

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

Education in Human Love

As a Catholic school, inclusive of other faiths and those of none, this policy is based on the Southwark Catholic Diocesan Policy for Relationship and Sex Education Policy for schools – Education in Human Love.

This policy was created in consultation with staff, parents and the board of trustees in spring 2024.

I. Introduction

The Holy Cross Preparatory School is a Catholic school, under the trusteeship of the Holy Cross preparatory school Kingston, which provides a Christian education in which the worship of God and gospel values, as well as a knowledge and respect of other faiths and a sensitivity for others are central to school life. In the spirit of Saint Francis, the school is a caring community, which strives to enable each person to realise their full potential spiritually academically personally and physically. To achieve this the school welcomes all faiths and works in partnership with parents, teachers and children to develop the God-given gifts of each person.

Our Mission statement commits us to the education of the whole child spiritually, academically, personally and physically and we believe that Relationships and Sex Education (RSE) is an integral part of this education.

In a Catholic school, any teaching or formation on human love and human development will be within the whole context of our faith in God, as it is through our love for God and of neighbour that we reciprocate God's love for mankind. As the term 'Relationships and Sex Education' the emphasis is placed on the understanding and formation of respectful, loving relationships which exists between friends and within families.

Understanding the nature of relationships and developing skills in relationships gives a context for understanding human sexuality and sexual health. This is consistent with the Church's view that the purpose of RSE is to secure *"an adequate knowledge of the nature and importance of sexuality and of the harmonious and integral development of the person towards psychological maturity, with full spiritual maturity in view, to which all believers are called"*. (Educational Guidance in Human Love Nov1983)

I.1 Defining Relationship and Sex Education

The DfE guidance 2020 states that "children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way".

In primary schools, and at Holy Cross Prep, the focus of RSE will be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults." This will include the topics of families and the people of who care for me, caring friendships, respectful relationships, online relationships and being safe.

I.2 Rationale

Relationships Education (RE) is statutory in all primary schools in England, and Relationships and Sex Education (RSE) compulsory in all secondary schools.

As the government states in their publication Relationships Education, Relationships and Sex Education and Health Education Statutory Guidance 2020.

'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'

In school, we want to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health,

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with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex.

Teaching about mental well-being is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.'

1.3 Why do we teach Relationships and Sex Education?

Holy Cross Preparatory school recognises through RSE, children come to understand more about themselves, others and the beauty of Creation. RSE is an essential part of a holistic education since its focus is on the individual, uniquely created by our loving God in His own image.

At Holy Cross Preparatory School, RSE positively reinforces our caring, Catholic ethos and our Mission Statement to enable each person to realise their full potential spiritually, academically, personally and physically. It is a journey in Love which begins for our very youngest pupils, in the nursery to those ready to transition to senior school. We aim to provide the children with tools they need in order to keep safe in the world and to reach their full potential, recognising the importance of mutual respect and trust in relationships with others.

At the heart of the Christian life is the Trinity; Father, Son and Holy Spirit in communion, united in loving relationship and embracing all people and all creation. In a Catholic school, any teaching or formation on human love and human development must be within the whole context of our faith in God who reveals himself in Jesus Christ, as it is through our love of God and of neighbour that we reciprocate God's love for mankind. Emphasis is placed on the understanding and formation of respectful, loving relationships, which exist between friends and within families.

We are involved in relationships and sex education precisely because of our Christian beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to RSE therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals.

Following the guidance of the Bishops of England and Wales and as advocated by the DfE, RSE will be firmly embedded alongside the Personal Social Health Economic (PSHE) education framework, as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. Some aspects of RSE will be taught through the science curriculum including human development (also) puberty, and reproduction (see Appendix 3, 4 and 5).

RSE will be in accordance with the Church's moral teaching. It will emphasise the central importance of family and marriage whilst acknowledging that all individuals have a fundamental right to have their life respected. It will also prepare pupils for life in modern Britain and its laws (see Appendix 8).

2. Legal requirements

It is expected that all primary schools in England (including independent schools) will meet the statutory requirements as set out by the DfE in the document Relationships Education, Relationships and Sex Education (RSE) and Health Education. **To summarise for independent primary schools:**

2.1 It is statutory requirement to provide a planned curriculum and policy for **Relationships Education**. There are also statutory elements for Relationships Education within the Early Years Foundation Stage. Relationships education is compulsory for all pupils.

2.2 The statutory requirement to provide Health Education does not apply, **as Personal, Social, Health, Economic (PSHE) Education** is compulsory to meet the Independent Schools Standards as set out in the Independent School Standards Regulations.

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2.3 Sex Education is not compulsory in primary schools but it is **recommended**.

It is a **parental right to request that their child be withdrawn from some or all of sex education** where it is taught. At Holy Cross Prep there is one lesson in year 6 on conception; parents are informed prior to lesson with clear details of content, vocabulary and sample resources, and the right to withdraw.

2.4 Compliance with the Equality Act 2010 ensures all teaching is sensitive and age appropriate in content. Under the provisions, schools must not unlawfully discriminate against age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation. All schools may teach about distinctive faith perspectives on relationships and balanced debate may take place about issues that are seen as contentious.

