

# **Primrose Hill Primary School**



## **Relationships and Sex Education Policy**

Jan 2026

## 1. Purpose of the Policy

All primary schools are required to teach Relationships Education and to produce a Relationships Education policy.

The purpose of such a policy is to:

- Give information to staff, parents and carers, governors, pupils and outside visitors about what is taught in Relationships Education, how it is taught and who teaches it;
- Enable parents and carers to support their children in learning about Relationships Education;
- Give a clear statement on what the School aims to achieve from Relationships Education, the values underpinning it and why it is compulsory for all primary school pupils;
- Set out how Relationships Education meets schools' legal requirements to promote well-being (Children Act 2004);
- Prepare children for the challenges, opportunities and responsibilities of adult life (Education Act 2006)
- Meet the School's safeguarding obligations;
- Comply with the Equality Act 2010 to prevent discrimination, harassment and victimisation, advance equality of opportunity and foster good relations between different groups.

This Policy also includes a statement on Sex Education, which covers a definition, what is taught, who teaches it and parents right to withdraw.

## 2. Statutory Requirements

As a maintained primary school, Primrose Hill must provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide Sex Education, but we must teach the elements of sex education contained in the Science National Curriculum.

In teaching Relationships Education and Sex Education, we have regard to guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996, and the *Statutory guidance on Relationships Education, Relationships and Sex Education (RSE) and Health Education* (DfE, June 2019, updated 2021).

We also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996 (political impartiality)
- Part 6, Chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), requiring schools to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations

## 3. Development of the School Policy

This Policy was developed by Senior Leaders after consultation with staff, parents/carers and governors. We also consulted with Camden Learning.

We have taken account of the:

- Statutory guidance on Relationships Education, RSE and Health Education (DfE June 2019 – Updated September 2021);
- Camden’s example policy (September 2021);
- Equality Act 2010 and the Public Sector Duty.
- Keeping Children Safe in Education (DfE, 2025)
- Review of sexual abuse in schools and colleges (Ofsted, June 2021)

#### 4. Links to other policies

This Policy links to our Safeguarding and Child Protection Policy, Behaviour Policy, Anti-bullying Policy, Equality Policy and Online Safety Policy all of which can be found on our website or provided by the School Office.

Our provision of Relationships Education is part of our approach to supporting the health and well-being of children and our commitment to being recognised as a healthy school.

#### 5. Roles and Responsibilities

- **Governing Body:** The governing body approves the RSE policy and holds the headteacher accountable for its implementation.
- **Headteacher/SLT:** Responsible for ensuring that RSE is taught consistently across the school, that it is appropriately resourced; that resources and materials can be shared with parents and carers on request; and that any parental requests to withdraw pupils from non-statutory Sex Education are managed in line with this policy.
- **Staff:** Deliver RSE in a sensitive, age-appropriate and inclusive way, model positive attitudes to relationships and equality; use only approved resources; monitor pupils’ learning; respond to the needs of individuals, including those with SEND; and follow safeguarding procedures if concerns arise. Staff do not have the right to opt out of teaching RSE and should discuss any concerns with the headteacher.
- **Pupils:** Expected to engage positively with RSE lessons, follow the agreed ground rules for discussion and treat others with respect and sensitivity.

#### 6. Definition of Relationships Education

The requirements for teaching Relationships Education in primary are described in the DfE statutory guidance and based on the guidance, we have defined Relationships Education as learning about:

- Different relationships (including online) and how to make and maintain healthy, caring and respectful relationships within families and friendships;
- The importance of families in caring for children;
- How to recognise when a relationship is unhealthy, unsafe or unequal and how to seek help and report concerns or abuse (including online);
- The importance of respecting others who are different from themselves whether physically, in their family structure, or in their race, religion, belief, disability or gender identity;
- Different types of bullying and discriminatory language, the impact it has and how to prevent it and get help;
- Stereotypes and how they can lead to prejudice and discrimination, based on gender, race, religion, disability or gender identity;
- How to recognise risk and be safe online.

