

Christ Church (Church of England) Infant
School and Nursery

And

Christ Church (Church of England) Junior
School



Relationship and Sex Education Policy
(RSE)

'Grow and learn together in the presence of God'.

Agreed: March 2024

Review Due: March 2026

Context and Policy Statement

Christ Church (Church of England) Infant School and Nursery is a two-form entry Infant school with 30 children in each class and a 72-place nursery. Christ Church (Church of England) Junior School is a two form entry school with 32 children in each class.

Total capacity 508 children.

This policy sets out our intentions and principles for teaching Relationships and Sex Education (RSE) for staff, parents/carers, Governors and other stakeholders. As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education (and Sex Education if this is also delivered). Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

As part of the initial implementation requirements of statutory Relationships Education, this policy was updated by the PSHE/RSE leader in consultation with Governors, Parents/Carers, the School Leadership Team and other School Staff in 2021

This policy will be reviewed at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE statutory guidance and best practise. As part of any review, we will endeavour to engage with representatives from across the school community as appropriate to make sure that our policy and practice is inclusive and reflective of a wide range of opinions.

The development of the policy is in line with the current statutory guidance released by the Department of Education (2019), which sets out statutory content for Relationships and Health Education for primary schools from September 2020. The current statutory guidance document can be viewed here [‘Relationships Education, Relationships and Sex Education \(RSE\) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers](#)

A summary of the topics and themes covered within the statutory requirements for Relationships Education can also be seen in Appendix A.

An overview of teaching objectives and content for PSHE education (of which RSE is a part) can also be found in Appendix B.

Definition of Relationships and Sex Education

Relationships & Sex Education (RSE) is lifelong learning about personal, physical, social, moral, and emotional development. In our school it is set in the context of clear values about the understanding of the importance of stable and loving relationships, respect, love, and care, for family life. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. We ensure Relationships Education and Sex Education is inclusive and meets the needs of all our pupils.

RSE is delivered as part of the PSHE (Personal, Social, Health and Economic) Education Curriculum. For the purposes of this policy we also define Relationships Education as any theme and topic that is required content by the DfE within that section of the statutory document (see Appendix A). In addition, in line with National Curriculum requirements, some other statutory aspects of sex education will also be taught as part of the Science curriculum. Please see the school PSHE policy for further information on our approach to the delivery of this subject.

Please note that current DfE statutory guidance also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related themes and are also covered in line with the National Curriculum as part of the Science curriculum.

At Christ Church, the focus of Relationships Education is on the fundamental building blocks and characteristics of positive and healthy relationships. At an appropriate age for our children it is also about the teaching of Sex Education, as part of National Curriculum Science, and via additional non-statutory Sex Education within PSHE, to complement this and wider Relationships Education. Non-statutory sex education is delivered in Year 6 and covers conception and the birth of a baby. There is an opportunity for parents to view lesson content at that point and to withdraw their child from these lessons if they so wish – please see the '**Working with parents/parental right of withdrawal**' section later in this policy for more details.

Aims of RSE

We aim to prepare the pupils at the school for the opportunities, responsibilities and experiences of having positive relationships in all stages of their lives.

In line with the RSE Charter from the Church of England:

We will ensure that RSE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.

We will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe.

That RSE will promote healthy resilient relationships set in the context of character and virtue development.

(Church of England Education Office November 2019).

In addition, the Church of England will support schools following the ongoing DfE RSHE guidance review to help ensure that children of all ages receive appropriate and high quality relationships education. This is vital for forming healthy relationships, making

responsible and safe choices and navigating the complex issues they will face in today's society.

