



Sleights Church of England
(Voluntary Controlled) Primary School

Relationship & Sex Education Policy

This policy is linked to our school PSHE policy, which sets out our approach to teaching and learning in this area.

September 2025

*Working together to be happy; to flourish; to succeed
through our Christian values
perseverance, respect and trust.*

This policy intends to outline the policy and procedure for Relationship and Sex Education (RSE) at Sleights Church of England (Voluntary Controlled) Primary School. We want young people to flourish and to gain every opportunity to live fulfilled lives. RSE is about the emotional, social and physical aspects of growing up, health relationships, sex, human sexuality and health. It is also about the spiritual and moral aspects of relationships.

Children will have considered how to ensure that they treat themselves with others, at all times and in all contexts, with dignity and respect.

Our school's Personal, Social and Health Education policy should be read alongside this policy, as it outlines our key intent, implementation and approach in relation to all aspects of personal development and health education.

Our Christian Values of are firmly rooted in this policy.

Christian Value	How is this value lived out in our Relationship and Sex Education policy?
Perseverance	<i>I can do all things through Christ who strengthens me</i> (Philippians 4:13) Learning about growing up, changes to our body and the changing relationships that are forged throughout childhood and adulthood can be challenging for all. Therefore, we aim to teach children about healthy relationships and understanding these. At Sleights, we recognise similarities and differences within the world and work hard to teach and promote an understanding of these.
Respect	<i>So in everything, do to others what you would have them do to you</i> (Matthew 7:12) The RSE provision at Sleights aims to equip and empower all children with the information and knowledge needed to keep themselves safe. Our curriculum for RSE will also equip children with the knowledge, respect and understanding of their bodies and others when growing up. Throughout this process, we are very open with the children about the need to learn about opposite genders and therefore be able to respect and understand changes that may be happening to them. Through relationship education, understanding and recognising respectful and healthy relationships, in a range of contexts, sits at the heart of our curriculum.
Trust	<i>My God is my strength in whom I trust</i> (Psalm 18:2) Ensuring that children recognise and can identify adults and individuals they trust is an essential characteristic of our RSE curriculum. Exploring the content of the RSE curriculum in an open, safe and trusting space is a key aim for our provision at Sleights.

The Church of England's Charter for teaching Relationship, Sex and Health education is included as an appendix to this policy and underpins our approach.

How has this policy been created?

This policy outlines our agreed approach for teaching relationship and sex education. The policy was consulted with families in spring 2025, through family workshops and communicating the draft version in our newsletter. Feedback and changes from our previous policy (September 2022) included:

- The introduction of Year 6 intercourse content to the Year 5 curriculum.

This policy will be reviewed during spring/summer 2027.

The right to withdraw

As Sex Education is not a statutory subject, families do have the right to withdraw their children from these sessions. This decision must be discussed with the Headteacher and placed in writing prior to sessions taking place.

As some elements of the Sex Education are also covered in the Science Curriculum (puberty, human body parts and reproduction) families do not have the right to excuse their children from this aspect of the curriculum. As the government made Relationship Education statutory in September 2020, this is also not a curriculum area that children can be withdrawn from.

Relationship and Sex Education in our Church School.

Our Christian vision and values shape all we do at Sleights. Through RSE, we aim to teach our children that:

- All are made in the image of God and are loved by God.
- All have a high self-worth and esteem as unique people.
- Children are encouraged to grow to understand the unique gift of everyone else.

Why teach Relationship and Sex Education at Sleights?

