



# Relationships and sex education policy (from 2020)

Oasis Academy Warndon

<b>Approved by:</b>	Suzanne Owen	<b>Date:</b> [Date]
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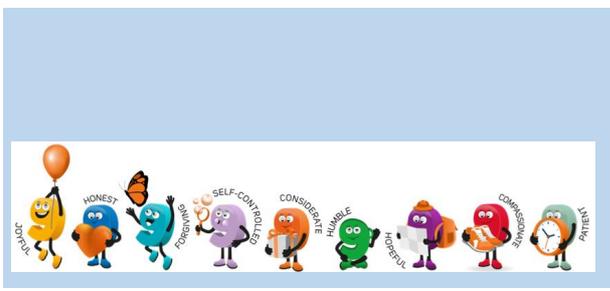
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## 1. Aims

The aims of relationships and sex education (RSE) 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
- Foster respect, tolerance and love for others, regardless of race, gender, religion or difference, within a framework of equality of opportunity and fairness

At OAW we aim to develop an understanding and tolerance of each other through knowledge, mutual respect, believing the best and forgiveness. Individual rights will be respected and choice will be exercised within a culture of self-discipline, this is taught via the **9 habits** throughout the curriculum.



<p><b>Compassionate</b></p> <p>"To be compassionate and kind whilst acting justly."</p> <p>Compassion is the ability and willingness to place ourselves in the position of another and, as a result, be able to show kindness to them, without ignoring or dismissing the truth about their situation.</p>	<p><b>Patient</b></p> <p>"To be patient and persevering."</p> <p>Patience is the ability not just to tolerate delay or something not happening as quickly as we might have hoped for. It is also about the way we see and the attitude we adopt as we do so, delaying immediate gratification and being prepared to keep going for the long haul, not giving up when things don't work but finding ways to develop work that is sustainable and grows relationships steadily. As we give patience we gain a long-term perspective.</p>	<p><b>Humble</b></p> <p>"To be honouring of others through seeing with humility."</p> <p>To be humble is to recognise that all people are created equal and are therefore of equal value. Because of this, a humble person will not look down on others or use power to control, or put people in a false but inflated well-chosen to serve others, seeing their intrinsic worth and giving them honour and encouragement.</p>
<p><b>Joyful</b></p> <p>"To be joyful and positive and help others to be the same."</p> <p>Real joy is not shallow or momentary but is rooted in a deep sense of connection with life, love, peace and meaning. Such joy brings peace and calm to ourselves and others. It is enduring and life giving and builds resilience in our lives and the hearts we are a part of.</p>	<p><b>Honest</b></p> <p>"To be honest and have integrity."</p> <p>Honesty is about being truthful. Being honest includes acknowledging when we have got things wrong and taking responsibility for our actions. As we do this we become a person of integrity. There is an alignment between what we say we are and how we behave.</p>	<p><b>Hopeful</b></p> <p>"To be hopeful in seeking transformation."</p> <p>Hope is not wishful thinking. It is a belief that causes us to find the light when everything around us feels hard or dark or challenging or without hope. Someone once said that you have to look at darkness until it blinds daylight. So hope is about finding an end working for a better tomorrow, despite what the conditions and circumstances say today.</p>
<p><b>Considerate</b></p> <p>"To choose to love others like you love yourself."</p> <p>To be considerate is to see the intrinsic worth in others, to choose to care about them and treat them in the way that you would yourself. That is only truly possible when we understand our own strengths and function from that place and level. When we do this it changes the way we see, think and respond to others.</p>	<p><b>Forgiving</b></p> <p>"To be forgiving and committed to healthy relationships."</p> <p>To forgive another is to choose not to allow their actions and behaviour in the past, which may have hurt or offended us, to determine our behaviour towards them in the future. Forgiveness is never easy but it is always transforming... it always changes things.</p>	<p><b>Self-controlled</b></p> <p>"To be self-controlled."</p> <p>Self-control is having the ability to manage our own emotions and actions. When we have self-control we are not controlled by our own emotions but we are able to maintain a right perspective on our life, our work and our relationships. It is a key part of emotional intelligence.</p>

## 2. Statutory requirements

Maintained primary schools:

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oasis Academy Warndon we teach RSE as set out in this policy.

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Oasis Academy Warndon we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a working group pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Regional Director and ratified

## 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is **not** about the promotion of sexual activity.

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

The curriculum is deliberate in weaving together key skills and knowledge along with character development and social-emotional learning. It prepares children for a future of their choice; promotes opportunity and diversity and meets the needs of the community it serves.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

OCL have developed a bespoke curriculum which has been developed to ensure the needs of all children at the academy are addressed appropriately.