2.5 In addition, although independent schools do not have to follow the national curriculum it is important to recognise, all maintained primary schools must teach the sex education and health education elements of the national curriculum for science which includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. It is for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The **DfE recommend all primary schools should have a sex education programme tailored to the age and the physical emotional maturity of pupils**. It should ensure children are prepared for the changes that adolescence brings and (drawing on knowledge of the human life cycle set out in the national curriculum for science) how a baby is conceived and born.

2.6 In May 2024, the government consulted on age limits on teaching certain subjects. The school already meets the recommendations set out below.

PRIMARY	
Topic	Age limit
The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.	Not before year 3 HCP teaches about age restrictions in year 3 online gaming year 4
Growth, change and the changing adolescent body. This topic should include the human lifecycle. Puberty should be mentioned as a stage in this process, including the key facts about the menstrual cycle, including physical and emotional changes.	Not before year 4 HCP teaches in year 5
Sex education topics taught in primary, which should be in line with what pupils learn about conception and birth as part of the national curriculum for science.	Not before year 5 HCP teaches in year 6
SECONDARY	
Topic	Age limit
What constitutes harmful sexual behaviour, including sexual harassment and the concepts and laws relating to it, including revenge porn, upskirting and taking intimate sexual photos without consent, public sexual harassment, and unsolicited sexual language / attention / touching. The concepts and laws relating to sexual exploitation and abuse, grooming, stalking, and forced marriage.	Not before year 7 HCP n/a

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Circulating images and information and how to safely report to trusted adults the non-consensual creation or distribution of an intimate image. The risks of inappropriate online content, including pornographic content, without discussing the details of sexual acts.	
Direct references to suicide (as part of teaching about health and wellbeing).	Not before year 8 HCP n/a
Discussing the details of sexually explicit materials, in the context of learning about the risks of inappropriate online content, including pornographic content. Discussing the explicit details of violent abuse, including the detail of topics such as rape, sexual assault, female genital mutilation (FGM), virginity testing and hymenoplasty Discussing the explicit details of violent abuse when discussing the concepts and laws relating to domestic abuse including coercive control, emotional, sexual, economic or physical abuse, and violent or threatening behaviour.	Not before year 9 HCP n/a
Explicit discussion of the details of sexual acts, in the context of teaching about intimate and sexual relationships, including in relation to contraception and STIs.	Not before year 9 HCP n/a

3. Roles

3.1 Parents

The Church recognises that parents and carers are the primary educators of their children. It is their right and responsibility to inform and educate their children in matters relating to human relationships and sexual development. Catholic schools help parents in this task and seek to work in partnership with them.

As a Catholic school, we provide the principal means by which the Church assists parents and carers in educating their children. Parents/carers are informed by letter when the more sensitive aspects of RSE will be covered so that they can be prepared to talk and answer questions about their children's learning (see Appendix 6 and 7 for sample parent letters and examples of work)

Parents continue to have the right to withdraw their children from some or all of sex education where it is taught sex education. Should parents wish to withdraw their children they are asked to notify the school.

3.2 Trustees

The 1996 Education Act places responsibility for the school's policy on RSE in hands of the governing body Governing Body. They are required to ensure that there is an up-to-date RSE policy that is available for parents to read that the policy is consistent with other relevant whole school policies e.g. SEND; safeguarding; anti-bullying; pastoral care policies). Trustees will promote and safeguard the Catholic character of the school. May have a particular responsibility to ensure that the RSE policy for the school, the RSE curriculum and all resources are informed by and in harmony with the teachings of the Catholic Church.

3.3 Headteacher

Responsibility for the implementation of the RSE policy is delegated to the head teacher. It is the task of the head teacher to integrate RSE into the school's curriculum.

3.4 RSE & PSHE Lead teacher

The RSE and PSHE lead teacher oversee curriculum planning, training and support for teachers. With trustees and the headteacher, these persons should ensure that there is a planned process for informing parents about RSE and PSHE in the school. Elements of RSE and PSHE will be delivered in different curricular areas. The RSE and PSHE lead will monitor the quality and appropriateness of resources and external speakers to ensure they deliver an RSE curriculum which supports the teachings of the Catholic church.

3.5 Teachers and other adults

Relationships and Sex Education is a whole school responsibility. All staff are involved in developing the personal social skills that contribute to human flourishing. As well as delivering curriculum content in the classroom, staff are also role models around the school, giving examples of conflict resolution establishing relationships of mutual trust and respect. All staff have a responsibility of care and the safeguarding of pupils. They should actively contribute to the guidance of physical, moral and spiritual well-being of their pupils. This work must be in line with the school's Catholic ethos and current legislation.

4. The aim of Relationships and Sex education in Catholic schools.

'Sex Education should provide information while keeping in mind that children and young people have not yet attained full maturity. The information has to come at a proper time in a way suited to their age.' (Libreria Editrice Vatican, *Amoris Laetitia: The Joy of Love* 2016)

Effective RSE in Catholic schools is designed around three cornerstone principles, to provide children and young people with a positive and prudent sexual education compatible with their physical and psychological maturity. These are:

1. pupil's need for clear, accurate and sound knowledge;
2. the presentation of churches teachings in a forthright and clear manner, using the specific references provided by the church;
3. an education programme that takes into account children's developmental levels and as with all learning, be aware of individual children's differences.

