

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.

This policy was created in consultation with staff, parents and the board of trustees and sets out what is taught in RSE, when it is taught, and how it is delivered.

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. The emphasis is placed on the understanding and formation of respectful, loving relationships which exists between friends and within families.

I.1 Defining Relationship and Sex Education

Relationships and Sex Education (RSE) is the lifelong learning about physical, moral and emotional development, relationships, family life, human sexuality and wellbeing. It enables children and young people to develop the knowledge, skills and values they need to lead safe, healthy and fulfilling lives, to form positive relationships and to respect themselves and others. At Holy Cross Preparatory School, RSE is delivered within the context of the Church's teaching on the dignity of the human person and the importance of loving, respectful relationships.

I.2 Rationale

Relationships Education and Personal, Social, Health and Economic education (PSHE) is statutory in all primary schools in England. (Relationships and Sex Education is compulsory in all secondary schools.)

The DfE guidance states that "Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development."

At Holy Cross Preparatory School, we aim to provide the building blocks for healthy, respectful relationships, rooted in our Catholic values and teaching. Pupils learn about family life, friendships, personal safety, physical and mental wellbeing, and their responsibilities towards themselves and others. As part of this, pupils develop an understanding of online safety, emerging technologies and strategies for maintaining their wellbeing in a changing world.

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.

The curriculum positively reinforces our caring, Catholic ethos and our Mission Statement to enable each person to realise their full potential spiritually, academically, personally and physically. We aim to provide pupils with tools they need in order to keep safe in the world, recognising the importance of mutual respect and trust in relationships with others.

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, puberty and conception (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.

This policy has been developed with regard to the statutory guidance issued under section 80A of the Education Act 2002.

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.
- 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 Teaching will promote respect for all people and ensure all teaching is sensitive and age appropriate in content. Schools must not unlawfully discriminate on the basis of protected characteristics under the Equality Act 2010 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 The school's curriculum has been reviewed against the DfE statutory guidance for implementation from 1 September 2026. Content is sequenced in an age-appropriate manner and taught according to pupils' developmental needs

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.) The school will maintain transparency regarding RSE curriculum content. Curriculum overviews, policy documents and information about resources used will be made available to parents upon request. Parents will be informed in advance of lessons covering sensitive content so 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.

Parents will be consulted before any future amendments or revisions are made to this policy.

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. Trustees are responsible for ensuring that the policy is reviewed regularly, complies with statutory guidance, reflects the school's Catholic ethos and is implemented effectively

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.

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 children's differing developmental needs. individual children's differences.

5. Outcomes for RSE – taught by class teacher

The focus in primary school is on teaching 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.

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 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.

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 meet 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. If a parent wishes to withdraw, the RSE lead will clarify with 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. 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 Relationships Education or Health Education (e.g. puberty and menstruation).

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

The school will ensure that Relationships Education and any Sex Education teaching are fully accessible for pupils with SEND through carefully adapted teaching, appropriate resources, assessment and support, whilst maintaining high expectations for all pupils.

11. Early Years Foundation Stage (Pre-school and Reception)

In the Early Years Foundation Stage, Relationships and Sex Education (RSE) is delivered in an age-appropriate, sensitive and carefully considered manner, and particularly within the Prime Areas of Personal, Social and Emotional Development, Communication and Language, and the Specific Area of Understanding the World. It is taught primarily through play-based learning, meaningful interactions and everyday routines, enabling children to develop secure relationships, emotional literacy and a strong sense of self.

Children are supported to recognise, name and understand their feelings, to develop empathy and respect for others, and to appreciate the importance of kindness, sharing and cooperation in their daily interactions. They are encouraged to form positive relationships with peers and adults, to express their needs appropriately, and to begin to understand boundaries within friendships and play.

