

Appendix 1 - Defining Sex Education at St Peter's C of E Primary School

Relationships Education COMPULSORY – PARENTS CAN'T WITHDRAW	Health Education COMPULSORY – PARENTS CAN'T WITHDRAW	Science Curriculum COMPULSORY – PARENTS CAN'T WITHDRAW	Sex Education NOT COMPULSORY – PARENTS CAN WITHDRAW
<p>Families and people who care for me</p> <ul style="list-style-type: none"> • Characteristics of a healthy family life – commitment, care, spending time together. • Marriage represents a formal and legally recognised commitment. • Relationships are all different, but should be characterised by love, care and stability. <p>Being safe</p> <ul style="list-style-type: none"> • The concept of privacy and the implications for it for both children and adults. • That a person's body belongs to them, and the difference between appropriate, inappropriate and unsafe physical and other, contact. • How to report concerns or abuse, and the vocabulary and confidence needed to do so. 	<p>Changing adolescent body Pupils should know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from the age of 9 through to the age of 11, including physical and emotional changes. • About menstrual wellbeing including the key facts about the menstrual cycle. <p><i>In additional to curriculum content, our school will make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products.</i></p>	<p>Year 1 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><i>The science programme of study does NOT list body parts and does NOT prohibit teaching any parts.</i></p> <p>Year 2 Notice that animals, including humans, have offspring which grow into adults <i>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.</i></p> <p>Year 5 Describe the changes as humans develop to old age. <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.</i></p>	<p>The National Curriculum for Science treats human reproduction as optional content with covering sexual reproduction in animals.</p> <p>Year 6 Context* of sexual reproduction in humans</p> <ul style="list-style-type: none"> • Reproduction is adult; requires physical and emotional maturity. • Legal age of consent to sex • Sperm and egg needed to make a baby. • Conception, including IVF • Sexual intercourse • Birth <p>*Context – Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby.</p> <p>Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually.</p>

Appendix 1 - Defining Sex Education at St Peter's C of E Primary School

			<p>Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible right time.</p> <p>Pupils can explain why some people argue that the best time for such closeness is within a long term faithful and committed relationship such as marriage.</p> <p>Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and this is another positive choice. <i>(Taken from Goodness and Mercy document.)</i></p>
--	--	--	---

This document has been created using guidance and advice from:

<https://www.sexeducationforum.org.uk/resources/advice-guidance> - RSE definition guide

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

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

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

<https://goodnessandmercy.co.uk/>