Throughout the process of establishing this policy, meetings and consultations were held with families, staff and governors to outline the clear rationale for teaching Relationship and Sex Education at Sleights. This rationale includes:

- Keeping children happy and safe. Puberty is going to happen and we firmly believe that equipping the children with accurate and timely information about this process will ensure they are aware and understanding of the changes they will face. Puberty is challenging for many young people, therefore, by equipping the children with the information they need, when (or before) they need it will support all children.
- Providing a factual and accurate view of growing up and human body changes. Children are bombarded with information about relationships and sex, not all accurate or healthy, from many sources. At Sleights, we want to provide a trusting and safe space to share this accurate information.
- Working together to support and equip our children. Our vision at Sleights is focused on collaboration. It takes a village to raise a child, so working closely with our families to share and reinforce key information about growing up is vital.
- There is a legal requirement for schools to have a Relationship and Sex Education policy.

Definitions

Through consultation with families, staff and governors, at Sleights, we define Relationship and Sex Education as:

- equipping children with the safety and knowledge to know about the changes that will happen to their bodies and keeping themselves safe
- learning about the emotional, social and physical aspects of growing up, relationships, sex, sexuality and sexual health
- empowering children with the knowledge and confidence to make their own decisions.
- supporting pupils gain accurate information, develop skills and form positive beliefs, values and attitudes.

- enable children to gain essential skills for building positive, enjoyable, respectful, loving and non-exploitative relationships
- teaching children about staying safe both on and offline
- enabling them to take responsibility for their body, relationships, reproduction, sexual health and wellbeing.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new health relationships
- to enjoy strong, positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

In September 2020, Relationship Education became statutory. The Department for Education identify five key areas for Relationship Education. The Sleights curriculum in this policy will detail how our school will address the areas of:

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

Our school's PSHE programme maps out clearly how each area is taught in our curriculum.

Sex Education at Sleights includes:

- learning about human body parts
- human growth
- puberty
- reproduction

Our Sex Education lessons, which are supplementary to the statutory learning outcomes set out in the Key Stage 2 Science curriculum, are solely for children in Year 6 and are delivered through the CBBC 'Operation Ouch: How babies are made?' materials and supporting lesson plans.

These sessions answer the question: How are babies made? In an age-appropriate way, they explain how conception occurs, pregnancy and birth. These sessions also cover how IVF can be used to support conception. Parents are always invited to view these materials prior to the lessons starting.

How is Relationship and Sex Education taught at Sleights?

Relationship and Health Education is taught across the whole school, tackling and exploring issues in an age appropriate manner. This is often completed through the school's Personal, Social, Health and Citizenship Education (PSHCE) curriculum. These sessions will include a range of activities, designed to explore and enhance the children's understanding of:

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

- Online relationships
- Being safe

These sessions are supported by the use of the NSPCC's PANTS programme, which reinforces the 'privates are privates' rule for children across school.

Lessons about our growing bodies and puberty are taught across the full school. During their time in Key Stage 1 and Key Stage 2, children will learn about the names of external genitalia and how to keep themselves safe. A summary of when this takes place is described below:

		Key Stage 1 Each child should know:	Lower Key Stage 2 Each child should know:	Upper Key Stage 2 Each child should know:
Me and My Relationships (Sex and Relationship Education)	Keeping myself safe	<ol style="list-style-type: none"> 1. Name people who look after me, my networks and who to go to if I am worried about anything on and offline and how to attract their attention 2. That individuals have rights over their own bodies 3. That there are differences between good and bad touching (this includes between peers) 4. Understand what is meant by 'privacy'; my right to keep things 'private' and the importance of respecting others' privacy both on and offline and between friends 5. Understand the importance of valuing of one's own body and recognising its uniqueness 	<ol style="list-style-type: none"> 1. Name people who look after me, my networks and who to go to if I am worried about anything on or offline and how to attract their attention 2. Feel good about myself and my body and having an understanding of how the media presents 'body image' 3. Judge what kind of physical contact is acceptable or unacceptable and how to respond -including who I should tell and how to tell them 4. Understand the difference between secrets and surprises and understand not to keep adult secrets both on and offline and when to support a friend to tell a trusted adult 	<ol style="list-style-type: none"> 1. How to respond safely and appropriately to adults I meet (including online) whom I do not know 2. Recognise different risks in different situations both on and offline and then decide how to behave responsibly, including judging what kind of physical contact is acceptable or unacceptable (this could include between peers) 3. How to ask for help and have a range of strategies to resist pressure to do something dangerous, unhealthy, that makes me feel uncomfortable, anxious or that I believe is wrong including when to share a confidential secret all of which can happen both on and offline 4. Look after my body and health as I go through puberty