**Relationships education** focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

These areas of learning are taught progressively within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent

families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Pupils also receive stand-alone sex education sessions delivered by class teachers in year 5 and 6. This includes “What is Puberty” in Year 5 and “How is a baby made?” in Year 6.

## Education Exceptional Education at the Heart of the Community

<b>Ethos</b>	<b>+</b>	<b>Learning</b>	<b>+</b>	<b>People</b>	<b>+</b>	<b>Purpose</b>	<b>+</b>	<b>Inclusion</b>	<b>+</b>	<b>Curriculum</b>
Rooted in what we believe		Who am I? Who am I becoming?		Exceptional strength and opportunity		In partnership with our communities		Driven through passion		The heart of educational provision

**thrive**



### Special Educational Needs

Individual / Special educational	
ne	<p><b>Drawing and Talking</b></p>
in	
ne	

## 7. Roles and responsibilities

### 7.1 The governing board

The Regional Director will approve the RSE policy, and hold the Principal to account for its implementation.

### 7.2 The Principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the principal.

**All class teachers are responsible for teaching RSE curriculum at OAW.**

### **7.4 Pupils**

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to request to withdraw their children from sex education. A meeting will be organised to discuss the RSE curriculum and to discuss any potential options before requests are granted. Parents are invited to a consultation process prior to the delivery of RSE in school to support parents understanding of the subject matter. Lesson content and any vocabulary that will be used to explain will be shared in this consultation.

## **9. Training**

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

All staff have received Stonewall training to ensure an accepting culture is maintained and understood and open, honest relationships are held between all.

The principal will also invite visitors from outside the school, such as school nurse, to provide support and training to staff teaching RSE.

## **10. Monitoring arrangements**

The delivery of RSE is monitored by Suzanne Owen and the PSHE leads through:

Planning scrutinises, learning walks, lesson observations and book scrutinises

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Suzanne Owen, Principal annually. At every review, the policy will be approved by Regional director – Juliet Silverton.

## Appendix 1: RSE Overview

Year Group	Lesson	Learning Objective
Year One	<p><b>Lesson 1:</b> <i>Who are the people in my life that love and care for me?</i></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b></p> <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.</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><b>Learning objective:</b> To learn about the people in my life that care for me and love me.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify the important relationships in my life and those that provide love</li> <li>✓ Describe a family and understand that all families are special and different</li> <li>✓ Recognise the different ways our families care for us and how we can care for them in return</li> </ul>
	<p><b>Lesson 2:</b> <i>What are the differences and similarities between people?</i></p>	<p><b>Learning objective:</b> To learn about the similarities and differences between themselves and other people.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify similarities and differences in people</li> <li>✓ Recognise that we are all equal and that it is acceptable to be different</li> <li>✓ Respect and value difference</li> </ul>
	<p><b>Lesson 3:</b> <i>What are the similarities between girls and boys?</i></p> <p>In this lesson children will acquire the vocabulary to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p>	<p><b>Learning objective:</b> To learn about the similarities between boys and girls.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Describe similarities and differences between ourselves and others</li> <li>✓ Name the main parts of the body</li> </ul>

		<ul style="list-style-type: none"> <li>✓ Name body parts including male and female genitalia</li> </ul>
Year 2	<p><b>Lesson 1: What is private? (body parts)</b></p> <p><b>2020 Statutory Guidance – Being Safe:</b></p> <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 report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<p><b>Learning objective:</b> To learn about what parts of our bodies are private.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise I have the right to protect my body from inappropriate or unwanted contact</li> <li>✓ Label the parts of the body that are private</li> <li>✓ Explain who they would speak to if their privacy was not respected</li> </ul>
	<p><b>Lesson 2: What happens when the body grows young to old?</b></p>	<p><b>Learning objective:</b> To learn about the body and the human life cycle.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise how all living things including humans start life as babies</li> <li>✓ Identify key stages in the human life-cycle (baby, child, adult)</li> <li>✓ Explore how I have changed since I was a baby</li> </ul>
	<p><b>Lesson 3: What is fair, unfair, kind and unkind?</b></p> <p><b>2020 Statutory Guidance – Caring friendships:</b></p> <ul style="list-style-type: none"> <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 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> </ul>	<p><b>Learning objective:</b> To learn about what we mean when we use words such as fair, unfair, kind and unkind.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise when something is unfair or unkind.</li> <li>✓ Recognise what is fair and kind</li> </ul>