Our RSE and wider PSHE curriculum programme aims to prepare pupils for an adult life in which they:

- have the confidence and self-esteem to value themselves and have empathy and respect for others.
- learn to identify their emotions and those of others.
- understand their emotions and physical development.
- learn to respect and care for their bodies.
- develop the skills they need to develop a healthy lifestyle.
- develop the skills they need to make informed choices, to develop skills (language, decision making, choice, assertiveness) and to make the most of their abilities.
- are able to develop the ability to form positive, non-exploitive relationships.
- are aware of the personal, psychological, emotional and physical changes in themselves and others.
- understand the impact of external factors, such as the media, internet, peer groups and remain independent decision makers.
- are informed about where to access further information and support services.
- are prepared for puberty and adulthood.
- acquire information about relationships, puberty and conception
- understand the processes of human reproduction
- know what is legal in matters relating to sexual activity

We are committed to Relationships and Sex education which:

1. Is an identifiable part of personal, social, health and economic education curriculum, (PSHE) which has planned and timetabled lessons across the key stages.
2. Is taught by staff regularly trained in RSE and PSHE (with expert visitors invited in to enhance and supplement the programme where appropriate).
3. Works in partnership with parents and carers, informing them about what their children will be learning and about how they could contribute at home.
4. Delivers lessons where pupils feel safe and encourage participation in learning by using a variety of teaching approaches with opportunities to develop critical thinking and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights and distinguishing between fact and opinion.
6. Promotes safe, equal, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of the children, including friendship, families, consent, relationship abuse, sexual exploitation and safe relationships online.
7. Gives a positive view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and maturity.

8. Gives pupils opportunities to reflect on values and influences (such as from peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurtures respect for different views.
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable sources online.
10. Foster gender equality and LGBTQ+ equality and challenges all forms of discrimination in RSE lessons and in every day school life.
11. Meet the needs of pupils with their diverse experiences- including those with special educational needs and disabilities.
12. Seek pupils' views about RSE so that teaching can be made relevant to their real lives and assessed and adapted as their needs change.

(Sex Education Forum – Twelve Principles of Good Quality RSE)

Responsibilities

Governors/Executive Head Teacher

The RSE programme and policy are overseen by the Executive Head Teacher and Governors who will be responsible for approving and agreeing the policy through appropriate consultation with parents, governors and staff. The policy will be available on the school website and will be reviewed a minimum of every two years, or sooner if statutory guidance requires.

The Executive Head Teacher will consult with staff, parents and governors as appropriate to establish a long-term plan of teaching objectives in line with the statutory requirements set down by the government.

- Communicate openly with staff, parents and the governing body to ensure that everyone understands the school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Head of School

The Head of School will be responsible for ensuring the timetabled sessions are maintained and delivered and at KS2 for arranging preview sessions to parents in Year 6 for any non-statutory sex education sessions.

- Ensure that all staff are given regular and ongoing training on issues relating to RSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to relationships and sex education.

PSHE Lead

The PSHE lead will have responsibility for ensuring that the Relationships & Sex Education aspect of PSHE is delivered in line with our agreed curriculum plan. They will be responsible

for liaising with the school nurses for any lessons that may include their input particularly at Key Stage 2.

- Develop, review, evaluate and monitor the teaching of RSE and the school policy as requested by the Head of School
- Report to governors/SLT on the subject as required

Teaching Staff

The teachers are responsible for ensuring that they teach the learning objectives assigned to their class in an age appropriate manner in which they are engaged and gain life skills and critical thinking.

- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE
- Provide regular feedback to the subject lead and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy
- Follow school procedures around any safeguarding concerns which may arise.

Safeguarding

Teaching staff are also responsible for informing the Designated Safeguarding lead of any concerns that are raised through pupil discussions or questions. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to the disclosure of child protection issues.

Please see the Child Protection and Safeguarding Policy available on the school website.

Safe and Effective Practice

Young people may have varying needs regarding RSE depending on their circumstances and background. It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. RSE can be a sensitive topic for many pupils and teachers. A supportive classroom environment is therefore generated where age appropriate questions can be asked and answered (in an age appropriate manner) and pupils feel able to explore issues in a safe and secure manner.

