 'wanking'. If so offer the proper term 'masturbation'. The emphasis here should be on destigmatising masturbation and checking out what a child already knows about it.	Some people touch their private parts because it feels nice.	Some people touch their private parts because it feels nice. Some people masturbate and there is nothing wrong about it, but it is something that should be done in private.
Why are some people gay?	Always check what a child understands by the term 'gay' before answering. Some children may have heard the word in a pejorative context and will need to be told it is not appropriate to use the word in this way.	People are called 'gay' if they love someone of the same sex as them. So a gay man loves another man and a gay woman loves another woman.	People are called 'gay' if they love someone of the same sex as them. So a gay man loves another man and a gay woman (or lesbian) loves another woman. The proper word to use is homosexual. We don't know why some people are gay and some people are heterosexual, it's just the way they are. It isn't right to use the word gay/poof/fag to insult someone.
What is circumcision?	Check where a child has heard the word and find out what they know about the term first. They might have heard 'myths' about circumcision which you can correct or be frightened about it, in which case you can allay their fears.	It is very unlikely that a young child will ask this question, but you may answer 'It is an operation that a baby boy might have done on his penis.'	It is an operation to remove the fold of skin at the top of a boy's penis. Some boys are circumcised because of their parent's religion (mainly Judaism and Islam) and some for medical reasons. It does hurt a little bit, but because it is usually done when a baby is very small, it doesn't hurt very much. It make no difference whether a boy's penis is circumcised or not, it still works in the same way.
When is it normal start a period?	Check out what the child understands by the term. Emphasise that everyone develops at different rates.	Most girls start their periods between 10 and 14 years, but some start earlier or later than that.	Most girls start their periods between 10 and 14 years, but some start earlier or later than that. A girl's health, including her weight, can affect when she starts her period. If a girl's periods

			have started it means that her body is releasing an egg every month and this means a baby could start if she had sex.
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How do you know which hole to put the tampon in?	This question denotes a significant lack of awareness of the female anatomy. Use drawing to illustrate your answer.	A woman has three holes 'down below'. The woman puts the tampon in her vagina which is the middle hole.	A woman has three holes 'down below'. The front one passes wee (urine). The second one is her vagina and is the opening to her womb (the special place where babies can grow). The third hole, the one at the back, is her anus which is the one that poo (faeces) comes through. The period blood comes from her womb and so the tampon goes in her vagina, the middle hole.
What could be wrong if you miss a period?	Some girls may be worried about erratic periods, especially if she has started menstruating.	Unlikely to be asked this by a young child.	There are lots of reasons why a woman may miss her period. If she has only just started her periods then her body may not have settled into a regular monthly pattern yet. She may have been ill or not eating enough. She may be pregnant if she has had sex without using contraception. If a woman is worried about this she should see a nurse or a doctor.
What age can you start having sex?	Emphasise the difference between being physically able to make a baby, the legal age of consent and the emotional maturity needed to embark on a sexual relationship. Also be aware that a child's question might be prompted by a range of experiences, including sexual abuse.	It is very unlikely a young child will ask this question, but if they do consider the context of the question very carefully. This may be a Child Protection issue and should be dealt with accordingly. Refer the question to their parents and the Headteacher.	The law says you must not have sex until you are 16. When someone is deciding whether to have sex it is very important to think about their feelings for the other person. Sex is one way two people show that they love each other and is something that should be thought about very carefully. Everyone has the right to say no to sex, however old they are
What is the latest age you can have a baby?	Check out what the child has heard about his before answering.	Girls start their periods at different times and women stop having their periods at different times too. This is called the menopause and it usually happens after a woman reaches 50.	
Why did I get called 'gay'/'slag'/'wanker' (or any other term of abuse with a sexual derivation)	Refer to the school Behaviour Policy as such incidents should be primarily dealt with as behaviour issues, as any other incidence of name calling. There are explicit references to sexual and homophobic bullying in our Anti-bullying policy. We have a zero-tolerance approach to such bullying. An incidence of name calling is not the time to go into the details of the meaning of particular words, but instead to focus on the feelings of the person who is called the name. The 'name caller' might be asked 'How would you feel if someone called you 'gay'?' The 'name caller' will be told that any sort of name calling is wrong. Follow the incidence up with all children that were involved.		

What is 'abortion'?	This is not an issue appropriate for whole class discussion in the primary school, neither should an adult give their own personal view on it. It is an issue on which some older children might have begun to develop views. Check out what the child has heard about abortion and ensure they have a factual understanding of the term.	An abortion is when a baby stops growing inside its mother and comes out of her body.	An abortion is when a baby stops growing inside its mother and is pushed out of the womb along time before it is ready to be born. This means that the baby will die. Refer this to the child's parents.
Why does my penis get hard?			It is a natural reaction and nothing to worry about. It happens because blood rushes to the penis.
Why do I have wet dreams?			Sometimes at night hormones rush around our bodies to practice for when we are grown up. This can cause small amounts of semen to be released from your penis. This is perfectly normal and nothing to worry about. It isn't caused by what you are thinking about but is because of the hormones inside your body.

Dear Parents and Carers,

As a Primary School, we are legally required to ensure all children have a basic understanding of sexual relationships and the human reproduction by the end of Key Stage Two. This will include learning about physical development, the reproductive system, human sexuality and the value of relationships. We believe that this will help equip our children for the future by giving a basic understanding of changes to bodies and relationships as humans develop.

Over the next few weeks, we intend to cover these areas as part of our Science and PHSE curriculum. The lessons will be built up gradually and will include naming internal and external parts of the body as well as looking at the changes that occur over the human life cycle. Year 5 will be looking at changes to the human body related to puberty. Year 6 will undertake a more detailed study of reproduction. We wish to assure you that all of these topics will be dealt with sensitively.

The full RSE policy is available on request. If you have any questions or wish to know more about the content of lessons or resources used to support understanding, you are welcome to contact our Y5 and Y6 teachers, the head teacher or the Chair of Governors.

Yours faithfully

Designated member of staff
PHSE Co-ordinator