RELATIONSHIPS EDUCATION,
RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY

This policy was reviewed using the following documents: Relationships and sex education (RSE) and health education - GOV.UK, Keeping children safe in education - GOV.UK

We also used the information and advice from the PSHE association: RSHE guidance 2025: What you need to know

Aims:

1. To Be Relevant And Responsive

1.1 Our curriculum is dynamic and changes depending on the needs of the children in our care. These changes are done annually but also within each term as and when the need arises, or in response to a discussion or topic that comes to light. By engaging with our pupils through discussion, questionnaires, school council and pupil feedback such as three houses, or 'letter to myself' activities, we are able to gauge what is age-appropriate, requested or specific to our children.

2. To Be Taught By Experienced Professionals

2.1 Our entire PSHE curriculum, from Reception to Year 8, is delivered by professionals who know and understand the age and stage of the children they are teaching. As School Leaders in their respective age groups, they are highly trained in all aspects of pastoral care and are able to be responsive to emerging risks and issues, whether specific to the school's locality or more generally.

2.2 Our teachers are able to discuss any issues and ensure that pupils are supported and equipped with the knowledge to navigate different experiences positively before they occur as well as after the fact. All staff are aware, when teaching PSHE/RSE or any subject, that safeguarding concerns may arise and they know what action to take. The DSL at St Hugh's is also the Head of Pastoral and teaches PSHE/RSE.

2.3 Having worked with Big Talk Education for many years we are confident and assured of their own skills, the appropriate nature of their content, and the valuable addition of their input to this broad and sensitive area of the curriculum.

3. To Engage With The Pupils At Our School

3.1 Over the course of each academic year the children at St Hugh's have a variety of opportunities to share their thoughts, feelings and opinions on a variety of topics. This starts with a 'How are you feeling?' questionnaire, followed up by form tutors, and develops into an annual friendship questionnaire which is based on a model questionnaire from the Anti-Bullying Alliance. This is reviewed by staff at INSET and patterns, trends and areas for development are discussed.

3.2 The children are encouraged, as part of their work on British Values, to democratically vote for their class representatives for school council, and regular meetings allow issues to be discussed, from school meals and uniform for girls, to playtime friends and a buddy system. Members of the school council also review the Anti-Bullying Policy annually and lead in various assemblies. In PSHE lessons the children are encouraged to complete a' three houses' activity, or a 'letter to myself.' The themes from these allow us to plan and adapt our curriculum to meet the needs of the children. This is especially the case with Relationships and Health Education. The children are encouraged to ask and share ideas during their sessions with Big Talk (Yrs 5-8) with a questions and worries box. Our secondary aged children have also been introduced to Shore, as an anonymous site that is safe to use when asking questions about appropriate sexual behaviour.

4. To Engage With Parents

4.1 At St Hugh's School we recognise that parents have a key role in teaching their children about relationships, health and sex. The role of the school is a supportive one. To this end we have shared this policy and the associated guidance with parents, it is available on our website. This policy shows the long term plans for the year, and highlights topics to be covered. When external agencies are used to deliver some content, in our case Big Talk, parents are sent a letter and appropriate course content as well as video links to explain what and why these subjects are covered.

5. Whole School Approach

5.1 When reading this policy we also suggest that you refer to our other main school policies. These are available on our website. The main policies that cross refer to this are Safeguarding and Child Protection, Positive Behaviour and Anti-Bullying as well as curriculum content.

5.2 We also have an annual assembly program, as well as various supportive events and initiatives that come under the umbrella of the whole school approach to safeguarding, where it is **Everyone's Responsibility.**

5.3 Please be reminded that many topics within this policy are also an integral part of the Science, Religious Studies, IT and Sport curriculums.

5.4 Relationships Education is relevant up to and including Year 6. Relationships and Sex Education (RSE) is for Years 7 & 8. Health Education is relevant for all pupils.

6. Positivity

6.1 At St Hugh's School our whole curriculum and ethos focuses on building positive attitudes and skills, promoting healthy norms about relationships and avoiding language that might normalise harmful behaviour. Supporting children to recognise and develop healthy attitudes towards themselves and each other is a general theme throughout the school.

6.2 High quality, evidence-based teaching of relationships, sex and health education can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching supports young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.