## **7. Why teach Relationships Education at primary school?**

The government has made Relationships Education a statutory part of the curriculum and we at Primrose Hill agree that this is a crucial aspect of the primary curriculum.

We want children to develop the skills to build positive, caring, respectful, equal and healthy relationships, in their friendships, within their families and with other children and adults.

We want to create safe school communities in which pupils can learn and develop positive, healthy behaviour for life. We recognise, furthermore, that Relationships Education can leave a positive impact on pupils' health, well-being and their ability to achieve.

We recognise that many children in primary already have active online lives and that the knowledge and skills they learn in Relationships Education will enable them to navigate the online world safely, understanding what is and is not appropriate behaviour.

Through Relationships Education, pupils also gain the knowledge they need to recognise and report abuse, including emotional, physical and sexual abuse and keep themselves safe.

For all these important reasons, the government has made Relationships Education a compulsory part of the national curriculum in which all pupils are required to participate, and parents do not have the right to withdraw them.

## **8. Values promoted through Relationships Education**

We are committed to creating an inclusive school that promotes diversity and equality and fundamental human rights and values such as democracy, individual liberty, the rule of law and mutual respect and tolerance. Teaching Relationships Education will ensure that all children develop respect for others and for difference, and tolerance and understanding of all aspects of diversity. We want all children to understand and feel accepted in the society in which they are growing up and for every child at Primrose Hill Primary School to thrive in modern Britain.

We believe that Relationships Education promotes the aims and values of our School which include:

- Respect for self and others;

- Kindness and consideration for others;
- Promoting equality and respecting rights and responsibilities in society, including everyone's right to health and safety within a relationship;
- Respecting and celebrating difference and diversity;
- Preventing prejudice and discrimination based on the 'protected characteristics' enshrined in law in the Equality Act 2010 (religion or belief, disability, gender and gender identity);
- Promoting gender equality and challenging gender stereotypes;
- Valuing family life and stable, loving and caring relationships.

## **9. Aims for Relationships Education**

Our Relationships Education programme aims to help children:

- Develop the confidence to talk about relationships;
- Develop the skills to make and maintain healthy and respectful friendships and relationships;
- Recognise unhealthy or unsafe relationships, including online, within the family and with known or unknown adults;
- Recognise the differences between appropriate and inappropriate or unsafe contact, physical or otherwise, and to know how to report inappropriate contact in order to get help;
- Understand the importance of respecting others even when they are different from them;
- Understand and respect different types of families, including families with one parent, with same sex parents, or families that foster and adopt children;
- Challenge and prevent discrimination based on race, religion, gender, disability or gender identity;
- Recognise bullying and discriminatory language based on race, religion, gender, disability or sexual orientation and develop the confidence to oppose or report it;
- Challenge gender stereotypes and to promote equality and respect in relationships;
- Know how to be safe, and behave respectfully and appropriately, when online;
- Know where and how to seek information and advice if they need help.

## **10. Content and Organisation of Relationships Education**

Relationships Education will be taught through a planned programme of PSHE and Citizenship, as timetabled lessons throughout Years 1-6. Sometimes this will be organised as blocks of teaching, for example teaching about preventing bullying to coincide with anti-bullying week, or integrated into topics such as Me and My Family, Keeping Safe, or Online Safety.

Our Relationships Education programme:

- Reflects the statutory requirements in the DfE Guidance that describes what needs to be taught by the end of primary school (see Appendix 1);
- Is planned so that the knowledge, skills and attitudes are appropriate to the age and maturity of pupils and progress from one year to another, building on what has been learnt in previous years.

The Government guidance "expects all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum". We will not have specific LGBT lessons but through our teaching we will help children to understand the society in which they are growing up, as well as how to be respectful of others and differences.

This will mean that when pupils learn about families, we will include families with two mums and two dads and when pupils learn about marriage, they will learn that marriage can be between opposite sex and same sex couples. When children learn about bullying and discriminatory language, they will learn that this can happen because people are different or perceived to be different, and this can be because they have a different religion, are a different race, have a disability, or a different gender identity.

