



## Roundwood Primary School

Name of Policy	<b>Relationships and Sex Education (RSE) policy</b>
Date of last review	September 2020
Date of next review	September 2021
Approval	FGB to delegate to governor
Member of Staff responsible	Headteacher

## **Statutory requirements from the Department for Education (DfE)**

The DfE has stated that from September 2020, RSE and Health Education are statutory.

In Primary Education, Relationships Education and Health Education are compulsory.

To summarise in short, the expectations for these in Primary Schools are listed below.

<b><u>Primary Relationships Education</u></b>	<b><u>Primary Health Education</u></b>
• Families and people who care for me	• Mental Well-being
• Caring friendships	• Internet safety and harms
• Respectful relationships	• Physical health and fitness
• Online Relationships	• Healthy eating
• Being Safe	• Drugs, alcohol and tobacco
	• Health and prevention
	• Basic first aid
	• <b>The changing adolescent body</b>

The DfE continues to **recommend** that **all** primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils drawing on knowledge of the human life cycles set out in National Curriculum science – ‘How a baby is conceived and born’.

### **Science - a statutory and core subject in Primary Education.**

#### **How statutory science directly links with the Education of RSE in Primary Schools**

In Key Stage 1 children are expected to **identify, name, draw and label the basic parts of the human body** and say which part is associated with each sense. They are also required to notice that **animals, including humans, have offspring which grow into adults.**

In Key Stage 2 children are expected to **describe life cycles of a mammal including humans**, amphibians, insects, birds and plants. They also are required to be able to **describe life processes such as reproduction and changes that occur in humans, including puberty, and developing to old age.**

## **Definition**

RSE (formerly SRE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## **Roundwood Primary School's vision, values and aims:**

At Roundwood Primary School, RSE and PSHE reflects the School's vision and values which demonstrate our motto: To Learn – To Live – Together.

'We aim to equip our pupils with the skills and experiences necessary to move on to the next stage of their education and life as confident, happy individuals who have fostered a love of learning that will last lifetime.

At Roundwood Primary we all discover, experience and grow through learning...

At Roundwood Primary, we value the importance of making friends, showing respect, caring for all and developing as individuals...

At Roundwood Primary we believe in the value of teamwork and togetherness to build a happy and successful learning community...

We have a common set of core beliefs based upon:

- Being open, honest and respectful towards each other
- Being kind, supportive, inclusive and working as a team
- Being forward looking, receptive and adaptable to a changing world
- Promoting understanding and respect for people of all faiths, cultures and lifestyles.'

RSE is taught in the context of relationships and promotes self-esteem, resilience, emotional health and well-being to help children form healthy meaningful relationships, based on respect for themselves and for others. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

We work together to promote the following skills:

- To provide knowledge and information to which all pupils are entitled.
- To clarify and reinforce existing knowledge
- To raise individuals' self-esteem and confidence; particularly when forming and within relationships with others.
- To understand the importance of safe and stable relationships that promote respect, love and care
- To help pupils develop skills such as language, decision making, resilience and assertiveness.
- To help them cope with influences of the media and peers by developing assertiveness and high quality communication skills.
- To provide the confidence to enable pupils to participate as members of society and to value themselves and others no matter of their ethnicity, religious belief, gender, age or sexuality.
- To help children gain access to information and support required.
- To develop skills for a healthier, safer lifestyle
- To develop pupils' understanding of how to stay safe online.
- To respect and care for their bodies.
- To be prepared for adolescence and adulthood.

## **Consultation of policy**

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

1. Review - PSHE (Personal, Social, Health Education) subject leader reviewed old curriculum from staff, pupil, parent and governor feedback.
2. PSHE subject leader researched and collected relevant information as well as National and local guidance.

3. Both PSHE subject leader and Head teacher Identified and purchased a newer, up to date and relevant curriculum covering all statutory content and more, for pupils at Roundwood Primary school.
4. Meeting held with Governors, PSHE subject lead and new Head teacher Mrs Hooft to discuss: new policy content using new curriculum content, what pupils want from their RSE lessons, statutory requirements, equality and inclusion for all as well as how to involve parents.
5. Policy written in draft and shared with staff, governors and sample of parents.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

### **Delivery of PSHE and RSE lessons including training**

RSE is taught within the personal, social, health Education (PSHE) curriculum. Biological aspects are taught within the science curriculum and other aspects are included in Religious and World views Education.

The delivery of PSHE and RSE lessons will be conducted by the class teacher. At Roundwood Primary School, we believe it is important that as this subject is personal and can contain some sensitive issues, it is vital the children are taught by someone who knows them well and who they also know well and feel at ease with.

Class Teacher's will receive training upon their induction and it is included in our continuing professional development calendar. Beyond this, staff are supported in their practice as and when required by the subject lead and Senior Leadership Team. As well as this, at Roundwood we have access to support and mentoring from our chosen curriculum - Jigsaw.

