

ORCHARD PRIMARY AND NURSERY SCHOOL

Relationships, Sex and Health Education Policy

2025



Parent consultation last carried out Spring 2024

Review date: Spring 2026

Context/Introduction

The rationale of the RSHE (Relationships, Sex and Health Education) policy is to provide a working document giving clear guidance to governors, staff and parents on what is delivered, why it is delivered and when it will be reviewed. It was produced through consultation with parents/carers, staff and the governing body. It is hoped that children may be included in the consultation process next year. This policy is available online on the school website or as a paper copy from the school office.

Orchard Primary and Nursery School aims to promote the spiritual, moral, cultural, mental and physical development of all learners. Opportunities are provided to prepare the children for the responsibilities and experiences of life as adults, and parents, in an ever-changing society. Teaching links into our keys for 'Building A Better Me' as we particularly encourage children to develop respect, resilience, independence, team work, creativity and curiosity.

Statutory Regulations and Guidance

We are required to teach sex and relationship education (RSHE) as part of PSHE. From September 2020, Relationships Education became compulsory for **all** pupils receiving primary education. Health Education is also be compulsory in all schools except independent schools.

As a school we wholeheartedly support the philosophy of RSHE and believe it is best taught as part of PSHE and citizenship education. At Orchard, we follow the SCARF framework which seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

Relationships and health education is compulsory in all primary schools. Sex education is currently **not** compulsory in primary school, however the DfE continues to recommend that all primary schools should have a sex education programme that is tailored to the age and maturity of the pupils.

All schools are required to comply with relevant requirements of the Equality Act 2010 and should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). All schools must ensure that RSHE is accessible for all pupils and should comply with the SEND Code of Practice.

As a school we are aware we need to be mindful of and respectful to a wide variety of faith and cultural beliefs, and we will make every attempt to be appropriately sensitive. Equally it is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

We acknowledge that all young people deserve the right to honest, open and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

The parental right to withdraw pupils from RSHE education remains in primary education, for aspects of sex education which are not part of the Science curriculum. At Orchard, we closely follow the National Curriculum for Science when delivering sex education.

Parents/Carers and the right to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science), but not from relationships education at primary. Although not statutory at primary, sex education is highly recommended by the Department for Education.

The 'Making Babies' lesson in Year 6 is the only lesson which contains a non-statutory element. We will have a parent information session prior to the 'making babies' lesson in Year 6 so that parents are able to view the materials which will be used.

Parents/carers wishing to exercise the right to withdraw must do so in writing to the Headteacher, we will make reasonable adjustments and provide suitable work for their child(ren) at this time.

Aims and Objectives

The aim of RSHE is to help children build healthy friendships and positive relationships in an age-appropriate way. The overall objectives of the RSHE curriculum are

concerned about raising awareness of attitudes and values, developing personal and social skills and promoting knowledge and understanding. RSHE covers more than biological facts and information. It endeavours to help children develop self-esteem, self-responsibility as well as the acquisition of understanding and attitudes which prepare children to develop caring, stable, healthy relationships. Appreciation of the value of self-respect, dignity, marriage, civil partnership and parental duty should be encouraged in all pupils together with the sensitivity to the needs of others, loyalty and acceptance of responsibility. RSHE will look at aspects of diversity in an inclusive and non-judgemental way.

The overarching aims of RSHE at our school are to:

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

The intended outcomes of our programme are that pupils will:

- know and understand different types of relationships and families
- understand the building blocks and characteristics of positive, healthy relationships understand they have a right to be shown respect and understand the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- understand they have a responsibility seek and give permission in relationships and to show respect to others
- develop the attributes of self-respect, confidence and empathy
- understand about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Organisation and curriculum design

Mrs Wright is the designated teacher with responsibility for coordinating Sex and Relationships Education, under her role as Personal Development Lead. Lessons are delivered by teachers, supported by teaching assistants as appropriate. On occasions, specialist health experts may be invited into school. Staff will ensure that teaching delivered by visitors reflects our Orchard values and ethos, and fits with our planned programme and this policy.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. We follow the SCARF framework for teaching PSHE, adapting planning and resources to suit our school context as appropriate. The SCARF values are Safety, Caring, Achievement, Respect and Friendship. The RSHE curriculum is organised in a spiral curriculum which develops themes/topics, taking into account the age and maturation of the children. This means that topics are revisited in greater detail as students get older. A variety of teaching and learning styles will be used to ensure effectiveness and differentiation.