	Healthy Relationships	<ol style="list-style-type: none"> 1. The 'recipe' for being a good friend both on and offline and that trust is a core ingredient 2. What being a good friend means both on and offline and how they should make us feel happy and secure 3. When relationships both on and offline make me feel unhappy or unsafe and I am able to ask for help 4. The characteristics of a healthy family life and the importance of caring for each other and spending time together 5. That there are different types of relationships including families, friends and others (this includes same sex families) 6. Respect family differences 7. That family and friends should care for each other and families can give love, security and stability 	<ol style="list-style-type: none"> 1. Understand a range of feelings and how these make me feel both emotionally and physically 2. The importance of valuing myself I can recognise and challenge stereotypes (including supporting trans children) 3. Empathise with other people and understand how people can react differently to the same situation I can listen to and show respect for the views of others both on and offline 4. Identify different types of relationships and show ways to maintain positive and healthy relationships (this includes same sex relationships) both on and offline 5. Understand that relationships both on and offline may change over time and how to ask for help if this make me unhappy 6. How to be a good friend both on and offline and how to manage a fall out with a friend without a physical reaction e.g. not violent 7. That there are different kinds of families and partnerships (includes same sex) and I understand the importance of stable, loving and caring relationships how other families are similar or different to mine (this includes same sex), 8. That families as characterised by love and care I understand that it is OK to be different to others. 	<ol style="list-style-type: none"> 1. Be aware of different types of relationships and what makes them a positive, healthy relationships both on and offline 2. Have the skills to form and maintain a healthy relationship 3. Understand what boundaries are appropriate in friendships with peers and others both on and offline 4. That relationships change over time and the features of a positive healthy relationship both on and offline (including friendships) 5. Where individuals, families and groups can get help and support 6. Understand that civil partnerships and marriages are examples of stable, loving relationships freely entered into by both people (include same sex relationships)
	Healthy Relationships		<ol style="list-style-type: none"> 9. Recognise what love is and understand that marriage / civil partnerships represent a legally recognised commitment freely entered into by two people 10. I know about change and loss including separation, divorce and bereavement and the associated feelings 	

	Respecting Others	<ol style="list-style-type: none"> 1. Play and work cooperatively I can listen to other people and show them respect 2. Recognise that my behaviour affects others both on and offline 3. Share appropriately 4. The difference between right and wrong, fair and unfair and kind and unkind both on and offline 5. Recognise there are different types of teasing both on and offline 6. That there are different types of negative behaviours, bullying and teasing both on and offline 7. That these behaviours are wrong and know how to deal with them including if I experience or witness it, I know how to get help 8. Listen to others and respect their viewpoints 9. Identify and respect differences and similarities between people of different backgrounds (ethnic, cultural and faith, physically) 10. An understanding of stereotypes and how these can have a negative impact (gender, age) 	<ol style="list-style-type: none"> 1. Describe the nature and consequences of negative behaviours, bullying both on and offline and express some ways of responding to it even if I am not the target of the behaviour I can still get help (this includes different types of bullying, how to recognise it, how to seek help and coping strategies) 	<ol style="list-style-type: none"> 1. The importance of being respectful to everyone and to recognise and care about others people's feelings both on and offline 2. Recognise the difference between aggressive and assertive behaviour both on and offline and developed some strategies to resolve disputes and conflict 3. Understand the nature, causes and consequences of hate crime which can happen both on and offline and I know I need to tell a trusted adult 4. Realise the consequences of anti-social and aggressive behaviours, such as bullying, cyber-bullying, homophobia, transphobia and biphobia and racism which can happen both on and offline on individuals and communities 5. Recognise and challenge discrimination and stereotyping which can happen both on and offline (including cultural, ethnic, religious diversity, sexuality, gender and disability)
	Changes in my body	<ol style="list-style-type: none"> 1. About the changes that have happened to my body since birth and the process of growing from young to old and how people's needs change 2. About change and loss and the associated feelings (including moving home, losing toys, pets or friends) 3. The names for the main body parts (including external genitalia) 4. The similarities/differences between most boys and girls 	<ol style="list-style-type: none"> 1. Understand that my body and emotions will change as I grow older and I know the importance of taking care of my own body 2. Understand about growing and changing and new opportunities and responsibilities both on and offline that increasing independence may bring 	<ol style="list-style-type: none"> 1. Understand simple, safe routines to prevent the spread of bacteria and viruses and the importance of immunisation 2. Understand the physical and emotional changes I will go through at puberty 3. Recognise, as I approach puberty, how people's emotions change at that time and how to deal with my feelings towards myself, my family and others in a positive way 4. How to manage periods (menstruation) and I am respectful of this 5. About human reproduction including conception