5. Outcomes for RSE – taught by class teacher

The focus in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. It starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. Pupils will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact dash these are the forerunners of teaching about consent which takes place at secondary school.

Principles of positive relationships also apply online especially as many children already use the internet. Pupils will learn about online safety and appropriate behaviour in a way that is relevant to people's lives, including how information data is shared and used in all contexts including online e.g. sharing pictures, understanding that websites are businesses and how websites may use information provided by users in ways they may not expect.

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Teachers will teach about families with sensitivity and well-judged teaching based on the knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children and can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents slash carers amongst other structures. Pupils should learn there is no stigmatisation based on home circumstances and needs.

6. Outcomes for sex education – taught by class teacher

It is not a requirement for primary schools to teach sex education, but it is recommended by both the DfE and the Catholic Diocese. Following previous consultation with parents, the school provides the fundamental building blocks for sex education taught within the RSE and science curriculum providing coverage of the national curriculum science. Pupils will learn the appropriate names of the main external female and male body parts, the changes on the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Conception is taught in year 6: pupils are told factually the human body is designed for the loving father to fit inside the loving mother (no visuals are shown of conception); and conception is taught verbally, that the mother's egg is fertilised by the father's sperm (the act of sexual intercourse is not discussed). Pupils who show natural curiosity and ask further questions are invited to present their questions to their parents or a trusted adult.

7. Curriculum Resources

In considering the resources used for RSE, the following is taken into account:

- The need to support parents and carers by providing education which is faithful to the teachings of the Church and appropriate for the ages and stages of development of the pupils;
- The values implied by specific resources and the way in which they may be used to enhance pupils' understanding of human development and Catholic teaching;
- The accuracy and clarity of material presented.
- The need to ensure that the delivery of the content is accessible to all pupils, including SEND pupils.

Currently the school uses the cross curricular RSE and PSHE scheme 'Life to the Full Plus' It is the recommended programme of study for Catholic schools for RSE and has been written so that year on year the children build on their knowledge and awareness. It also supports the RE, PSHE and science curriculum taught within the school.

As with all aspects of learning, children are naturally curious, and many will have questions related to their lessons. Opportunities to discuss questions form part of the lessons and again these are treated with care and understanding. 'Life to the Full Plus' recognises the importance of parental input and children will be told to discuss their lessons at home.

Parents have access to the published scheme, including curriculum content via the school website page Relationship and Sex Education. (Please note resources may be adapted or omitted by teacher to meets the needs of the pupils.)

8. Curriculum Content

See tables below for curriculum content.

8.1 Relationships Education - see appendix 1

8.2 Sex Education - see appendix 2, 4, 5

8.3 Health and wellbeing Education (more information available in the PSHE policy) including puberty and menstruation - see appendix 3, 4, 5

9. Right to withdraw from sex education

It is a parental right to request that their child be withdrawn from some or all of sex education where it is taught.

At Holy Cross Prep there is one lesson in year 6 on conception; parents are informed prior to lesson with clear details of content, vocabulary and sample resources. It is good practice for the headteacher or lead RSE teacher to clarify with parents the nature and purpose of the curriculum and discuss the benefits of receiving this important information and any detrimental effects withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in class, rather than what was directly said by the teacher. Detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home. The headteacher will automatically grant a request to withdraw a pupil from any sex education delivered. The pupil will receive appropriate, purposeful education during the withdrawal period.

There is no right to withdraw from Relationship's Education or Health Education (e.g. puberty and menstruation).

10. Pupils with special educational needs and disabilities (SEND)

RSE must be accessible for all pupils including those with SEND. High quality teaching that is differentiated and personalised will be the starting point for accessibility.

11. Monitoring and Evaluation

The PSHE & RSE subject leaders will monitor the provision of the various dimensions of the programme by reviewing plans, schemes of work and sample of pupils' work at regular intervals.

This policy will be available to all parents, board of trustees and all staff through the school website, along with an outline of the scheme of work for the RSE curriculum (see appendix 1,2,3,4,5).

Review of Policy: This policy will be reviewed at least every two years by the head teacher, RSE and PSHE subject leaders, the board of trustees and staff. The next review date is spring 2026.

Appendix I: Curriculum content for Relationships Education

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

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. • 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 marriage 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.
Caring friendships	<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.
Respectful relationships	<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. • 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>

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	<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. <p>HCP uses NSPCC Pants PANTS resources for schools and teachers NSPCC Learning and Let's talk PANTS with Pantosaurus! NSPCC</p>