National awareness and curriculum days may also cover aspects of RSHE, such as anti-bullying week and mental health awareness days. Biological aspects of RSHE are

taught within the science curriculum, and other aspects are included in physical education (PE) and the computing curriculum. Parents have the right to request withdrawal from all or part of the sex education element, but not from the biological aspects of human growth and reproduction that is part of the National Curriculum science. *For further information on science curriculum content, please see the Appendix for relevant curriculum coverage of RSHE in science.*

We create a safe learning environment by using group agreement based around our school rules and Building A Better Me keys, especially the respect key. The group agreement reduces anxiety and embarrassment, as well as reducing the chance of children sharing personal information or making a disclosure in a class setting. The agreement could be based around ROCK: being Respectful, Open, Confidential and Kind. We also use distancing techniques, such as an anonymous question box and case studies or stories. Other distancing techniques include use of the third person and generalisations.

Ground rules are essential to provide an agreed structure to answering sensitive or difficult questions. Teachers will endeavour to answer questions as honestly as possible but if faced with a question that they do not feel comfortable with answering within the classroom, provision would be made to meet the individual child's needs by sign posting them in the right direction, at an appropriate manner and at an age appropriate level.

As part of creating this policy, research was carried out to understand the health and wellbeing needs of the local school age population using Public Health England's Child and Maternal Health Intelligence Network.¹ The number of under 18s conception rate is reducing in Nottinghamshire, and is similar compared to the national average. In Ashfield, the prevalence of obesity (including severe obesity) is worsening in children of Reception age and Year 6 age. This is higher than the average in England and in Nottinghamshire. Public Health England's data on Children and Young People's Mental Health and Wellbeing was also considered.² The data shows that there are some concerns over the estimated number of children and young people with mental health disorders aged 5 to 17 in Nottinghamshire. This data shows the vital importance of teaching about health and mental wellbeing in our Nottinghamshire context.

We work on a two cycle of the SCARF framework. Please see the table below:

	Cycle A (2024- 2025)	Cycle B (2025 – 2026)
Year 1/2	Year 1 Framework	Year 2 Framework
Year 3/4	Year 3 Framework (separate Y4 girls lesson 'period positive')	Year 4 Framework (separate Y4 girls lesson 'period positive')
Year 5/6	Year 5 Framework (separate Y6 lesson 'making babies')	Year 6 Framework (separate Y6 lesson 'making babies')

¹ <https://fingertips.phe.org.uk/profile/child-health-profiles>

² <https://fingertips.phe.org.uk/profile-group/mental-health/profile/cypmh>

Curriculum Content

Our RSHE curriculum is planned using the SCARF framework and takes a thematic approach. RSHE is mainly taught in the following half termly blocks in the PSHE curriculum:

- Me and My Relationships
- Valuing Difference
- Keeping Myself Safe
- Rights and Responsibilities
- Being My Best
- Growing and changing

Through our effective and creative curriculum, by the end their education at Orchard, pupils will know about; families and people who care from them, caring friendships, respectful relationships, online relationships and being safe.

Physical health and mental wellbeing

As part of the SCARF framework, alongside PE lessons, pupils will be taught about the characteristics of good physical health and mental wellbeing. They will be taught about the benefits and importance of daily exercise, good nutrition and sufficient sleep, and that mental wellbeing is a normal part of daily life, in the same way as physical health. Within the curriculum and by the end of Year 6 at Orchard, pupils should know about;

- Mental wellbeing
- Online behaviour and safety
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

For further information on curriculum content, please see the Relationship and Sex Education Information Leaflet.

DfE Guidance states that, "Puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset." (p31) Pupils are then prepared for changes that they will experience. Girls in Year 4 will receive a session about menstruation.

Pupils in Year 6 will receive a stand-alone sex education lesson. Single sex groups and/or single year groups will be used as and when deemed appropriate.

The teaching of RSHE recognises that there are a range of values and morals held within the school community. The aim of RSHE in this school is to promote the ability of pupils to make informed decisions and to enable them to determine their own values within a moral framework.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

Managing difficult questions

It is inevitable that controversial topics may occur as part of RSE. The issues will be addressed with sensitivity and at a level appropriate to the age group and developmental stage and will take in to account any additional SEND, in an objective manner free from personal bias. Consideration will be given to the potential for small group or 1-1 discussion for specific questions to be discussed. Account must be taken of different viewpoints such as different religious beliefs. Discussion should be set within the legal framework and students made aware of the law as it relates to these issues. Students are made aware that some information cannot be held confidential, and should understand that if certain disclosures are made, certain actions will ensue. At the same time students will be offered sensitive and appropriate support.