#### In Year 1:

In Year 1 we teach a topic called 'Families' and children talk about their families so as to understand that all families are different but that they all love and care for one another. We use story books that show a wide range of family structures, including families with two mums and two dads.

#### From Year 2 onwards:

We continue to emphasise that other people's families may not be the same as our own, but that is ok and that even though they are different their love and care for one another is what is important, and that we respect one another's differences. Teachers talk about the range of family structures, which might include families with one parent, parents who are married or in civil partnerships, parents that are not married, parents who are divorced and where children might have step parents, children who are living with relatives such as aunts and grandmothers, children who are fostered or adopted, or families where the parents are the same sex.

Our wellbeing library includes a range of information books and storybooks reflecting family diversity and this School's inclusive values. Age-appropriate books are introduced when the subject of family is being covered in class.

#### In Year 6:

In Year 6, pupils learn that there are different types of romantic relationships, and that these can be between couples of the same, opposite and different sex. They learn a basic meaning of words such as heterosexual, gay and lesbian, bisexual and transgender.

When we teach about bullying in Years 5 and 6, we cover all types of bullying and discriminatory language, including bullying based on race, religion, disability, gender and gender identity. They also learn what homophobic, biphobic and transphobic bullying mean and that our School does not tolerate the insulting or derogatory use of the words lesbian, gay, bisexual or transgender, while remaining open minded about the complex sources of individual sexuality and gender identity. Pupils learn about the impact that bullying and discriminatory language have on people, how these can cause both societal and mental health problems and what we can do to prevent this happening.

Parents or carers do not have the right to withdraw their child from Relationships Education.

#### ***How is Relationships Education taught?***

- We recognise that teaching about some aspects of Relationships Education is sensitive. All teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, understand about confidentiality, are respectful of one another and do not discuss or ask private information of each other or the teacher. If a student does want to discuss something private then the adult will allow time for that conversation to take place.

- Teaching resources are chosen to ensure that they are appropriate to the age and maturity of pupils. They reflect diversity in use of language, cultural attitudes, family make-up and images, including with regard to body image, avoiding stereotyping, racism and sexism.
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, including quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories, puppets and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other.
- We ensure that the Relationships Education teaching programme is inclusive, appropriate and relevant to all pupils, including those with SEN and disabilities. Where needed, Relationships Education is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups and we adapt content and teaching approaches where necessary so that all pupils can access the learning.
- Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school community and wider society, and help all pupils feel valued and included, building confidence and a positive sense of self, regardless of their gender, race, religion, ability, disability and family structure. Teaching will also comply with the legal duties on political impartiality and will not promote partisan political views.
- Teachers do not discuss details of their own personal relationships with pupils.
- Pupils' progress in learning in Relationships Education is assessed as part of their overall assessment in PSHE and citizenship.

### ***Answering children's questions***

We answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Headteacher, the Pastoral Lead, Safeguarding Lead, or with the child's parents/carers. Some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class.

### ***Who teaches Relationships Education?***

Relationships Education will be taught by the class teacher but sometimes outside organisations are involved - for example, a Theatre Company during anti-bullying week.

### ***Use of resources and external organisations***

The school remains responsible for what is said to pupils in all RSE lessons, including sessions led by visitors. We will ensure that any external organisation and materials used are appropriate, age-appropriate and in line with our legal duties, including the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996. We will not work with agencies, or use materials, that take or promote extreme political positions or undermine fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

If visitors are involved in Relationships Education, we will:

- Ensure that the visitor/organisation is vetted to comply with statutory guidance and school policies
- Inform parents & carers;
- Ensure their contribution is integrated into our scheme of work;
- Provide the visitor with an up-to-date copy of this Sex and Relationships Education Policy and ensure they adhere to it;
- Ensure that the class teacher is present throughout the lesson/session, taking responsibility for class management;
- Follow up the learning in later lessons.

## 11. Sex Education and the right to withdraw your child

Sex Education is defined as teaching about sexual intercourse in the context of learning how a baby is made and a basic understanding of pregnancy and how the baby develops. All primary schools are required to teach the Science National Curriculum which covers biological growth and development, naming body parts, a basic understanding of the life process of reproduction and the human life cycle.