Appendix 2: Curriculum content for Sex Education

<p>Science and Health</p> <p>(National Curriculum for science and PSHE)</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> Names of the main external female and male body parts and genitalia (vagina, vulva, penis, testicles) Changes to the human body as it grows from birth to old age (including puberty in female and male) <ul style="list-style-type: none"> Female puberty and menstruation (year 5, revised in year 6) <ul style="list-style-type: none"> Female genitalia and reproductive organs: vagina, vulva, ovaries, fallopian tubes, uterus Female puberty: physical and emotional changes that occur during puberty (changing body, breasts grow, bras, hair growth around genitals, hips broaden, emotional changes including premenstrual syndrome PMS, perspiration) Menstruation: explanation of periods (basic normal physiology of 28 day cycle, duration of period, blood loss), personal hygiene needs, as well as looking at period pads and menstrual products (not tampons) Male puberty (year 6) <ul style="list-style-type: none"> Male reproductive organs: penis, testicles Male puberty: physical and emotional changes that occur during puberty (changing body, facial hair, pubic hair around genitals, growth of genitals, nocturnal emissions, deep voice, hygiene, spots, emotional, perspiration) Reproduction in some plants and animals, including fertilisation
<p>*Conception (year 6)</p> <p>*parental right to withdraw from this session</p> <p>TenTen: Life to the Full Plus</p>	<p>Pupils should know:</p> <ol style="list-style-type: none"> The human body is designed for the loving father to fit inside the loving mother (no visuals are shown of conception) The mother's egg is fertilised by the father's sperm (the act of sexual intercourse is not named or discussed). Development of a baby and birth (diagrams of the stages of a baby's growth in the womb) <p>Key vocabulary: pregnant, parents, baby, conception, sperm, egg, fallopian tube, vagina, womb uterus, implantation, placenta, umbilical cord, embryo, foetus, birth, organ development, belly button.</p> <p>Pupils who show natural curiosity and ask further questions are invited to present their questions to their parents or a trusted adult.</p>

Appendix 3: Curriculum content for Health and wellbeing (also see PSHE policy)

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

By the end of primary school:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
Physical health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.

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	<ul style="list-style-type: none"> • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>(HCP teaches this in year 5 and 6)</p> <p>Pupils should know:</p> <ul style="list-style-type: none"> • 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.

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Appendix 4: Science Curriculum sex education content - the fundamental building blocks of sex education fall within the science curriculum. The statutory content requires maintained schools to teach children about human development, including puberty, and reproduction in some plants and animals. HCP teaches this content.

Year 5- DfE science programme of study:

Statutory:

- Living things and their habitat- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Living things and their habitats- describe the life process of reproduction in some plants and animals
- Animals including humans- describe the changes as humans develop to old age.

Non-statutory:

- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- 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
- They should learn about the changes experienced in puberty. e.g. researching the gestation periods of other animals and comparing them to humans; by finding out and record the length and mass of a baby as it grows.

Year 6- DfE science programme of study

Statutory:

- Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- Describe the ways in which nutrients and water are transported within animals, including humans.
- Evolution and inheritance- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.

Non-statutory:

- Pupils should build on their learning from years 3 and 4 about the main body parts and internal organs (skeletal, muscular and digestive system) to explore and answer questions that help them to understand how the circulatory system enables the body to function.
- Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body.
Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.

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Appendix 5: Cross curricular overview: science, RSE, PSHE Holy Cross Preparatory School

	Human	Animals (non-human)	Plants	Safeguarding
R	<p>Naming of the body parts: head, neck, shoulders, elbow, hand, knees, toes, ankle, wrist.</p> <p>How to keep our bodies happy and healthy: body and mind healthy, washing face and body, cleaning teeth, healthy food choices and exercise.</p> <p>Life cycle of a human (stages): baby, toddler, child, teenager, adult, elderly Growth and development.</p> <p>Marvellous Me topic: who is in our family and why they are special to us. We learn all families are different and we celebrate what makes us unique.</p>	<p>Life cycle of butterfly: Egg, caterpillar, cocoon, butterfly</p> <p>Life cycle of a chicken: eggs, hatchling, chick and hen.</p> <p>Life cycle of a frog: frog spawn, tadpoles, froglet and frog</p>	<p>Names of plant: parts of flower, stem, leaves and roots. Link to 'From farm to fork'.</p> <p>Project Grow –herbs and vegetables</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you, speak up someone can help. 'Special People'- recognising a trusted adult.</p> <p>Internet safety and how online experiences can be both positive and negative. Introduction of rules to help stay safe online.</p> <p>How to keep your body safe. Discussion around medicines and how to be safe around them.</p> <p>Knowing people who help us. Discussion of the different roles of emergency services. Differentiate between what is an emergency and what is not.</p>
	Human	Animals (non-human)	Plants	Safeguarding
I	<p>Name and label body parts: draw around a child and label the following body parts on the resulting outline: head, neck, shoulders, elbow, hand, knees, toes, ankle and wrist.</p> <p>How to keep bodies happy and healthy: body and mind healthy, washing face and body, cleaning teeth, healthy food choices and exercise.</p>	<p>Classification of vertebrates: fish, birds, amphibians, reptiles and mammals. Whether they lay eggs or give birth. Where they lay them- in water or on land. Whether they are mammals because their babies drink milk and have hair.</p>	<p>Life cycle of a plant (broad bean): seeds, plant, blossom, fruit, root, stem, germination, wild flowers, pollinators. (Not linked to human life cycle.)</p> <p>Project Grow – broad beans</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you, speak up -someone can help. Colour in an outline of a pair of pants, along with NSPCC Pants poster. Discuss meaning of each letter in the PANTS acronym: P Privates are private. A Always remember your body belongs to you N No means no T Talk about secrets that upset you S Speak up, someone can help</p>