Equality Statement

We ensure that RSHE is inclusive and meets the needs of all our pupils including those with special educational needs and disabilities (SEND) as set out in our Equality Policy. We ensure that RSHE is delivered at a level which is appropriate to the children's age and physical development, adapting teaching strategies as required.

We ensure RSHE fosters gender equality and LGBT+ equality by ensuring that we create a positive culture around sexuality and relationships and discuss different types of relationships and families, equality and respect as part of the PSHE curriculum throughout the school.

We also ensure that RSHE acknowledges different ethnic, religious and cultural attitudes. Parents/Carers are consulted about their needs. We take account of their views, promoting respect and understanding of the views of different ethnic and cultural groups.

The role of other members of the community

"Visitors should complement but never substitute or replace planned provision. It is the PSHE coordinator's and teacher's responsibility to plan the curriculum and lessons." Sex and Relationship Guidance DfEE 0116/2000 p29.6.11

At Orchard Primary and Nursery School, we like to encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the school nurse and other health professionals, or staff from SCARF, may give us valuable support with our sex education programme.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. In this situation, teachers will consult with the designated safeguarding lead and in her absence their deputy, in line with Orchard's safeguarding policy.

When teaching, staff should encourage the use of correct vocabulary for genitals as this ensures pupils can accurately describe inappropriate touching, should they ever need to seek out help about this.

Visitors/external agencies which support the delivery of RSHE will be required to provide their DBS checks before entering the school and will not be left alone with the children. Content to be delivered will be checked by staff before the session to ensure that it is age appropriate and in line with Orchard's policy and ethos.

Roles and responsibilities

The Head teacher – has overall responsibility for the policy and its implementation and liaising with the governing body, parents/carers, Local Authority and outside agencies and in identifying a lead teacher who will work closely with colleagues in related curriculum areas in order to complement and not duplicate content.

The Lead teacher will take responsibility for;

- Policy development and review involving staff, governors, parents/carers and relevant partners. This should involve pupils in the future.
- Implementing the policy and monitoring and assessing its effectiveness in practice
- Ensuring evaluation takes place and that this informs policy review
- Assessing and coordinating training and support for staff and parents/carers where appropriate
- Manage all aspects of the RSHE programme developing curriculum materials where appropriate
- Liaise with external agencies to deliver specific elements of the programme
- Monitor and quality assure the programme to ensure continuity and progression within the spiral curriculum
- To ensure that this subject is fully represented at appropriate curriculum and pastoral meetings

Staff Training

RSHE can be a sensitive issue and teachers may welcome support and training. Provision will be made available for teaching staff to clarify legislation, curriculum requirements and to consider appropriate teaching approaches and materials. The school will support the use of visitors from outside, such as health professionals, police and voluntary sector, and other organisations such as SCARF to provide support and training to staff teaching RSHE.

Monitoring and Review

To ensure the RSHE programme is effective, is meeting the needs of pupils and complies with the RSHE statutory guidance, the following strategies will be used to quality assure the programme of study;

- Work scrutiny
- Learning walks
- Monitoring of visitors and external agencies
- Evaluation self-review from pupils after specific topics or at the end of a key stage
- Comments from pupils and representatives from the pupil voice
- Whole class discussions

Pupils will have opportunities to review and reflect on their learning during lessons. Pupils' development in RSHE is monitored by class teachers, following the SCARF six half-termly units assessment opportunities. These include pre and post unit assessment, as well as summative assessment and tools for reflection on learning.

The governing body monitors our RSHE policy on an annual basis, and holds the Headteacher to account for its implementation.

This policy should be read in conjunction with the following policies:

- Equality Policy
- Child Protection and Safeguarding
- Behaviour Policy
- Anti-bullying Policy
- E-safety Policy
- Inclusion Policy

These policies can be found on our school website.

This policy has drawn on:

- DfES 'Sex and Relationship Education Guidance' (2000)
- Brook, Sex Education Forum and PSHE Association 'Sex and Relationships Education (SRE) for the 21st Century' - Supplementary advice to the Sex and Relationship Education Guidance DfEE (0116/2000) (2011)
- DfE Relationships Education, Relationships and Sex Education (RSHE) and Health Education Draft Guidance (July 2018)

Adopted by the Governing Body – TBC
Review date – Spring 2026


NB: This policy will be published on our website. A paper copy can be provided free of charge upon request.