Ground Rules are essential to provide an agreed structure to answering sensitive or difficult questions. Good ground rules will also help teachers to manage appropriate discussions and reduce the amount of disclosures made within the lesson. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time

and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

Guidance for staff around setting ground rules before each topic is given below for example but it is important that these are created in partnership with pupils so that they are fully embedded:

- Listen carefully
- Respect each other's contributions and opinions
- No personal questions or information
- If you want to share something personal or something is worrying you, talk to the teacher after the lesson or another trusted adult

Dealing with questions

Teaching staff will endeavour to answer questions as openly and honestly as possible but if faced with a question that they do not feel comfortable with, or feel is not appropriate for the classroom the young person will be advised to ask a parent/carer. The parent/carer can answer the question at a level that they feel is appropriate for their child.

It may also be appropriate for children's questions to be dealt with outside of the classroom on a one-to-one basis.

Each classroom in KS2 has an anonymous question box, which can also be used by the children at the end of a session for their questions. Questions will be answered in an age appropriate manner and any questions that are not appropriate to be answered in the wider classroom can be done so later with the teacher after the session.

The school strongly believes that all children should have access to RSE that is relevant to their particular needs. To achieve this the school will take into account:

- Teaching about sexual identity and sexual orientation – we aim to deal sensitively and honestly with issues of sexual orientation, answer appropriate questions and offer support. Young people, whatever their developing sexuality need to feel that RSE is inclusive and relevant to them and their backgrounds and lived experiences
- Homophobic Bullying- Bullying is dealt with in our Anti Bullying Policy, School Rules and Christian Ethos which is based on mutual respect and tolerance of all people.
- Children will be taught about the dangers of exploitation as part of their work on keeping safe.

Curriculum Design and Delivery

From academic year 23/24, the school has introduced a PSHE programme of work called SCARF PSHE. Our RSE curriculum content is embedded within our PSHE curriculum and will fully deliver the Relationships strand of the statutory curriculum. The objectives to be taught can be found in Appendix A.

There is a weekly timetabled lesson for PSHE of which Relationship Education content plays an integral part across the whole of KS1 & 2. Teaching staff are responsible for delivering timetabled PSHE lessons, although on occasion appropriate and suitably experienced visitors from outside school are invited to contribute to the delivery of RSE content in school, such as School Nurses. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies of the school. Relevant policies, including this one, will be shared with any visitor prior to coming into school so they are prepared accordingly.

In Year 6 non-statutory Sex Education will be covered as part of the curriculum programme in the summer term. Part of this unit of work is usually supported by the school nursing team. Year 6 parents are given the opportunity to review the resources before the lessons are delivered so that they may better understand the content of the lesson and the learning that will have taken place before this lesson, ask any questions and be reassured of the purpose of the lesson.

Children are taught and expected to use the correct anatomical terminology when referring to private body parts in school, as part of our schools approach to safeguarding and the requirement within the statutory relationships education strand 'Being Safe'. They are encouraged to discuss the subject in a factual manner appropriate to their age and the content at appropriate points in the PSHE curriculum.

Please see Appendix B for an overview of the topics taught across our PSHE curriculum, including any RSE related topics and themes.

Accessibility and inclusion

The curriculum will be planned and delivered to meet the needs and abilities of the children within each cohort. Teachers will ensure that content and activities are appropriate to the level of understanding and maturity of the children in their class and will make appropriate adjustments to ensure that the content is accessible to each child. This may be through differentiated tasks, adult support or the organisation of the lesson such as paired or group work.

The teacher will take into account Special Educational Needs & Disabilities, safeguarding issues or family circumstances that may require the content to be delivered in a sensitive manner.

As a school, we are committed to ensuring that we support and uphold the requirements of the Equality Act and content which promotes and supports the Protected Characteristics in an age-appropriate manner. As a subject, PSHE education (including RSE) offers many opportunities to do this and explore relevant topics and learning via the curriculum

Engaging Stakeholders

As needed, the policy will be considered by staff and governors and presented for wider consultation with parents when necessary. Whilst we welcome all views and comments and consider these as part of our approach to providing an effective PSHE/RSE programme, the final decision on policy and provision will always remain with the school.