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	<p>Song about brushing hair, cleaning teeth, washing face and hands, and wearing clean clothes.</p> <p>UN Rights of a Child Article 24: The Right to be Healthy. Make a poster to shows ways to be healthy, including nutritious food, exercise, washing, brushing teeth, wearing clean clothes, getting enough sleep.</p>	<p>Main characteristics of each family of vertebrates: where each category of animal lays their eggs, and that a mammal is identified by the fact that their young are born alive and not in an egg, and drink milk. Sort models and pictures of different animals into these five groupings.</p>		<p>Children identify a trusted they could tell if they are worried about anything.</p> <p>Safe or unsafe: identifying whether a situation is safe or unsafe, both offline and online. When it is necessary to tell a trusted adult.</p> <p>UN rights of a child 'right to be safe at home'.</p> <p>Internet safety: knowing what to do when you see something online that makes you feel scared or worried, knowing you can tell an adult who can then help.</p> <p>Anti bullying: seeing differences as a positive thing, respecting everyone and what to do if you feel unhappy.</p>
	Human	Animals (non-human)	Plants	Safeguarding
2	<p>Challenging gender stereotypes e.g. pink shirt for girls or boys.</p> <p>Clean and healthy: How to keep bodies happy and healthy: body and mind healthy, washing face and body, cleaning teeth, healthy food choices and exercise.</p> <p>Growth and development: Revision of length of life cycle of a human (stages): baby, toddler, child, teenager (hormones), adult, elderly.</p> <p>Disabilities (physical), addressing stereotypes</p>	<p>Life cycle of a chicken: eggs, hatchling, chick and hen.</p> <p>Life cycle of a frog: frog spawn, tadpoles, froglet and frog</p>	<p>The needs of a plant- broad beans Investigation - plant and grow beans (sunlight/no sunlight water/no water) germination</p> <p>Project Grow- carrots</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Privates are private, always remember your body belongs to you, no means no, talk about secrets that upset you, speak up -someone can help.</p> <p>Key vocabulary: consent, permission and personal space Physical Contact - Childline phone number.</p> <p>Online Safety: know that feelings matter both online and offline, the internet connects us to others and helps us in lots of ways, recognise safe and unsafe situations, know to ask an adult for help with anything that worries us online. Smartie the Penguin: before you tap and click, stop, think and tell someone</p> <p>Good and Bad Secrets: good secrets are something that will be revealed, e.g. Birthday party. To tell a trusted adult if a secret makes us feel unsafe or uncomfortable.</p>

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	Human	Animals (non-human)	Plants	Safeguarding
3	<p>Human body: bones, muscles, nutrients, food groups, and balanced diet.</p> <p>Hygiene: body and mind healthy, washing, teeth, eating healthy and exercise.</p>	<p>Animals: bones, muscles, nutrients, food groups, balanced diet.</p> <p>Invertebrates, vertebrates: classification of fish, frogs, snakes, birds</p>	<p>Life cycle of lily: seed, germination, growth, reproduction, pollination (bees), and seed spreading stages, ovum, stamen, female and male plant parts</p> <p>Project Grow- cucumber and lettuce</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Childline phone number</p> <p>Sharing online: how quickly things can be shared online (photos, passwords, personal info) & how this can be upsetting/dangerous, steps to keep themselves safe in the digital world, just like in the real world.</p> <p>Chatting online: staying safe, use of websites & apps, don't share, report if not sure about something, don't respond to messages from strangers, tell a trusted adult, 'Report but don't delete, reply or meet.'</p> <p>Safe in my body: what makes us feel safe (people, places, rules), trusted adult, some children might not feel safe, appropriate and inappropriate physical contact.</p> <p>Types of abuse (term used is hurtful/harmful) Physical: on purpose (bruises, broken bones, burns, cuts, punching, kicking etc.) Emotional: affects wellbeing (deliberately trying to scare, humiliate, isolate, ignore) Private parts: (ref NSPCC PANTS) acceptable physical touch - sport, doctor, parent.</p> <p>Harmful Substances: all drugs make changes to the body, medicines are drugs, effects of alcohol & smoking on body & brain & the law relating to them.</p> <p>First aid heroes: remain calm in an emergency, quick reactions can save a life, 999</p>

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	Human	Animals (non-human)	Plants	Safeguarding
4	<p>How to keep bodies happy and healthy: body and mind health, washing, teeth, healthy eating and exercise.</p> <p>Changes in the body: naming emotions (moods), physical changes (height), coping with change. Note: hormones not mentioned.</p> <p>Personal hygiene and bacteria transmission. Handwashing rules</p> <p>Digestive system: How it works and naming the anus. Waste process: urination (wee, urinate, excretion, toilet), respiration</p>	<p>Living things and their habitats 7 life processes MRS NERG: movement, respiration, sensitivity, nutrition, excretion, reproduction, growth</p> <p>Animals have offspring which grow into new animals</p> <p>Waste process: trees losing leaves</p> <p>Hatching partridges (egg, shell, membrane, egg tooth pipping)</p>	<p>Plants produce seeds which grow into new plants</p> <p>Project Grow- lettuce</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC</p> <p>Types of abuse (term used is hurtful/harmful) Physical: on purpose (bruises, broken bones, burns, cuts, punching, kicking etc.) Emotional: affects wellbeing (deliberately trying to scare, humiliate, isolate, ignore) Private parts: (ref NSPCC PANTS) acceptable physical touch - sport, doctor, parent, trusted adult.</p> <p>Bullying and Cyber bullying E-safety through e-mailing</p> <p>Respecting Our Bodies (diet, hygiene, exercise, wearing sensible clothes, not acting dangerously) Online communities: chatting online, sharing online: how to keep safe</p> <p>Harmful Substances: Drugs, alcohol and tobacco, smoking with image of good/bad lungs Effects of alcohol.</p> <p>First Aid (remain calm in an emergency, quick reactions can save a life, 999)</p>
	Human	Animals (non-human)	Plants	Safeguarding
5	<p>Human life cycle – diagrams of the development of a baby from the embryo to birth</p> <p>Female genitalia and reproductive organs: vagina, vulva, ovaries, fallopian tubes, uterus.</p>	<p>Life cycle: to reproduce, animals need a male and female, together they can create offspring, birds and reptiles lay eggs which contain their offspring.</p>	<p>Life cycles: Sexual and asexual reproduction in plants (spider plants, potatoes, bulbs), pollination of flowering plants by insects and wind</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC</p> <p>Types of abuse (term used is hurtful/harmful) Physical: on purpose (bruises, broken bones, burns, cuts, punching, kicking etc.) Emotional: affects wellbeing (deliberately trying to scare, humiliate, isolate, ignore)</p>