		<p>behaviour, including recognising and responding to someone feeling lonely.</p> <ul style="list-style-type: none"> <li>✓ Describe how to respond if someone was being unkind and who to tell about this.</li> <li>✓ Give examples of kindness and unkind behaviours</li> </ul>
<p><b>Year 3</b></p>	<p><b><u>Lesson 1:</u> What is personal space?</b></p> <p><b>2020 Statutory Guidance – Being Safe:</b></p> <p><i>- 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 report concerns or abuse, and the vocabulary and confidence needed to do so.</i></p>	<p><b>Learning objective:</b> To learn about what is meant by personal space.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ List reasons why touch is important</li> <li>✓ Describe what kind of physical contact is acceptable or unacceptable.</li> <li>✓ Describe how to respond to unwanted contact.</li> <li>✓ Define what is personal space and personal boundaries.</li> </ul>
	<p><b><u>Lesson 2:</u> What does a healthy relationship look like?</b></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b></p> <p><i>- 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. - how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. Caring friendships: - 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.</i></p>	<p><b>Learning objective:</b> To learn about what a healthy relationship looks like and what skills are required to maintain a relationship.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise different types of healthy relationships</li> <li>✓ Describe what makes a relationship unhealthy</li> <li>✓ Understand how to develop positive relationships, including recognising and responding so someone feeling lonely.</li> </ul>

	<p><b>Lesson 3: Why is being equal important in relationships?</b></p> <p><b>2020 Statutory Guidance – Caring friendships:</b>  <i>- the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</i></p>	<p>✓ Identify who to talk to if worried and required support</p> <p><b>Learning objective:</b> To learn about the importance of equality.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Listen to others and respond or challenge other views appropriately</li> <li>✓ Define the meaning of respect in relationships and the importance of working with others collaboratively</li> <li>✓ Understand the importance of respecting other people's feelings</li> </ul>
Year 4	<p><b>Lesson 1: What is diversity?</b></p> <p><b>2020 Statutory Guidance – Families and people who care for me:</b>  <i>- 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.</i></p> <p><b>Respectful relationships:</b>  <i>- 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.</i></p> <p><b>Lesson 2: Do boys and girls have different roles?</b></p>	<p><b>Learning objective:</b> To learn about the importance of diversity and celebrating difference.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify similarities and differences between people.</li> <li>✓ Recognise diversity within our communities</li> <li>✓ Describe different groups to which we are part of in our communities.</li> <li>✓ Demonstrate respect for difference and communicate this to others</li> </ul> <p><b>Learning objective:</b> To learn about the roles played by boys and girls.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify simple gender stereotypes</li> <li>✓ Define the meaning of the words</li> </ul>

		<p>‘stereotype’ and ‘discrimination’</p> <ul style="list-style-type: none"> <li>✓ To reflect on what we feel about difference and that different things contribute to our identity</li> <li>✓ Challenge stereotypical thinking</li> </ul>
	<p><b><u>Lesson 3:</u> What changes happen to my body?</b></p> <p><b>2020 Statutory Guidance - Changing adolescent body:</b></p> <p>- about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p><b>Learning objective:</b></p> <p>To learn about the changes that happen to my body when I become an adult and how to maintain my personal hygiene.</p> <p><b>Learning outcomes:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Label the main parts of the body and how it differs for boys, girls, men and women.</li> <li>✓ describe key body changes when men and women become adults</li> <li>✓ Explain key steps required to maintain personal hygiene into adulthood.</li> </ul>
Year 5	<p><b><u>Lesson 1:</u> What are the different relationships in my life?</b></p> <p><b>2020 Statutory Guidance– Families and people who care for me:</b></p> <p>- 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.</p> <p>- 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>	<p><b>Learning objective:</b></p> <p>To learn about the different relationships in my life.</p> <p><b>Learning outcomes:</b></p> <p>I can...</p> <ul style="list-style-type: none"> <li>✓ Identify different relationships in my life, including different types of family.</li> <li>✓ Recognise the difference between good and bad secrets</li> <li>✓ Describe what a healthy relationship looks like.</li> <li>✓ Understand the feelings of others and how to respond to this, such as being lonely/ excluded</li> </ul>