These sessions will usually take place in the spring term of each academic year. However, this may change, based on the individual year group. Please see the full PSHE curriculum coverage document.

The Sex Education Programme at Sleights

A clear programme of each session within Year 3, 4, 5 and 6 lessons, including resources and key language and concepts, is included in this policy. The timing of this programme varies, depending on the group being taught, but will generally take place in the summer term. Letters, outlining content, will be sent home to families prior to these sessions taking place.

Before the Year 3, 4, 5 and 6 sessions, children will be taught:

- **Year 1** being taught the names for different body parts which include the names for external genitalia. This will be taught as part of science, when children will identify the names of body parts, arms, legs, knee etc.
- **Year 1 / 2** are taught about what physical contact is acceptable or unacceptable. To support us in delivering this message to the pupils we use information from the NSPCC Underwear Rule campaign. This 'PANTS' campaign is reinforced across the full school.
- In Year 3 pupils start to learn that their body and emotions will change as they get older and continue to build on learning about the key components of a healthy relationship and how to keep themselves safe both on and off line. This learning continues in Year 5 and 6.

How will sessions be delivered?

- The programme is delivered over a number of sessions by the class teacher and (sometimes) the Headteacher.
- Sessions will be taught in mixed gender groups. This is to support all children in feeling belonging and not segregated. All children will have an opportunity to discuss worries or questions with staff, regardless of gender.
- Details of the sessions are detailed below.
- Families are informed of the programme by letter. Families are encouraged to 'follow up' the school programme with discussions at home, possibly using the websites.
- Families have the right to withdraw their child from all or part of the programme. Those families wishing to exercise this right are invited to discuss their objections and concerns, and to reflect on the impact withdrawal may have on the child. Once a child has been withdrawn, they cannot take part in the programme until the request for withdrawal has been removed.
- Lessons about intercourse and IVF will only be taught to Year 5 and 6 children.

How will sessions be resourced?

- A range of interactive resources and videos are used to support the delivery of sex education at Sleights. These videos can be found on the "Busy Bodies" website. The three videos used are:
 - What happens during puberty?
 - How boys' bodies grow and develop during puberty
 - How girls' bodies grow and develop, including menstruation
- The NSPCC Pants Rule is used to support children in understanding appropriate and inappropriate touch.
- In lessons about how babies are made, the school will use the CBBC videos "Operation Ouch: How are Babies Made?", including the IVF video.

All resources are available to purchase/view online, or can be reviewed in school, by making an appointment with the Headteacher.