In Key Stage 1 the statutory requirement is that they should:

**Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**

No teaching linked to RSE is delivered in years 3 and 4 (Lower KS2).

In Years 5 and 6 (Upper KS2) the statutory requirement is to:

**Describe the life process of reproduction in some plants and animals.**

**Describe the changes as humans develop to old age.**

Further non-statutory guidance that specifically relates to puberty and the changes in boys and girls can be found in appendix 1. It should be noted that parents do not have the right to withdraw their child from the **statutory** elements that are taught as part of the science curriculum, but they can withdraw their child from the additional (non-statutory) lessons about human reproduction which Primrose Hill currently teaches to pupils in Year 6. Schools are allowed some flexibility to decide when they teach various elements of the Science National Curriculum and whether to teach additional elements in this way.

All primary schools are also required to teach statutory Health Education that includes teaching about puberty. We begin teaching about puberty in Year 4 as part of learning about the human life cycle and introduce basic information about the changes for boys and girls that happen at puberty. We continue in Year 5 with more detailed information about what happens at puberty including the physical and emotional changes and revisit this in Year 6. Parents do not have the right to withdraw their child from Health Education, including these lessons about puberty.

We hope that parents and carers will support this important part of every child's education and we will make sure that all parents and carers know what we will be teaching and when. However, we understand that some parents may want to educate their children about these human aspects of Sex Education and parents have the right to request that their child is withdrawn from any or all parts of these lessons. It is advised that parents attend the school workshops provided in Years 5 and 6 should they wish to make a more informed decision about potential withdrawal.



If a parent wishes to withdraw their child from Sex Education lessons, they must arrange a meeting with a member of the Senior Leadership Team who will talk through their concerns and discuss the benefits of their child learning the basic facts about sex and reproduction. If they decide to withdraw their child, work will be provided for the child to do in another class. We will offer packs of the teaching materials if parents wish to use this with their children at home. Parents can talk to the Pastoral Lead about the resources to support this.

### ***How is Sex Education, biological aspects of science and puberty taught?***

- These are taught through PSHE and Science in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Years 5 and 6 to include time when single sex groups can discuss issues with a teacher of the same gender.
- When we teach the biological aspects of science, puberty (Year 5 and 6) and Sex Education (Year 6), we provide a question box so that pupils can anonymously ask questions, and these are then answered by the class teacher.

## **12. Involving pupils**

To ensure that the Relationships Education programme meets the needs of pupils, the PSHE Lead involves the appropriate year-group members from the School Council in reviewing and evaluating the programme each year.

The PSHE Lead also gathers feedback from teachers about pupils' engagement in the curriculum.

## **13. Confidentiality, safeguarding and child protection**

As already stated, pupils do not discuss or ask private information of each other or the teacher, and teachers do not disclose private information about their personal relationships.

Although Sex and Relationships Education is not about personal disclosures, it is possible that a pupil may disclose personal information during the course of a lesson. Staff understand that because of their duty to keep children safe they cannot promise pupils absolute confidentiality.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Safeguarding Lead and follow the School's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

## **14. Monitoring and evaluating Relationships Education**

The PSHE Lead monitors teachers' planning to ensure Relationships Education is being taught properly.

Pupils and staff are involved in evaluating the Relationships Education teaching programme as part of the annual review of PSHE and Citizenship. There are discussions with staff about the impact of the curriculum on pupil's learning and their engagement in the learning and the School Council are involved in giving feedback about the PSHE curriculum.

## **15. Training for Staff**

It is important that Relationships Education and Sex Education are taught by teachers that are knowledgeable, skilled and confident. We ensure that teachers have received up to date training and provide a range of training opportunities including school-based INSET, team teaching, classroom observations and external training courses provided or recommended by Camden Health and Wellbeing Team.

Training could include:

- What to teach and when
- Leading discussions about attitudes and values
- Information updates
- Practising a variety of teaching methods
- Facilitating group discussions
- Answering questions
- Managing sensitive and controversial issues

Training needs are reviewed annually and appropriate refreshers are given where deemed necessary and especially for new staff.