Provision also supports children's developing understanding of personal safety and bodily awareness in a sensitive and age-appropriate way. This includes learning about private body parts, the concept of consent in an early and appropriate form, and the importance of seeking help from a trusted adult if they feel worried, unsure or unsafe. Alongside this, children are introduced to healthy routines, personal hygiene and the foundations of physical and emotional wellbeing.

RSE is carefully integrated throughout the curriculum and daily experiences, ensuring that learning is continuous, contextual and reinforced naturally through play and interaction. Teaching reflects the diversity of families and communities and is inclusive, respectful and responsive to the needs of all children. Ongoing observation and assessment inform planning, ensuring that provision is appropriately tailored to children's developmental stages and supports each child to thrive.

12. 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). A paper copy will be provided on request.

Review of Policy: This policy will be reviewed every two years by the head teacher, RSE and PSHE subject leaders, the board of trustees and staff to ensure compliance with statutory guidance and safeguarding requirements. The next review date is September 2028

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	Curriculum content: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as 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. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. 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	Curriculum content: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kind relationships	Curriculum content: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners.

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	8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when
Online safety and awareness	Curriculum content: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being Safe	Curriculum content: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until HCP uses NSPCC Pants PANTS resources for schools and teachers NSPCC Learning and Let's talk PANTS with Pantosaurus! NSPCC

Appendix 2: Curriculum content for Sex Education

Sex education is not compulsory in primary schools, but it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science 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. Human reproduction in the science curriculum is in line with the factual description of conception which a parent has the right to withdraw.

Science and Health (National Curriculum for science and PSHE)	Pupils should know: - 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) Female puberty and menstruation (year 5, revised in year 6) - 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) - 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
*Conception (year 6) *parental right to withdraw from this session TenTen: Life to the Full Plus resources	Pupils should know: - 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) Key vocabulary: pregnant, parents, baby, conception, sperm, egg, fallopian tube, vagina, womb uterus, implantation, placenta, umbilical cord, embryo, foetus, birth, organ development, belly button. Pupils who show natural curiosity and ask further questions are invited to present their questions to their parents or a trusted adult.

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

DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education September 2026. Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers

By the end of primary school:

General Wellbeing	Curriculum content: 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. 5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who 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). 10. That it is common to experience mental health problems, and early support can help.
Wellbeing online	Curriculum content: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting 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. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	Curriculum content: 1. The characteristics and mental and physical benefits of an active lifestyle.

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	2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Curriculum content: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. 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 and vaping	Curriculum content: 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.
Health protection and prevention	Curriculum content: 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	Curriculum content: 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	Curriculum content: 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. 2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	(Holy Cross Prep teaches this in year 5 and 6 and uses anatomically accurate vocabulary when teaching about the human body in order to support safeguarding, health literacy and effective communication) Curriculum content: 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. 2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. 3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

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.

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

	Human	Animals (non-human)	Plants	Safeguarding
R	Naming of the body parts: head, neck, shoulders, elbow, hand, knees, toes, ankle, wrist. How to keep our bodies happy and healthy: body and mind healthy, washing face and body, cleaning teeth, healthy food choices and exercise. Life cycle of a human (stages): baby, toddler, child, teenager, adult, elderly Growth and development. 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.	Life cycle of butterfly: Egg, caterpillar, cocoon, butterfly Life cycle of a chicken: eggs, hatchling, chick and hen. Life cycle of a frog: frog spawn, tadpoles, froglet and frog	Names of plant: parts of flower, stem, leaves and roots. Link to 'From farm to fork'. Project Grow –herbs and vegetables	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. Internet safety and how online experiences can be both positive and negative. Introduction of rules to help stay safe online. How to keep your body safe. Discussion around medicines and how to be safe around them. Knowing people who help us. Discussion of the different roles of emergency services. Differentiate between what is an emergency and what is not.
	Human	Animals (non-human)	Plants	Safeguarding
I	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. How to keep bodies happy and healthy: body and mind healthy, washing face and body, cleaning teeth, healthy food choices and exercise.	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.	Life cycle of a plant (broad bean): seeds, plant, blossom, fruit, root, stem, germination, wild flowers, pollinators. (Not linked to human life cycle.) Project Grow – broad beans	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