Questions

Throughout sessions, children are encouraged to ask questions. However, at the end of each session, children are also given an opportunity to write a question and place it in the basket. Whilst questions are then answered to the class anonymously, children are asked to write their names on questions. This is to ensure that if any concerns are raised, they can be addressed. Alternatively, if questions are unable to be answered (for example, content goes beyond the policy guidance) children can be directed to where this information can be found, or to a discussion with another family member to find the answer.

Ground Rules

Throughout each Sex Education lesson, a clear set of ground rules are established and revisited with children. These rules are designed to provide and promote a safe space for all involved in the sessions. The ground rules are:

- **It is OK to laugh:** Some children may find the content of Sex Education initially a little daunting, embarrassing or challenging and may laugh in response to this. We explain this reaction clearly to children and reassure them that this is OK.
- **Use the correct terms for body parts:** At Sleights, we teach the correct terms for external genitalia in Year 1. We believe that all children may know slang terms, but, for safety and secure understanding, all children should know correct biological terms too. We revisit the names for external genitalia and teach internal parts during the first part of the Year 4, 5 and 6 programme. We ask that children use the correct terms from these sessions throughout the programme.
- **Do not ask direct questions or comments:** We encourage children to ask questions throughout sessions. However, we ask that these are not personally directed to a member of staff ("Did you...?") or about someone not in the room ("My friend told me that...")
- **What is said in the sessions will remain confidential, unless we feel you are at risk of harm:** This is clearly explained to the children and steps taken in the event that a worry is raised from children's discussions or questions in the sessions. We ask that children are also respectful of each other's confidentiality, should a child wish to share something personal about themselves.
- **Talk about what you have learnt, but think carefully about who with:** We actively encourage children to go home and chat about what they have learnt. However, we carefully discuss the ages of the people they will discuss with. As a general rule, we say don't chat to anyone younger than Year 4.



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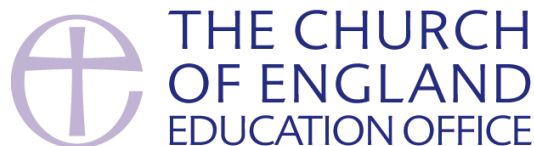
Sex Education – Key Knowledge

All sessions will be delivered to mixed gender groups.

Lesson	Identified key knowledge	Key Vocabulary
Pre-Assessment	<ul style="list-style-type: none"> Children to be given an outline of a figure and list the physical and emotional changes that will occur as they grow up. "Some children are thinking about what they will look like when they are adults. They wonder if they will look like their parents. Draw or write some of the changes that you think will happen to boy's and girl's bodies and faces as they grow into adults" 	
Session 1 Taught to Y3, 4, 5, 6	<p>What is puberty?</p> <ul style="list-style-type: none"> Teach that puberty is part of the human life cycle. It is the process of growing into an adult and becoming able to reproduce. Explain that puberty usually starts between the ages of 8 and 14 and lasts for up to 4 years. Children will start puberty at different times. Girls usually start earlier than boys. Children will watch the 'Busy Bodies – What is Puberty video?' <p>What are the names of body parts that will change during puberty?</p> <ul style="list-style-type: none"> Recap key vocabulary from previous PSHE/Science lessons for external genitalia. Ensure that all children know the correct names for external genitalia Children will label the external body parts for male and female 	<p>puberty life cycle</p> <p>breasts vagina vulva labia clitoris</p> <p>genitalia penis scrotum testicles urethra testes</p>
Session 2 Taught to Y4, 5, 6	<p>How will hormones affect both sexes?</p> <ul style="list-style-type: none"> Teach that hormones control the changes young people go through during puberty. Explain that some hormones ('adrenal androgens') cause the same changes to boys' and girls' bodies. These changes include: <ul style="list-style-type: none"> growth of pubic and underarm hair changes to sweat, making body odour more likely the skin to produce extra oil (sebum), which can cause spots or acne <p>How will hormones affect boys or girls?</p> <ul style="list-style-type: none"> In girls, some puberty hormones travel to the ovaries (oval-shaped organs either side of the uterus) and encourage them to: <ul style="list-style-type: none"> grow and release eggs release 'oestrogen', which causes changes to the girl's body and prepares her for pregnancy In boys, some puberty hormones travel to the testes and encourage them to: <ul style="list-style-type: none"> start producing sperm release 'testosterone', which causes changes to the boy's body 	<p>hormones pubic hair sebum acne</p> <p>sweat period hygiene</p> <p>testosterone oestrogen ovaries eggs fallopian tube uterus sperm semen menstruation period</p>
Session 3 Taught to Y4, 5, 6	<p>How will a girl's body change during puberty?</p> <ul style="list-style-type: none"> Children will watch the Busy Bodies - changes for girls video breast growth growth of their genitalia white vaginal discharge a growth spurt a gradual deepening of their voice weight gain as their body changes shape their hips getting wider and their waist narrower menstruation (they will start their period) 	<p>discharge menstrual cycle cervix masturbation</p>