Appendix 1: RSHE Aspects of the Science Curriculum

KS/Year	Science Programme of Study – Statutory Requirements	Science Programme of Study – Non-Statutory Requirements and Guidance	Vocabulary
Year 1	Pupils should be taught to: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.	Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.	head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth,
Year 2	Pupils should be taught to: Notice that animals, including humans, have offspring which grow into adults. Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.	They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.	baby, toddler, child, teenager, adult
Year 3	Pupils should be taught to: Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction	Pollination, pollen, seed
Year 5	Living Things and their Habitats Pupils should be taught to: 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. Animals, including humans Pupils should be taught to: Describe the changes as humans develop to old age.	They should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.	sexual reproduction, sperm, ovum, internal fertilisation, external fertilisation, egg, live birth, gestation period gestation period, pregnancy, live birth

Appendix 2: Relationships and Sex Education Information Leaflet

(Please see website for the original version.)

 <p>New relationship and sex education guidance was issued by the government, coming into force in September 2020. We follow the SCARF framework for PSHE, which includes Relationship and Sex Education (RSE). Below is listed the main coverage of the Growing and Changing unit and relevant Science National Curriculum coverage. We also cover relationship education in other SCARF units, as well as in other areas of the curriculum such as computing and ICT.</p>			
	Year 1	Year 2	Year 3
SCARF Growing and Changing Unit Coverage	<p>Name major internal body parts</p> <p>Understand some of the tasks required to look after a baby; Identify things they could do as a baby, a toddler and can do now;</p> <p>Identify the people who help/helped them at those different stages.</p> <p>Give examples of what they can do if they experience or witness bullying;</p> <p>Explain the difference between a secret and a nice surprise;</p> <p>Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep</p> <p>Identify parts of the body that are private and names we use for external genitals;</p>	<p>Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.</p> <p>Identify different stages of growth (e.g. baby, toddler, child, teenager, adult);</p> <p>Identify which parts of the human body are private;</p> <p>Understand that humans mostly have the same body parts but that they can look different from person to person.</p> <p>Explain what privacy means;</p> <p>Know that you are not allowed to touch someone's private belongings without their permission;</p>	<p>Identify different types of relationships;</p> <p>Recognise who they have positive healthy relationships with.</p> <p>Understand what is meant by the term body space (or personal space);</p> <p>Identify when it is appropriate or inappropriate to allow someone into their body space</p> <p>Rehearse strategies for when someone is inappropriately in their body space</p> <p>Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret;</p> <p>Recognise how different surprises and secrets might make them feel;</p>
Science National Curriculum Applicable to RSE	<p>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</p> <p>Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.</p>	<p>Notice that animals, including humans, have offspring which grow into adults.</p> <p>Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</p> <p>Pupils should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</p> <p>The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</p>	<p>Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</p> <p>Pupils should be introduced to the relationship between structure and function: the idea that every part has a job to do. They should explore questions that focus on the role of the roots and stem in nutrition and support, leaves for nutrition and flowers for reproduction</p>

	Year 4	Year 5	Year 6
SCARF Growing and Changing Unit Coverage	<p>Describe some of the changes that happen to people during their lives;</p> <p>Understand how growing can have emotional as well as physical impact.</p> <p>Suggest reasons why young people sometimes fall out with their parents;</p> <p>Know who they could ask for help if a secret made them feel uncomfortable or unsafe.</p> <p>Understand that marriage is a commitment to be entered into freely and not against someone's will;</p> <p>Recognise that marriage includes same sex and opposite sex partners;</p> <p>Know the legal age for marriage in England or Scotland;</p> <p>Identify parts of the body that males and females have in common and those that are different;</p> <p>Know the correct terminology for their genitalia;</p> <p>Understand and explain why puberty happens</p> <p>(Girls only) Know the key facts of the menstrual cycle. Understand that periods are a normal part of puberty for girls.</p>	<p>Use a range of words and phrases to describe the intensity of different feelings</p> <p>Explain strategies they can use to build resilience.</p> <p>Identify people who can be trusted;</p> <p>Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch.</p> <p>Give examples of how individual/group actions can impact on others in a positive or negative way.</p> <p>Explain the difference between a safe and an unsafe secret;</p> <p>Recognise that some people can get bullied because of the way they express their gender;</p> <p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty</p> <p>Identify some products that they may need during puberty and why;</p> <p>(Boys and Girls) Know what menstruation is and why it happens</p> <p>Know the correct words for the external sexual organs;</p> <p>Discuss some of the myths associated with puberty</p>	<p>Recognise some of the changes they have experienced and their emotional responses to those changes;</p> <p>Suggest positive strategies for dealing with change;</p> <p>Recognise how the media can sometimes reinforce gender stereotypes;</p> <p>Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;</p> <p>Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.</p> <p>Define the word 'puberty' giving examples of some of the physical and emotional changes</p> <p>Know where someone could get support if they were concerned about their own or another person's safety.</p> <p>Identify situations where someone might need to break a confidence in order to keep someone safe.</p> <p>Identify the changes that happen through puberty to allow sexual reproduction to occur;</p> <p>Know a variety of ways in which the sperm can fertilise the egg to create a baby;</p>
Science National Curriculum Applicable to RSE	Not applicable to RSE	<p>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. They should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.</p> <p>Describe the changes as humans develop to old age. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.</p>	Not applicable to RSE