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

	Song about brushing hair, cleaning teeth, washing face and hands, and wearing clean clothes. UN Rights of a Child Article 24: The Right to be Healthy. Make a poster to show ways to be healthy, including nutritious food, exercise, washing, brushing teeth, wearing clean clothes, getting enough sleep.	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.		Children identify a trusted they could tell if they are worried about anything. Safe or unsafe: identifying whether a situation is safe or unsafe, both offline and online. When it is necessary to tell a trusted adult. UN rights of a child 'right to be safe at home'. 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. Anti bullying: seeing differences as a positive thing, respecting everyone and what to do if you feel unhappy.
	Human	Animals (non-human)	Plants	Safeguarding
2	Challenging gender stereotypes e.g. pink shirt for girls or boys. 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. Growth and development: Revision of length of life cycle of a human (stages): baby, toddler, child, teenager (hormones), adult, elderly. Disabilities (physical), addressing stereotypes	Life cycle of a chicken: eggs, hatchling, chick and hen. Life cycle of a frog: frog spawn, tadpoles, froglet and frog	The needs of a plant- broad beans Investigation - plant and grow beans (sunlight/no sunlight water/no water) germination Project Grow- carrots	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. Key vocabulary: consent, permission and personal space Physical Contact - Childline phone number. 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 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.
	Human	Animals	Plants	Safeguarding

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

		(non-human)		
3	Human body: bones, muscles, nutrients, food groups, and balanced diet. Hygiene: body and mind healthy, washing, teeth, eating healthy and exercise.	Animals: bones, muscles, nutrients, food groups, balanced diet. Invertebrates, vertebrates: classification of fish, frogs, snakes, birds	Life cycle of lily: seed, germination, growth, reproduction, pollination (bees), and seed spreading stages, ovum, stamen, female and male plant parts Project Grow- cucumber and lettuce	NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Childline phone number Sharing online: how quickly things can be shared (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. 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.' 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. 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. Harmful Substances: all drugs make changes to the body, medicines are drugs, effects of alcohol & smoking on body & brain & the law relating to them. First aid heroes: remain calm in an emergency, quick reactions can save a life, 999
	Human	Animals (non-human)	Plants	Safeguarding

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

4	How to keep bodies happy and healthy: body and mind health, washing, teeth, healthy eating and exercise. Changes in the body: naming emotions (moods), physical changes (height), coping with change. Note: hormones not mentioned. Personal hygiene and bacteria transmission. Handwashing rules Digestive system: How it works and naming the anus. Waste process: urination (wee, urinate, excretion, toilet), respiration	Living things and their habitats 7 life processes MRS NERG: movement, respiration, sensitivity, nutrition, excretion, reproduction, growth Animals have offspring which grow into new animals Waste process: trees losing leaves Hatching partridges (egg, shell, membrane, egg tooth pipping)	Plants produce seeds which grow into new plants Project Grow- lettuce	NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC 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. Bullying and Cyber bullying E-safety through e-mailing Respecting Our Bodies (diet, hygiene, exercise, wearing sensible clothes, not acting dangerously) Online communities: chatting online, sharing online: how to keep safe Harmful Substances: Drugs, alcohol and tobacco, smoking with image of good/bad lungs Effects of alcohol. First Aid (remain calm in an emergency, quick reactions can save a life, 999)
	Human	Animals (non-human)	Plants	Safeguarding
5	Human life cycle – diagrams of the development of a baby from the embryo to birth 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)	Life cycle: to reproduce, animals need a male and female, together they can create offspring, birds and reptiles lay eggs which contain their offspring. Mammals grow their babies inside them until they are developed enough to be born. Differences between mammals and birds-	Life cycles: Sexual and asexual reproduction in plants (spider plants, potatoes, bulbs), pollination of flowering plants by insects and wind Plants: ovule, ovum, anther, stamen, stigma, male sex cell (pollen) and female plant parts. Pollen transfers from the anther on the stamen and	NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC 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: 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.