## **16. Engaging and Involving Parents/Carers**

We place the utmost importance on sharing responsibility with parents and carers for their children's education. We take account of religious and cultural views and aim to balance parental views with our commitment to comprehensive Sex and Relationships Education and compliance with the statutory guidance and Equality Act.

We will let parents know what will be taught and when and the resources that will be used. We will particularly inform parents about what will be taught in Sex Education in Year 6 and the resources that will be used there.

We will take every opportunity to inform and involve parents and carers by:

- Consulting with parents when developing this Sex and Relationships Education Policy and notifying them when it is reviewed;
- Publishing the Sex and Relationships Education Policy on the school website;
- Including a summary of the content and organisation of Relationships Education and Sex Education in the school prospectus/information;
- Providing information about content of the Relationships Education and Sex Education teaching programme as part of the termly information on the curriculum;
- Annually inviting parents and carers in Year 5 and 6 to workshops to find out about specific content and lesson delivery of the Relationships Education and Sex Education programme in those year groups.

## **17. Disseminating the policy**

A copy of this policy is on the School website and it is included in the Staff Handbook.

A summary is included in the School prospectus/information. Copies are supplied to any visitors who are involved in delivering Relationships Education or Sex Education.

The Policy will be reviewed every year and parents and carers will be informed through the newsletter and school website.

### Key contacts

Pastoral Lead: Amanda Aplicano

Designated Safeguarding Lead: Annie Clark

## Appendix 1 - Sex Education in National Curriculum Science

The programmes of study for science are set out year-by-year. Within each key stage, schools have the flexibility to introduce content earlier or later than set out in the programme of study. Schools can also introduce key stage content during an earlier key stage if appropriate.

### Year 1

#### Animals, including humans

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

### Year 2

#### Animals, including humans

- Notice that animals, including humans, have offspring which grow into adults

#### *Non-statutory Guidance*

*Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. 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: growing into adults can include reference to baby, toddler, child, teenager, adult.*

*Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow.*

### Key Stage 2

#### Year 3

No content linked to RSE

#### Year 4

No content linked to RSE

#### Year 5

#### Living things and their habitats

- Describe the life process of reproduction in some plants and animals.

### *Non-statutory guidance*

*Pupils should find out about different types of reproduction, including sexual reproduction in animals.*

*They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.*

### Animals, including humans

- Describe the changes as humans develop to old age.

### *Non-statutory guidance*

*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.*

Year 6

No content linked to RSE

## **Appendix 2- Statutory content for Relationships Education**

<b>Topic</b>	<b>By the end of Primary, pupils should know</b>
Families and people who care for me	<ul style="list-style-type: none"><li>● that families are important for children growing up because they can give love, security and stability.</li><li>● the characteristics of healthy family life, 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.</li><li>● that others' families, 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 for them.</li><li>● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>● that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul> <p>*marriage including both opposite sex and same sex couples</p>
Caring friendships	<ul style="list-style-type: none"><li>● how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>● the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>

Respectful relationships	<ul style="list-style-type: none"> <li>the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>the conventions of courtesy and manners.</li> <li>the importance of self-respect and how this links to their own happiness.</li> <li>that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li> <li>about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> <li>what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.</li> <li>the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>how information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3- Statutory content for Health Education (relevant to Relationships Education and Sex Education)

In Primrose Hill School, The National Curriculum non-statutory content for 'Sex Education' is only taught in Year 6. However, 'Changing adolescent body' is taught from Year 4 – 6 to prepare children for the changes their bodies will begin to experience and understand those changes.

#### Years 4-6

Topic	By the end of Primary, pupils should know
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

#### Year 6

Topic	By the end of Primary, pupils should know
Sex Education	<ul style="list-style-type: none"> <li>• To know the difference between an adult, intimate/loving relationship and other types of relationships</li> <li>• To know how a baby is made (sexual intercourse)</li> <li>• To know what a pregnancy means</li> <li>• To know what conception is</li> <li>• To know how a baby is made and grows (conception to birth)</li> </ul>