6.3 It also aims to enable our pupils to learn about other people and to develop loving, caring relationships as friends, parents, sexual partners and members of a family. It encourages respect for other people's feelings, having due regard to moral considerations and the value of family life, whatever the family unit may be.

6.4 It develops an understanding of religious, cultural and moral viewpoints and has particular regard to the protected characteristics under the Equality Act of: Age, Disability, Gender Reassignment, Mixed and Civil Partnerships, Pregnancy and Maternity, Race, Religion or Belief, Sex, Sexual Orientation.

6.5 Our aim is to help and support our pupils through their physical, emotional and moral development so that they learn to respect themselves and others and move with confidence from childhood through adolescence.

7. Safeguarding

7.1 RHE & RSE provide good opportunities to raise awareness of child-on-child abuse. Child-on-child abuse is defined 'as any form of physical, sexual, emotional, financial, and/or coercive control exercised between children and young people'; this includes intimate and non-intimate relationships. This means that young people's experiences of child-on-child abuse can fit within a number of other definitions of violence/abuse:

a. Domestic violence and abuse.

b. Coercive control.

c. Child sexual exploitation.

d. Sexual violence and sexual harassment.

e. Harmful sexual behaviour - this can be identified by the Brook Traffic Lights system.

f. Serious youth violence.

g. Bullying.

h. Gender-based violence (GBV).

7.2 **External Providers** - Since the introduction of the statutory guidance we have enhanced our provision with additional delivery from Big Talk Education www.bigtalkeducation.co.uk. This includes:

a. Yr8 Building on the Basics

b. Yr8 Understanding Sexuality

c. Yr7 Introduction to RSE

d. Yr5/6 Girls and Boys Growing up Safe

7.3 At all stages we aim to present the facts in an objective, balanced and sensitive manner. Pupils' questions will be answered at an appropriate level and they will be encouraged to discuss the lessons with their parents.

7.4 Pupils with Special Educational Needs will find teaching and resources will be differentiated as appropriate to address the needs of the children in order for them to have full access to the content of Relationships and Sex Education.

7.5 Differentiation for children with Special Educational Needs should be planned for in terms of:

a. Learning objectives.

b. Activities.

c. Teaching methods.

d. Resources Activities should be broken down into small steps, giving children achievable goals and enabling teachers to monitor progress.

e. Teaching assistants should support in ways appropriate to the needs of the individual. They should also be aware of the objectives of the lesson and activity.

7.6 Parents have the right to withdraw pupils from sex education, but not relationships education and this needs to be done in discussion with the Head.

7.7 Relationships Education and Relationships and Sex Education are delivered during designated, timetabled PSHE slots with the PSHE teachers. The PSHE Curriculum is updated annually.

7.8 When the policy has a significant amendment parents are consulted and although all views are listened to, they do not amount to a power of veto over the curriculum.

Annex A - Curriculum

Relationships education: content to be covered by the end of primary years (Year 6)

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect, how to be assertive and express needs and boundaries, how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children,

and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Sex Education

Sex education is not compulsory in primary schools, but it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

The following curriculum is for the whole of Key Stage 3 and 4.

At St Hugh's School we teach children in Key Stage 3 (Years 7 and 8) and to that end we begin to discuss and cover these areas. It is not expected that we complete all these areas. We adapt our planning annually to meet the needs of the children in our care. However, for the purposes of this policy it is useful for parents and all stakeholders to realise the extent, breadth and depth of content that children and young people need access to as they get older.

We also publish our own annual planning for parents to review.

Families

Curriculum content:

1. That there are different types of committed, stable relationships.
2. How these relationships might contribute to wellbeing, and their importance for bringing up children.
3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony.
4. That 'common-law marriage' is a myth and cohabitants do not obtain marriage-like status or rights from living together or by having children.
5. That forced marriage and marrying before the age of 18 are illegal.
6. How families and relationships change over time, including through birth, death, separation and new relationships.
7. The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development.
8. How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust.

Respectful relationships

Curriculum content:

1. The characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships.
2. How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal.
3. The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others.
4. What tolerance requires, including the importance of tolerance of other people's beliefs.
5. The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict.
6. The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help.
7. Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration.