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	<p>Female puberty: physical and emotional changes that occur during puberty (changing body, breasts grow, bras, hair growth around genitals, hips broaden, emotional changes including premenstrual syndrome PMS, perspiration)</p> <p>Menstruation: explanation of periods (basic normal physiology of 28 day cycle, duration of period, blood loss), personal hygiene needs, as well as looking at period pads and menstrual products (not tampons)</p>	<p>Mammals grow their babies inside them until they are developed enough to be born.</p> <p>Differences between mammals and birds- live births, feeding offspring with milk v hatching eggs.</p> <p>Comparing life cycles of two different species- mammals (hedgehog), insects (pupil choice- individual study), amphibians, birds</p>	<p>Plants: ovule, ovum, anther, stamen, stigma, male sex cell (pollen) and female plant parts. Pollen transfers from the anther on the stamen and sticks to the stigma, passes down the style and fertilises the ovule (egg cells) to make seeds.</p> <p>Project Grow-squash</p>	<p>Private parts: acceptable physical touch - sport, doctor, parent, trusted adult. Learn to judge well what kind of physical contact is acceptable or unacceptable and how to respond.</p> <p>Peer pressure E-safety Cyber-bullying Bullying Diet and exercise (long-term effects) Road safety and stranger danger during trips Fire safety including escape routes Self-esteem and assertiveness Stranger Danger</p>
	Human	Animals (non-human)	Plants	Safeguarding
6	<p>Digestive system: naming parts</p> <p>Revisit female puberty: (see year 5)</p> <p>Revisit menstruation: (see year 5)</p> <p>Male puberty changes: facial hair, pubic hair, growth of genitals, nocturnal emissions, deep voice, hygiene, spots, emotional, male stereotypes encouraging sensitivity. Male genitalia: penis, testicles</p> <p>Conception (no illustrations/ animations) (parental right to withdraw): The human body is designed for the loving father to fit inside the loving mother (no visuals are shown of conception)</p>	<p>Classification MRS NERG: movement, respiration, sensitivity, nutrition, excretion, reproduction and growth.</p> <p>Micro-organisms, bacteria, protists, viruses, invertebrates and vertebrates.</p> <p>Evolution: primates, offspring, Darwin (debate-fact, opinion, Bible, Christian belief, personal choice), fossils, adaptations (peppered</p>	<p>Project strawberries</p> <p>Grow-</p>	<p>NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Consent: Children learn the word bodily autonomy.</p> <p>Types of abuse: if they feel unsafe, they can and should seek out a trusted adult for help and support. Abuse: neglect, physical, emotional, sexual, keeping secrets, rights, freedom, protection, law, intervene, discrimination, violence, health and violation.</p> <p>Key vocab: people, places, rules, un/safe, respect, bodily privacy, bodily autonomy, physical touch, in/appropriate,</p> <p>Prejudice, bullying and discrimination. Equality Act 2010 and protected characteristics such as race, age, gender, civil partnerships between men and men and women and women.</p>

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	<p>The mother's egg is fertilised by the father's sperm (the act of sexual intercourse is not named or discussed). A baby grows and develops in its mother's womb.</p> <p>Key vocab: pregnant, parents, baby, conception (no reference to sexual intercourse), sperm, egg, fallopian tube, womb uterus, implantation, placenta, umbilical cord, embryo, foetus, vagina, birth, organ development, belly button</p> <p>What 'death' means. About some feelings often connected with grief. What the Christian faith says about death and eternal life. Some ways to support themselves and others when they are grieving.</p> <p>Key Vocabulary: death, cemetery, illness accident, old age, heaven, wake, coffin funeral, inquest, obituary, burial, cremation, gravestone, mourning and deceased.</p>	<p>moth), hereditary, inheritance.</p>		<p>Peer pressure</p> <p>Transport for London (TfL) safety workshop</p> <p>Impacted lifestyle: the effect that a range of substances including drugs, tobacco and alcohol can have on the body. Key vocab: drugs, alcohol, tobacco, legal/illegal, recreational, impact, lifestyle, smoke cigarettes, chemicals, nicotine, carbon monoxide, tar, responsibility, independence, honour and respect.</p> <p>Making good choices: as they get older they may come under pressure when it comes to drugs, alcohol and tobacco. Key vocabulary: worried, anxious, moderation, self-confidence, resilience and well-being.</p> <p>Coping with change: there are many emotions and feelings connected with change. That gratitude and positivity help build resilience. Coping strategies to manage changes.</p>
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Appendix 6: Letter to year 5 parents including examples of work