<p>Session 3 <i>continued</i></p>	<p>Explain to pupils of both sexes that the menstrual cycle is the process through which the body:</p> <ul style="list-style-type: none"> • thickens the lining of the uterus for pregnancy • releases an egg (which is needed for pregnancy) <p>If there is no pregnancy, the body releases the lining through the vagina/cervix. This is called menstruation (or 'a period').</p> <ul style="list-style-type: none"> • The average menstrual cycle is 25 to 32 days. • An average period lasts 3 to 8 days (usually about 5 days). <p>Sometimes, girls touch their private parts and this can feel nice. This is known as masturbation.</p>	
<p>Session 4 Taught to Y5, 6</p>	<p>What is menstruation?</p> <ul style="list-style-type: none"> • Teach that menstrual blood looks different to blood from a cut. Its colour can vary (red, pink, brown or black) and it may contain lumps (explanation will be given as to what these are) • Explain that menstruation may: <ul style="list-style-type: none"> ○ last a different number of days ○ have different lengths between them ○ feel and look different over time as one gets older • Teach that after a few months periods should become regular every month (but 'regular' varies from person to person). • Explain that girls may experience spotting (light bleeding from the vagina). This can be a sign menstruation is about to start. • Girls may also get tender breasts before menstruation. At any point in the menstrual cycle, they may also experience: <ul style="list-style-type: none"> ○ mood swings or feeling emotional ○ stomach cramps or bloating ○ increased appetite ○ spots ○ vaginal discharge • Introduce different kinds of menstrual products, including: <ul style="list-style-type: none"> ○ pads which you stick on your underwear - only need to be changed as often as instructions recommend ○ tampons (applicator/non-applicator) - used internally ○ menstrual cups - used internally and can be reused ○ washable period underwear - reusable • Explain that period pain is common. Light exercise can help, and girls should be able to carry on with day-to-day activities. • Ensure that girls know they can speak to a parent, school nurse, teacher or GP if they: <ul style="list-style-type: none"> ○ have pain that interferes with regular activities ○ are worried their period is too heavy ○ are having periods that last longer than 7 days ○ have questions about menstruation (e.g. questions about the look of their menstrual blood) • Children will watch the Busy Bodies - changes for girls video again and label internal images of female body parts. 	<p>menstrual products sanitary towels/pads tampons menstrual cups</p>
<p>Session 5 Taught to Y4, 5, 6</p>	<p>How will a boy's change during puberty?</p> <ul style="list-style-type: none"> • Children will watch the Busy Bodies - changes for boys video • Teach that boys will usually experience: <ul style="list-style-type: none"> • enlargement of their larynx (Adam's apple) • their voice breaking • muscle growth • genitalia become bigger (testicle growth followed by penis growth) • a growth spurt • Teach that everyone's genitalia are different e.g. penises and testicles are different sizes). • It is normal for testicles to hang at different heights, but they should hang outside of the body. Boys should speak to a doctor if their testicles are permanently inside their body, as this may require treatment. • Some people are also circumcised (foreskin removed). • Boys must keep their penis clean to prevent smegma. <p>Explain that males:</p> <ul style="list-style-type: none"> • have testicles which produce sperm from puberty • can produce sperm throughout their life • Sometimes, boys touch their private parts and this can feel nice. This is known as masturbation. 	<p>larynx Adam's apple circumcision erection aroused ejaculation wet dreams orgasm masturbation</p>