8. The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says yes to doing something, that doesn't automatically make it ethically ok.
9. How stereotypes, in particular stereotypes based on sex, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice.
10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others.
11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others.
12. Pupils should have an opportunity to discuss how some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called "involuntary celibates" (incels) or online influencers.

Online safety and awareness

Curriculum content:

1. Rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online.
2. Online risks, including the importance of being cautious about sharing personal information online and of using privacy and location settings appropriately to protect information online. Pupils should also understand the difference between public and private online spaces and related safety issues.
3. The characteristics of social media, including that some social media accounts are fake, and / or may post things which aren't real / have been created with AI. That social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online.
4. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images.
5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime, even if the photo is of themselves or of someone who has consented, and even if the image was created by the child and/or using AI generated imagery. Pupils should understand the potentially serious consequences of acquiring or generating indecent or sexual images of someone under 18, including the potential for criminal charges and severe penalties including imprisonment. Pupils should know how to seek support and should understand that they will not be in trouble for

asking for help, either at school or with the police, if an image of themselves has been shared. Pupils should also understand that sharing indecent images of people over 18 without consent is a crime.

6. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online.
7. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them.
8. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons. Pupils should be taught where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamorise behaviours which are unhealthy and wrong.
9. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice.
10. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns.
11. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. This can affect pupils who see pornographic content accidentally as well as those who see it deliberately. Pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it.
12. How information and data is generated, collected, shared and used online.
13. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (e.g. to enable targeted advertising).
14. That criminals can operate online scams, for example using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion.
15. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. It is important to be able to critically think about new types of technology as they appear online and how they might pose a risk.

Being Safe

Curriculum content:

1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent.
2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others.

3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others, if needed.
4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. Pupils should learn ways of seeking help when needed and how to report harmful behaviour. Pupils should understand that there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. Pupils might reflect on the importance of trusting their instincts when something doesn't feel right, and should
5. understand that in some situations a person might appear trustworthy but have harmful intentions.
6. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it.
7. That sexual harassment includes unsolicited sexual language/attention/touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting.
8. The concepts and laws relating to sexual violence, including rape and sexual assault.
9. The concepts and laws relating to harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language.
10. The concepts and laws relating to domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.
11. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed.
12. The concepts and laws relating to harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation.
13. The concepts and laws relating to forced marriage.
14. The physical and emotional damage which can be caused by female genital mutilation (FGM), virginity testing and hymenoplasty, where to find support, and the law around these areas. This should include that it is a criminal offence for anyone to perform or 10 The Domestic Abuse Act 2021 recognised children who see, hear, or experience the effects of abuse, and are related to either the victim of the abusive behaviour, or the perpetrator, as victims of domestic abuse in their own right (part 1 section 3). The Domestic Abuse Act 2021 statutory guidance is designed to support statutory and non-statutory bodies working with victims of domestic abuse, including children, assist in the performance of FGM, virginity testing or hymenoplasty, in the UK or abroad, or to fail to protect a person under 16 for whom they are responsible.
15. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death.
16. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful.
17. How to seek support for their own worrying or abusive behaviour or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse, and where to seek medical attention when required, for example after an assault.

Intimate and sexual relationships, including sexual health

Curriculum content:

1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive.
2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex.
3. Sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, e.g. the law, faith and family values. That kindness and care for others require more than just consent.
4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing.
5. That some sexual behaviours can be harmful.
6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making.
7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help.
8. How the different sexually transmitted infections (STIs), including HIV, are transmitted. How risk can be reduced through safer sex (including through condom use). The use and availability of the HIV prevention drugs Pre-Exposure Prophylaxis (PrEP) and Post Exposure Prophylaxis (PEP) and how and where to access them. The importance of, and facts about, regular testing and the role of stigma.
9. The prevalence of STIs, the short and long term impact they can have on those who contract them and key facts about treatment.
10. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour.
11. How and where to seek support for concerns around sexual relationships including sexual violence or harms.
12. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment.

Relationship & Sex Education to help keep children & young people safer.

Information for Parents/Carers of Pupils & Students at St Hugh's School, Woodall Spa.

In response to our changing society and the impact of the Internet, the Government have introduced statutory **Relationship & Sex Education** to all Schools, these lessons are not new and have been delivered in most good Schools since the last guidance in 2000, however some of the content has now been updated to help keep children and young people safer.