Dear Year 5 Parents,

Body Awareness: female puberty and menstruation

Relationship and Sex Education (RSE) at Holy Cross Prep is part of the school curriculum, taught through PSHE Education, RE and science. As educators we have a responsibility to ensure that everything is not reduced to the giving of biological facts. The school uses a published scheme, 'Life to the Full Plus' which provides a scheme of work from reception to year 6 and connects every aspect of growth: physical; emotional; intellectual; social and spiritual with the theme of love. Age-appropriate information given to pupils is based on sound Christian values and moral principles.

Pupils are informed, guided and supported throughout their school life to enable them to:

- understand the nature of relationships
- reflect upon the way in which these are conducted
- acquire the necessary skills to develop and handle both their present relationships and those which are likely to occur in the future
- receive their health education in the wider context of relationships
- be prepared for opportunities, responsibilities and experiences of their future lives

This term, the year 5 girls will be studying the human life cycle in science and RHE. This will include simple diagrams of the development of a baby from the embryo to birth. They will be introduced to the female reproductive organs and to the changes in the female body during puberty. Conception is not taught; this is covered in year 6.


Curriculum content covered (see attached examples of pupil worksheets):

- Female external genitalia and reproductive organs: vagina, vulva, ovaries, fallopian tubes, uterus
- Female puberty: physical and emotional changes that occur during puberty (changing body, breasts grow, bras, hair growth around genitals, hips broaden, emotional changes including premenstrual syndrome PMS, perspiration)
- Menstruation: explanation of periods (basic normal physiology of 28 day cycle, duration of period, blood loss), personal hygiene needs, as well as looking at period pads and menstrual products (not tampons)

After the sessions, a question box will be available in the classroom for your daughter to ask any questions that she would like answered but does not feel comfortable to ask during the session. The questions are anonymous and will be discussed with the whole class, led by class teachers.


The first session will take place in the week commencing ~~XXXX~~.

If you have any questions, please do not hesitate to contact us



GIRLS' Bodies

How they change



Explain what the following words mean, or what happens to them during puberty:

Hips:

Waist:

Hair:

Height:

Skin:

Menstruation:

Perspiration:

Breasts:

Genitals:

1. Explain how Leyla might have felt when Siobhan said that everyone was wearing bras except her:

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2. Why do you think Leyla was nervous about telling her Mum and sister how she was feeling?

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3. Write some advice you'd like to give to Leyla, about the changes she's facing as she grows older.

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4. If Leyla could hear God speak, what would He say to her?

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5. Leyla felt embarrassed for a while, but now knows she can ask her Mum and sister anything she needs to about puberty. What questions do you have about puberty and who could you ask them to?

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Menstruation

The cycle of life



Answer the following questions:

When does a girl start her period?

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What would you say to a 13 year old girl who is worried that her period hasn't started yet?

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How long does a period last?

How much blood is usually lost?.....

What is Premenstrual Syndrome (PMS)?

Describe some of the symptoms.

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Appendix 7: Letter to year 6 parents including examples of work

Dear Year 6 Parents,

Female and male puberty, menstruation, and conception

Relationship and Sex Education (RSE) at Holy Cross Prep is part of the school curriculum, taught through PSHE Education, RE and science. As educators we have a responsibility to ensure that everything is not reduced to the giving of biological facts. The school uses a published scheme, 'Life to the Full Plus', which provides a scheme of work from reception to year 6 and connects every aspect of growth- physical, emotional, intellectual, social and spiritual within a loving relationship. Age-appropriate information given to pupils is based on sound Christian values and moral principles.

Pupils are informed, guided and supported throughout their school life to enable them to:

- understand the nature of relationships
- reflect upon the way in which these are conducted
- acquire the necessary skills to develop and handle both their present relationships and those which are likely to occur in the future
- receive their health education in the wider context of relationships
- be prepared for opportunities, responsibilities and experiences of their future lives

Curriculum content covered in RSE this term (see attached examples of pupil worksheets):

An understanding of physical changes in girls' and boys' bodies using a video where a pupil discusses puberty with their teacher.

Female puberty and menstruation (revision of year 5)

- Female external genitalia and reproductive organs: vagina, vulva, ovaries, fallopian tubes, uterus (diagrams only)
- Female puberty: physical and emotional changes that occur during puberty (changing body, breasts grow, bras, hair growth around genitals, hips broaden, emotional changes including premenstrual syndrome PMS, perspiration)
- Menstruation: explanation of periods (basic normal physiology of 28 day cycle, duration of period, blood loss), personal hygiene needs, as well as looking at period pads and menstrual products (not tampons)

Male puberty

- Male external genitalia and reproductive organs: penis, testicles (diagrams only)
- Male puberty: physical and emotional changes that occur during puberty (changing body, facial hair, pubic hair around genitals, growth of genitals, nocturnal emissions, deep voice, hygiene, spots, emotional, perspiration)

*Conception (no illustrations or animations) parental right to withdraw

- The human body is designed for the loving father to fit inside the loving mother
- The mother's egg is fertilised by the father's sperm (the act of sexual intercourse is not named or discussed)
- Development of a baby and birth (diagrams of the stages of a baby's growth in the womb)
Key vocabulary: pregnant, parents, baby, conception, sperm, egg, fallopian tube, vagina, womb uterus, implantation, placenta, umbilical cord, embryo, foetus, birth, organ development, belly button

The sessions will be taught by your daughter's class teachers. After the lessons a box will be available in the classroom for your daughter to ask any questions anonymously that she would like answered but does not feel comfortable to ask during the lesson.