Pupils views on related topics and themes are gathered frequently, as part of the monitoring and evaluation of our PSHE programme

Parents are encouraged to contact the school should they have any question or queries regarding the school's RSE provision. On occasion, the school may also hold PSHE information sessions for parents to attend, to allow them to better understand the topics and themes covered and how we go about delivering these in an age-appropriate way across school.

Working with parents/parental right of withdrawal

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We highly value the partnership between school and home and will promote open and informative two-way communication. We always welcome dialogue with parents about the content of our RSE programme and how we can best support them to engage with their children on these topics.

Current regulation from the Department for Education states that all primary schools must deliver Relationships Education from September 2020. As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education (or Health Education) content within the school curriculum, or from any statutory Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

Whilst we believe that all of the content within our school's PSHE/RSE curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory elements, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that which is delivered via the National Curriculum for Science.

Currently, there is content within the Year 6 PSHE curriculum on conception which fall into this bracket - these have been highlighted on the long term PSHE plan in the appendices of this policy (appendix B). Shortly before these units of work are delivered, Year 6 parents will be informed of any non-statutory sex education content to highlight this is coming up and will be invited into school to view the learning materials.

Parents wishing to exercise their right to withdraw their children from some or all these non-statutory sex education lessons should contact the Head of School in the first instance. The Head will discuss the request with parents to explore any concerns and discuss any impact that withdrawal may have on their child.

If parents still wish to withdraw their child from lessons, then this request will be recorded, and suitable alternative arrangements will be made for pupils during relevant lessons. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Legislation

We are required to teach Relationships Education as part of the current statutory regulations and statutory guidance from the Department for Education. See Appendix A for a clear outline of what we are required to teach by the **end** of Primary School. This means that some of the content will not be taught until the Junior School and some not until Year 5 and 6 – see Appendix B for our curriculum overview and themes covered.

Other legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2023)

Other related policies and documents

- PSHE policy
- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behaviour policy
- Science policy

Monitoring and Evaluation

Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE curriculum to evaluate its effectiveness.

Pupil voice will be influential in adapting and amending planned learning activities. Pupils will be given opportunities to reflect on their learning during the lesson and to review what they feel they have learned.

The PSHE lead will monitor planning and whole class record books to ensure that there is a clear focus on the delivery of the agreed statutory objectives.

Lesson observations, planning documents, resources, pupil voice and class books will provide the basis for judgements on the quality of RSE delivery.

Appendix A

Relationship Education requirements from DfE statutory RSHE guidance document

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• 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.• 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.
	<ul style="list-style-type: none">• 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.• that marriage¹³ represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • 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. • 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.
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<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • 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.
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	<ul style="list-style-type: none"> • 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. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not. • 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. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.

Being safe	<p>Pupils should know</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • 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. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.
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Appendix B

Overview of PSHE curriculum



PSHE and wellbeing long-term plan based on SCARF half-termly units and related key themes
(Units include lesson plans that cover all the DfE statutory requirements for Relationships Education and Health Education)

Christ Church (Church of England) Infant School and Nursery Adapted Long Term Plan September 2023

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Growing and Changing	6 Being my Best
Nursery	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Cycles Life stages Girls and boys – similarities and difference	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset
Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Rights and Respect	4 Keeping Safe	5 Growing and Changing	6 Being my Best
Reception	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Looking after things: friends, environment, money	Keeping my body safe Safe secrets and touches People who help to keep us safe	Cycles Life stages Girls and boys – similarities and difference	Keeping by body <u>healthy</u> – food, exercise, sleep Growth Mindset
Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Safe	4 Rights and Respect	5 Being my Best	6 Growing and Changing
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets

Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights, respect and duties relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking ownership Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body image Sex education Self-esteem

Summer 2 optional **Sex Education** lesson Year 6 – conception. Parental right of withdrawal applies to this session only.