Delivery of PSHE and RSE -

- RSE will be delivered in a sensitive way
- Taught modelling positive attitudes to PSHE and RSE
- Use Scientific and agreed terminology and vocabulary
- Will respond to the needs of individual pupils

### **Roundwood Primary's PSHE and RSE curriculum**

At Roundwood Primary, we have selected a whole school PSHE programme called Jigsaw which comprises of:

- A comprehensive and original scheme of work for ages 3 to 11 years helping to teach PSHE (Personal, Social, and Health Education) including statutory Relationships and Health Education.
- Detailed weekly lesson plans for all year groups, including all teaching resources.
- The Jigsaw approach which is underpinned by Mindfulness (included in every lesson).
- Assemblies, Jigsaw friends, Jigsaw chimes, original music and songs.

All ages and Year groups use the whole school approach, covering the same titled units each Year, progressing on their learning and understanding from the academic year before.

<b>Jigsaw curriculum unit titles</b>	
<b>Autumn 1</b>	<b>Being me in my world</b>
<b>Autumn 2</b>	<b>Celebrating difference</b>
<b>Spring 1</b>	<b>Dreams and Goals</b>
<b>Spring 2</b>	<b>Healthy Me</b>
<b>Summer 1</b>	<b>Relationships</b>
<b>Summer 2</b>	<b>Changing me</b>

See appendix I which shows two tables detailing the curriculum content for cycle A and B for all pupils PSHE and RSE at Roundwood Primary School.

### **Monitoring and assessment**

The delivery of RSE is monitored by the PSHE lead, Head teacher, Assistant Head teachers and the subject linked governor through:

- Planning and book scrutinies
  - Learning walks
  - Pupil voice
  - Staff feedback
- Pupils' development in RSE is monitored by class teachers as a part of our internal assessment systems.
- The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.
- This policy will be reviewed after the first year and every two years thereafter. At every review, the policy will be approved by the Head teacher and governors.

### **Equal opportunities and Safeguarding**

At Roundwood Primary School, the RSE programme will be delivered in accordance with the School's inclusion policy, [Hertfordshire county council's equal opportunities policy](#) and the Equality Act (2010).

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity - this will include age-appropriate teaching about different types of relationships in the context of the law. Pupils will receive teaching on LGBT+ relationships an example of this would be through teaching about different types of family.

#### **Pupils with SEND**

As far as is appropriate, pupils with special educational needs and disabilities should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate. At Roundwood Primary School, we use Zones of regulation, social stories and nurture style groups to support individuals with various Personal, Social and Health Education needs. If required, extra support or intervention will be considered and provided.

#### **Safeguarding**

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the Designated Safeguarding Lead (DSL), where there are concerns around a child's welfare or in the case of a disclosure. In the absence of the lead DSL, staff will consult either of the deputies.

## **Language and vocabulary used**

See appendix 2 for a comprehensive list of vocabulary and language that will be used across the school for relationships and changing me topics within our RSE curriculum.

Language and vocabulary have been used from our Jigsaw scheme which is in line with government guidance and statutory frameworks.

It is important we share vocabulary used, so an awareness of which language may be used and when. It can also help to explain why children may begin to use this vocabulary at home. Alongside the majority of schools and following guidance and research, we have chosen to use the correct scientific terms for body parts from early childhood education. This is crucial to safeguarding pupils which has and will always be our main priority.

In view of the potential for children's questions, it is impossible to guarantee that no other vocabulary will be used from discussions of RSE matters. Teaching staff will handle questions and discussion carefully and appropriate to the age of the pupils. Depending on the question we may advise pupils that those will be discussed in Secondary school when they are ready to learn it. Other responses we may provide could include basic information to answer their question and staff will ask 'Does that answer your question?' Often, children will be content with the initial answer and do not need greater detail. We strongly believe that it is important children are equipped with information about their body, body changes and relationships in order to keep themselves safe, healthy and happy. Yet, we will also ensure we follow an age appropriate curriculum.

## **Right to withdraw**

As with the nature of everything at Roundwood Primary School, we endeavour to build positive and supportive relationships with the parents of children at our School through mutual understanding, trust and co-operation. In promoting this objective we:

- Make available online, via the School's website, this RSE and the PSHE policy.
- Answer any questions that parents may have about the RSE/PSHE education of their child(ren)
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE/PSHE in the school.

The School is well aware that although the majority of RSE is now statutory, we have committed to retain parents' right to withdraw their child(ren) from the non-statutory components of RSE. There is no right to withdraw from Relationships Education, Health Education or from any elements in the National curriculum as part of science.

Using appendix I showing the two tables of PSHE curriculum overview, the only lessons parents may withdraw their child from are: A **small section** of two lessons in Upper Key Stage 2, summer term 2 - 'Changing me'. Both in cycle A and cycle B. These lessons cover 'Having a baby' and 'Conception to birth' (these lessons are usually joined together). Children are required to be included in the teaching of conception at a basic level, as it is included in statutory science where it discusses the meeting of sperm and an egg, as well as basic details around giving birth. These are part of the life cycles topic: animals including humans. Relationships education is compulsory and so the statutory element of science is combined with the discussion of relationships education when being delivered.