Parents/carers and the right to withdraw

We are committed to ensuring that the education provided to pupils in relationships education / RSHE is appropriate to the age of pupils and compliant with the requirements of the Equality Act 2010. We recognise, in accordance with statutory guidance, that parents have the right to request for their child to be withdrawn from some or all of the sex education delivered as part of the statutory RSHE (other than sex education in the National Curriculum as part of Science), but not from relationships education at primary. The only coverage in school which is non-statutory is part of the Making Babies lesson in Year 6. Although not statutory at primary, sex education is highly recommended by the Department for Education. We will have a parent information session prior to the Year 6 lesson so that parents are able to view the materials which will be used.

Parents wishing to exercise the right to withdraw must do so in writing to the Headteacher. We will make reasonable adjustments and provide suitable work for their child(ren) at this time.

For further information on the teaching of Relationships and Sex Education, please see the resources below. Any questions or concerns can be raised with Mrs Wright (PSHE Lead)

Orchard Primary and Nursery School Relationship, Sex and Health Education Policy
(Please see our school website)

Relationship, Sex and Health Education: Guide for Parents (produced by Department for Education)

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

RSE FAQ: Information from the Department for Education

<https://www.gov.uk/government/news/relationships-education-relationships-and-sex-education-rse-and-health-education-faqs>

Resources For Helping Your Children

Understand Puberty

Suggested reading list for Year 6 covering reproduction/puberty/relationships

- *A-Z of Growing up, Puberty and Sex* by L De Meza
- *Girls Only* by V Parker
- *How your Body Works* by Judy Hindley
- *Let's Talk About Sex* by R H Harris
- *Living with a Willy* by N Fisher
- *Sex is a Funny Word* by C Silverberg and F Smyth
- *The Period Book* by K Gravelle
- *The Puberty Book* by W Darvill
- *What's Happening to Me?* by P Mayle

Useful books for parents

Questions Children Ask and How to Answer Them by Dr M Stoppard

Speakeasy: Talking with your Children about Growing Up by FPA (Family Planning Association)

Useful websites for children

[Amaze.org- Puberty section](#) (Age 9+)

[BBC Teach –The Big Talk](#) (age 9-12)

[Kids' Health - Menstruation](#)

[Male puberty - including wet dreams](#)

[NHS - stages of puberty](#)

[Outspoken - RSE worksheets](#)



Appendix 3: Useful resources

Coram Life Education Online Teaching and Learning Training Film Clips and RSHE Guidance Document: supports schools in organising and delivering RSHE with confidence. Available as part of the SCARF online comprehensive Relationships Education and Health Education curriculum resources:

<https://www.coramlifeeducation.org.uk/scarf/lesson-plans/relationships-education--teacher-resources-guidance-documents-and-training-films> (password protected).

Educate Against Hate provides practical advice and information for teachers in leadership positions and parents on protecting children from extremism and radicalization

<https://educateagainsthate.com/teachers/>

MindEd is a free educational resource on children and young people's mental health for all adults.

<https://www.minded.org.uk/>

NSPCC: The Underwear Rule

<https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/underwear-rule/>

PSHE Association

<https://www.pshe-association.org.uk>

The Sex Education Forum RSHE Policy Guidance

<https://www.sexeducationforum.org.uk/resources/advice-guidance/sre-policy-guidance>

The Sex Education Forum 'Activities for consulting about your school sex and relationships policy'.

<https://www.sexeducationforum.org.uk/sites/default/files/field/attachment/Consultation%20activities%20-%20SRE%20policy%20-%20Sept%202014.pdf>

Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

<https://www.thinkuknow.co.uk/>