Session 5 continued	<ul style="list-style-type: none"> Teach that an erection happens when vessels in the penis fill with blood. Erections are natural and can happen: <ul style="list-style-type: none"> when someone is sexually aroused when the bladder is full (sometimes) when someone is sleeping (potentially several times a night) at other times, and sometimes without us knowing why Teach that ejaculation happens when the penis is stimulated and when someone has an orgasm and sperm is released from the head of the penis. This can take different lengths of time. The amount and strength of the ejaculation varies. Explain about 'wet dreams', where boys/men may have erections during their sleep and wake up having ejaculated. Teach that people should not be embarrassed about having wet dreams. 	
Session 6 Taught to Y5, 6	<p>How do emotions and behaviour change during puberty?</p> <ul style="list-style-type: none"> Explain that, during puberty, emotions can feel exaggerated or out of control - and this can impact on behaviour (e.g. making arguments more likely). Teach that emotional changes can be due to fluctuating sex hormones and increased levels of cortisol (the 'stress hormone'). Teach ways to manage challenging emotions, such as: <ul style="list-style-type: none"> getting regular exercise getting enough sleep (at least 9 hours) talking to someone trusted waiting for a mood to settle before responding or making an important decision 	emotions hormone cortisol
Session 7 Taught to Y5, 6	<p>Why is sleep important? This is also covered in the other PSHE units of work</p> <ul style="list-style-type: none"> Sleep is triggered by the hormone melatonin. During puberty, melatonin is released up to 2 hours later than it was before. This can affect sleep cycles (e.g. making it harder to get up in the morning). <p>Encourage pupils to develop a health sleep routine, for example by:</p> <ul style="list-style-type: none"> switching off digital devices 2 hours before sleep switching off phones when in bed going to bed early to get at least 9 hours' sleep having a regular routine for going to bed and getting up in the morning <p>Why is healthy eating important? This is also covered in the other PSHE units of work</p> <ul style="list-style-type: none"> Explain that changes to the body can also affect what we feel like eating. This is linked to brain development, but it can also be linked to where a person is in their menstrual cycle. Teach pupils that it is important that we all have a healthy diet that is rich in iron, calcium and vitamin D to support our bodies. 	melatonin
Session 8 Taught to Y5, 6	<p>How is a baby made?</p> <ul style="list-style-type: none"> An egg and sperm is needed to make a baby. To make a baby through sex, when both grown-ups are ready and give consent, the man's penis goes into the woman's vagina, and together they move back and forth. This is called sexual intercourse. When a woman is aroused, there is an increase in blood flow to the vagina and vulva, and the clitoris which is part of the vulva, swells. Fluids are also released into the vagina to make it slippery. Muscles at the base of the penis then contract, forcing the semen out into the vagina. This reflex action is called ejaculation. This can create a pleasurable feeling for both the man and the woman, which can increase into something called an orgasm. Watch CBBC "Operation Ouch: How are babies made?" 	sexual intercourse pregnancy fertilise reproduction embryo foetus conceive
	<ul style="list-style-type: none"> All babies are created with a sperm and an egg. Some babies are created through sexual intercourse. Others are created by in-vitro fertilisation. This might be because a man and woman are unable to conceive naturally, or are in a same sex partnership (where an egg or sperm is not present). "Operation Ouch: In-vitro fertilisation" 	embryologist in-vitro fertilisation (IVF)



A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In Sleights Church of England (Voluntary Controlled) Primary School, we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.