	<p><b>Lesson 2: What is puberty?</b></p> <p><b>2020 Statutory Guidance - Changing adolescent body:</b></p> <p>- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. - about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p>This lesson includes information about the physical and emotional changes that happen when approaching and during puberty -(including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).</p>	<p>✓ Identify who I would approach for help</p> <p><b>Learning objective:</b> To learn about puberty and what it means for me.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Label the main parts of the body, including genitalia.</li> <li>✓ Describe how children change into adults so that they are able to reproduce and puberty is part of this process.</li> <li>✓ Define puberty and list physical and emotional changes that happen to boys and girls during puberty.</li> <li>✓ Describe how periods affect girls both physically and emotionally</li> <li>✓ Explain the steps required to look after my body during puberty and how to manage my personal hygiene.</li> </ul>
	<p><b>Lesson 3: What is unwanted touch?</b></p> <p><b>2020 Statutory Guidance – Being Safe:</b></p> <p>- 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.</p> <p>- how to report concerns or abuse, and the vocabulary and confidence needed to do so</p>	<p><b>Learning Objectives:</b> To learn about unwanted touch and where to find support if I need it.</p> <p><b>Learning Outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise that my body belongs to me and recall how to protect my body.</li> <li>✓ Describe inappropriate and appropriate touch</li> <li>✓ Explain the right to privacy and where on my body is private</li> </ul>

	<p><b>Additional Lesson: Understanding FGM</b> (Recommended to be delivered in conjunction with Lesson 3)</p> <p><b>2020 Statutory Guidance –Being Safe:</b> -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 report concerns or abuse, and the vocabulary and confidence needed to do so.</p>	<p><b>Learning objective:</b> To learn about FGM and where to find support if needed.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Recognise that my body belongs to me and recall how to protect my body.</li> <li>✓ Describe inappropriate and appropriate touch</li> <li>✓ Explain the right to privacy and where on my body is private</li> <li>✓ Recall simple facts about FGM and understand that it is never acceptable.</li> </ul>
Year 6	<p><b>Lesson 1: What changes happen in my life?</b></p>	<p><b>Learning objective:</b> To learn about how responsibilities, rights and duties are part of our lives now and how they will change in the future</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify how as we grow and change, we have increased independence and responsibilities</li> <li>✓ Describe how to keep safe with increased independence</li> <li>✓ Explain why I have more responsibilities as I grow older</li> </ul> <p>Identify reasons why transition may be challenging</p>
	<p><b>Lesson 2: What happens in a loving relationship (inc. marriage) and what is forced marriage?</b></p>	<p><b>Learning objective:</b> To learn about how a loving relationship might result in marriage and what is meant by ‘forced marriage’.</p>

		<p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Identify the positive qualities and expectations for different relationships</li> <li>✓ Describe different types of relationship, including marriage Explain the similarities and differences between friendships and intimate relationships</li> <li>✓ Define forced marriage</li> </ul>
	<p><b><u>Lesson 3:</u></b> <i>How is a baby made?</i></p>	<p><b>Learning objective:</b> To learn about reproduction.</p> <p><b>Learning outcomes:</b> I can...</p> <ul style="list-style-type: none"> <li>✓ Define the term reproduction</li> <li>✓ Label the male and female body parts associated with conception and pregnancy</li> <li>✓ Identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults</li> <li>✓ Explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female)</li> <li>✓ Describe what pregnancy is, where it occurs and how long it takes in a human</li> </ul>

## Definitions for Relationships and Sex Education

Curriculum	Notes on statutory content and placing this learning in the curriculum	Main subject location(s)	Phase to introduce
Naming main external body parts (including correct terms for genitali	<p>Naming main external body parts is in Year 1 National Curriculum Science. The science programme of study does not list parts of the body to teach and does not prohibit teaching any parts.</p> <p>The structure and function of the male and reproductive organs are covered in more detail (internal and external) in National Curriculum Science Key Stage 3.</p> <p>Naming genitalia will also be part of learning about changing adolescent body under Health Education.</p>	<p>Science</p> <p>Science</p> <p>Health Education</p>	Primary
Learning about privacy of genitalia.	This is safeguarding and also compatible with the interpretation of Relationships education.	Relationships Education	Primary
<p>Sexual reproduction in humans</p> <ul style="list-style-type: none"> <li>- Sperm and egg needed to make a baby</li> <li>- Conception, including IVF</li> <li>- Sexual intercourse</li> <li>- Birth</li> </ul>	<p>This can be covered in science, building on a sequence of learning in science about reproduction. However, National Curriculum Science treats human reproduction as optional content when covering sexual reproduction in animals.</p> <p>When learning about human sexual reproduction in science pupils might also be given context – see below.</p>	<p>Science</p> <p>And / or</p> <p>Sex education</p>	Primary
<p>Context of human sexual reproduction and sexual intercourse</p> <ul style="list-style-type: none"> <li>- Reproduction is adult; requires physical and emotional maturity,</li> <li>- Legal age of consent to sex</li> </ul>	<p>This context can be covered to some extent whether human reproduction is taught in science or as part of sex education.</p> <p>Relationships Education includes that pupils should know: 'that families are important for children growing up because they can give love, security and stability'.</p>	<p>Science</p> <p>And / or</p> <p>Sex education</p>	Primary

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