The lessons will take place the week beginning Monday 1st July. We do hope you will use this as an opportunity to discuss relationships, health and sex education with your daughter.

***If you wish to withdraw your daughter** from the lesson on conception, please use the form linked [here](#). Any girls not participating in the conception lesson will be given alternative activities.

If you have any questions, please do not hesitate to contact us.

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BOYS' Bodies

How they change



Explain what the following words mean, or what happens to them during puberty:

Shoulders:

Hair:

Height:

Skin:

Erections:

Voice:

Nocturnal Emissions / Wet Dreams:

Genitals:

1. Can you describe how Finn might have felt when Marcus said 'Boys don't cry'?

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2. How do you think Marcus feels when Darren takes away his deodorant and hair gel so that Marcus can't use them?

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3. Write some advice you'd like to give to Marcus, about the changes he's facing as he grows older.

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4. If Marcus could hear God speak, what would He say to him?

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5. If you wanted to talk to a trusted adult about any of these issues, who would that be?

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Before We Were BORN

Getting all scientific



Describe what the following are:

Placenta:

Conception:

Embryo:

Sperm:

Womb (uterus):

Fallopian Tube:

Vagina:

Implantation:

Egg:

Umbilical cord:

Fetus:

Use the words above to fill in the gaps below. You will have to use some words more than once:

When one of a man's meets a woman's they combine to form a ball of cells that multiply quickly. That is when a human life begins. It is called the moment of Then the ball of cells, this new life, goes down

the towards the That's where the ball of cells stops its journey – for the next 9 months anyway! The womb is a nice safe place for the ball of cells to grow, so it nestles safely into the walls of the womb. That's called and takes a week to complete. The mother grows a special tissue called the, which passes oxygen and nutrients from the mother's blood into the ball of cells and removes waste materials. It is connected to the ball of cells by the With food from the, the ball of cells grows and grows. After a few weeks, the developing ball of cells is now called an In this stage, all the major organs form, even though it is only a couple of inches long! After three months, the new life is called a It grows quickly as bones and muscles form, and it begins to move independently, which is why pregnant Mums can sometimes feel kicking! During the last three months in the, the brain of the baby grows much bigger and its respiratory and digestive systems start to work independently, ready for it to survive outside. Then during birth, the Mother pushes it out through her Then the comes out, still attached to the The baby has no need of it any more, because it can have its Mum's milk to eat instead. So the doctors carefully cut the and that's why we have belly buttons! (turn the page)

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Nathan said that pregnancy and childbirth are God's way of giving us the gift of life. He creates new life – which is why we call Him our Heavenly Father – but entrusts parents with the job of actually making us and being our Mum and Dad.

Can you describe how this makes you feel?

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Appendix 8

In the statutory guidance 2020, Relationships Education, Relationships and Sex Education (RSE) and Health Education, there is a section particularly focused on the teaching of Lesbian, Gay, Bisexual and Transgender (LGBT).

(36) In teaching Relationships Education and RSE, schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are amongst the protected characteristics.

(37) Schools should ensure that all of their teaching is sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum.

This guidance covers both primary and secondary schools. There is no specific direction about when LGBT content should be taught and the guidance does not say that it should be introduced to primary school children. This decision is ultimately at the discretion of the school governors. Holy Cross follows the Catholic programme, TenTen, Life to the Full Plus.

Extract from TenTen, Life to the Full Plus ‘Enabling Catholic Primary Schools’

Does the programme contain LGBT content?

Many parents are keen to know if the programme contains LGBT content and what that is.

Here’s a brief summary:

- Life to the Full Plus is inclusive of all children, families and teaching staff;
- From the very start, the programme acknowledges that families are made up differently (including single-parent families, blended families, step-parents, carers, etc) and it celebrates the family unit in whatever form it takes;
- Individual schools can build on this teaching, depending on the cohort, to ensure that every child is assured, and their family background is affirmed;
- In Upper Key Stage Two, the presenters on film say that some children have “two mums and two dads” as part of a list of different family set-ups – this is the only explicit reference to same-sex relationships in the programme;
- The programme does not explicitly refer to transgenderism;
- The programme emphasises very strongly the dignity of every person as being created and loved by God – it examines difference and bullying, but does not explicitly highlight LGBT people within this context, which is a decision for the local school to make;
- The only reference to sexual intimacy is in the optional upper key stage 2 (year 6 only) session ‘Making Babies: Part 2’. In this session, sexual intimacy is discussed within the context of a heterosexual, Christian marriage.

This teaching is in line with the statutory guidance from the Department for Education.