School is here to help; we are engaging the support of the specialist organisation BigTalk Education, who are a social enterprise recognised by national leading bodies and government. They work with 3- to 18-year-olds and have been involved in delivering age-appropriate education of this type for over 20 years. They also deliver training for Professionals, Parents & Carers.

Below is some information on the "Growing Up Safe" (Primary) & "Lessons 4 Life" (Secondary) programmes that will be delivered by BigTalk Education, it reflects the recommendations of the new **Government Guidance 2019, Ofsted & SEF** (Sex Education Forum)

Year 5&6 Bodies, Babies & Bellybuttons

The children will be taught about the emotional and physical changes of growing up, coping strategies for different emotions, as well as looking after their bodies with the onset of puberty. Also covered is reproduction, including conception and birth. We allow time for children to ask questions anonymously, to fill in any gaps in their knowledge or clarify misconceptions. They will often want more details on conception, how babies (including twins) develop and are born. Sometimes they ask how people can get germs from sex and how they can be prevented, or there may be curiosity about feelings or body image – each group is different.

Further information for Years 5 and 6 can be found on: www.bigtalkeducation.co.uk/parents
The new on-line Parent presentations are on our website:
https://www.bigtalkeducation.co.uk/year-by-year-2/ the School will circulate the password one week prior to our visit.

Year 7 Bodies Introduction to Secondary RSE

The basis of knowledge of year 7 pupils can vary considerably dependent on the quality of their primary RSE provision or lack thereof. This lesson is designed to establish knowledge levels, ensure consistent accurate knowledge of core topics and back fill gaps. Themes covered include proactive safeguarding, reproduction, puberty, relationships, body image, gender and reliable sources of information.

Year 8 RSE Building on The Basics. In year 8 we address core themes within RSE, myth busting common misconceptions of young people around relationships, risky behaviour, pregnancy, rights and responsibilities, as well as the law. The young people work with the team to clarify definitions of terms they have heard but may not understand, as well as answering questions in a safe confidential environment.

Year 8 Understanding Sexuality. We work with the young people to discuss changes in friendships and relationships as they may begin to develop emotional and romantic attachments. This covers all types of relationships and as with all of our programme, is fully LGBTQ+ inclusive. The workshop covers a range of

themes that affect relationships and young people's perception of what constitutes a healthy relationship. We address peer pressure, abusive relationships and gender stereotypes, as well as contemporary issues such as youth generated images (sexting), internet safety and the dangers of inappropriate websites which we demonstrate can warp a young person' s view of social norms.

More information is available on BigTalk's website: www.bigtalkeducation.co.uk

Exemplar letter to Year 6 Parents before the Reproduction element of the Science Curriculum:

Dear Parents,

As part of our Science learning, sex education lessons for the current Year 6 will be taught during the week beginning XXXX .

The lessons cover all of the recommended areas for children of this age group. The objectives that will be covered are listed below:

- Know about the human reproductive system
- Understand the process of fertilisation
- Know how a baby starts (e.g. how a foetus grows in the mother's womb)
- Tell you how a baby is born
- Describe the main stages of the human lifecycle
- Tell you some of the physical and emotional changes that take place during puberty
- Explain what a period is

Should you wish to view the resources that we will use within the classes, or should you have any questions regarding the lessons, please contact Mrs Costello as soon as possible. Sex education sessions are taught sensitively as part of the PSHE and Science curriculum and are very important for pupils of this age group.

Sex and relationship education (SRE) is compulsory from age 11 onwards. It involves teaching children about reproduction, sexuality and sexual health. It doesn't promote early sexual activity or any particular sexual orientation. Some parts of sex and relationship education are compulsory, these are part of the national curriculum for science.

Parents can withdraw their children from all other parts of sex and relationship education if they desire if this is put this in writing to Mr Wyld by XXXX.

The school policy on sex education is available to parents on the school website.

Yours Sincerely

Mrs B Costello

Head of Science

The policy is approved by the school governors.

Author	Deputy Head (Pastoral & Staff)	**ISI Doc Code**	N/A
Reviewer		**Date of Last Review**	Summer 2026
Authorised by		**Date of Authorisation**	
Applicable to		**Date of Next Review**	Autumn 2027