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

	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)	live births, feeding offspring with milk v hatching eggs. Comparing life cycles of two different species- mammals (hedgehog), insects (pupil choice- individual study), amphibians, birds	sticks to the stigma, passes down the style and fertilises the ovule (egg cells) to make seeds. Project Grow-squash	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
	Human	Animals (non-human)	Plants	Safeguarding
6	Digestive system: naming parts Revisit female puberty: (see year 5) Revisit menstruation: (see year 5) 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 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) 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. Key vocab: pregnant, parents, baby, conception (no reference to sexual	Classification MRS NERG: movement, respiration, sensitivity, nutrition, excretion, reproduction and growth. Micro-organisms, bacteria, protists, viruses, invertebrates and vertebrates. Evolution: primates, offspring, Darwin (debate-fact, opinion, Bible, Christian belief, personal choice), fossils, adaptations (peppered moth), hereditary, inheritance.	Project strawberries Grow-	NSPCC – PANTS (underwear rule) Web link Let's talk PANTS NSPCC Consent: Children learn the word bodily autonomy. 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. Key vocab: people, places, rules, un/safe, respect, bodily privacy, bodily autonomy, physical touch, in/appropriate, 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. Peer pressure Transport for London (TfL) safety workshop 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,

RELATIONSHIPS and SEX EDUCATION (RSE) POLICY

	intercourse), sperm, egg, fallopian tube, womb uterus, implantation, placenta, umbilical cord, embryo, fetus, vagina, birth, organ development, belly button, nipples What ‘death’ means. About some feelings often connected with bereavement and grief. What the Christian faith says about death and eternal life. Some ways to support themselves and others when they are grieving. Key Vocabulary: death, cemetery, illness accident, old age, heaven, wake, coffin funeral, inquest, obituary, burial, cremation, gravestone, mourning and deceased.			impact, lifestyle, smoke cigarettes, chemicals, nicotine, carbon monoxide, tar, responsibility, independence, honour and respect. 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. Coping with change: there are many emotions and feelings connected with change. That gratitude and positivity help build resilience. Coping strategies to manage changes.
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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 RSE. 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, (see diagram) ovaries, fallopian tubes, uterus (explained verbally in context of periods)
- 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 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 **Monday 15th June 2026**.

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

Yours sincerely,

C Green

Academic Deputy

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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



18 June 2026

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 year 6 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 (diagram only as shown)
- 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 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 (diagram only as shown)
- 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, nipples.

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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 sessions will take place at the end of next week, 25th/26th June. 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](#) by 8:00am Tuesday 23 June.** (Please note female and male puberty is part of the science curriculum and therefore does not have the option to withdraw). Any girls not participating in the conception lesson will be given alternative activities outside of the classroom.

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

Yours sincerely,



Miss C Green
Academic Deputy





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)

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 DfE statutory guidance Relationships Education, Relationships and Sex Education (RSE) and Health Education, there is a section on Lesbian, Gay, Bisexual and Transgender (LGBT).

67. Pupils should understand the importance of equality and respect throughout their education. By the end of their secondary education, they should learn about all protected characteristics, including sexual orientation and gender reassignment.

68. We strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families

Holy Cross Preparatory School teaches about families and relationships in a manner consistent with its Catholic ethos whilst ensuring compliance with the Equality Act 2010. Pupils learn that families may be structured in different ways and that all people are entitled to dignity, respect and freedom from discrimination. Any pupil-initiated discussion of same-sex relationships or gender reassignment will be discussed if relevant, in an age-appropriate manner, integrated within broader teaching about relationships, equality and respect.

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 is 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.