This is a script that a teacher is likely to use to explain this:

*It's amazing how a baby starts to grow when a man's sperm and a woman's ovum meet and join together. This can happen when a grown-up man and woman share an especially close and loving embrace which allows the sperm to be released through the penis into the vagina. People refer to this as 'making love' or 'having sex' or sexual intercourse. It's an intimate, loving and very private part of a grown-up relationship. From the vagina, the sperm can swim through the womb/ uterus into the tubes that lead from the ovaries. If they meet an egg/ ovum there, one of them may 'fertilise' it - join with it so that it starts growing into a baby. This is called conception. The fertilised egg settles into the soft lining of the mother's womb, where it will grow until it is big enough to be born 40 weeks/(9 months). The baby will get half of its genes from the mother's egg/ovum and half its genes from the father's sperm.*

After this, there will be a short animation showing this parts of this script. It is at this point your child may be withdrawn from the lesson, however, they will need to be re-included for the explanation of the developing foetus inside a woman's uterus.

All other areas of the curriculum used fall under statutory relationship education, the National curriculum of science, statutory health education (which includes puberty) or online/E-safety.

If a parent has any concerns, please discuss with the school and the material can be shown in advance. If a parent wishes to withdraw their child from the corresponding part of these lessons, then this should also be discussed with the head teacher and put in writing. A copy of the withdrawal requests will be placed in the pupil's educational record. Alternative work will be set for children who have been withdrawn from these lesson sections.

In view of the cross curricular nature of the school's teaching, it is impossible to guarantee that any children will be excluded from discussions of RSE matters which arise outside specific sex education classes.

### **Links to other policies and documents**

Due to the nature of the subject, this policy should be read and implemented in conjunction with other policies:

- PSHE policy
- Safeguarding policy
- Teaching and Learning policy
- Behaviour policy
- E-safety policy
- Education Act (1996)
- Equality Act (2010)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Keeping children safe in education – statutory safeguarding guidance (2016)
- Children and Social work Act (2017)
- **Statutory** Guidance for Relationships **Education**, Relationships and Sex **Education (RSE)** and **Health Education**, published by the Department for **Education (DfE)** in June 2019

Appendix I  
Jigsaw PSHE scheme

Age group/ Cycle A	Being Me in my world (BM)	Celebrating difference (CD)	Dreams and Goals (DG)	Healthy Me (HM)	Relationships (RL)	Changing Me (CM)
F1-F2 Ages 3-5 (repeat each year)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Key stage 1 (Cycle A -Ages 5-6)	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Lower Key stage 2 (Cycle A – Ages 7-8)	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition
Upper Key stage 2 (Cycle A – Ages 9-10)	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMART internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Having a baby Conception (including IVF) Growing responsibility Coping with change Preparing for transition

Notice changes to Relationships and changing me from Year 3-6 dependent on cycle. Changes to downloaded scheme in bold



Age group/ Cycle B	Being Me in my world (BM)	Celebrating difference (CD)	Dreams and Goals (DG)	Healthy Me (HM)	Relationships (RL)	Changing Me (CM)
F1-F2 Ages 3-5 <i>(repeat each year)</i>	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Key stage 1</b>  <i>(Cycle B -Ages 6-7)</i>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
<b>Lower Key stage 2</b>  <i>(Cycle B - Ages 8-9)</i>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Inside body changes Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Upper Key stage 2</b>  <i>(Cycle B - Ages 10-11)</i>	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Notice changes to Relationships and changing me from Year 3-6 dependent on cycle. Changes to downloaded scheme in bold.

Appendix 2

Relationships and Sex Education: vocabulary and language used in delivery of lessons across Roundwood Primary School										
EYFS		KSI		LKS2			UKS2			
Relationships	Changing me	Relationships	Changing me	Relationships		Changing me	Relationships		Changing me	
Friends	Change	Family	Changes	Men	Deprivation	Changes	Mental health	Power	Self-image	Fallopian tube
Friendship	Unique	Belong	Life cycle	Women	United	Birth	Well-being	Control	Body-image	Fertilisation
Sharing	Special	Different	Adulthood	Male	Nations	Animals	Ashamed	Authority	Self-esteem	Pregnancy
Caring	Body	Same	Adult	Female	Equality	Babies	Stigma	Bullying	Perception	Embryo
Kindness	Eye	Similarities	Grow up	Unisex	Justice	Mother	Stress	Strategies	Characteristics	Umbilical
Like	Hand	Caring	Mature	Role	Symbol	Growing up	Anxiety	Pressure	Affirmation	cord
Dislike	Arm	Sharing	Learn	Job	Appreciation	Uterus/Womb	Support	Risks	Puberty	Contraception
Proud	Knee	Help/helpful	New	Responsibilities	Love	Nutrients	Worried	Influences	Menstruation	n
Happy	Leg	Community	Feelings	Differences	Boyfriend/Girlfriend	Survive	Warning	Self-control	Periods	Fertility
Sad	Nose	Feelings	Anxious	Similarities	Attraction	Affection	Self-harm	Real/fake	Sanitary pads	treatment
angry	Mouth	Like/dislike	Worried	Respect	Pressure	Care	Emotions	Judgement	Moon cups	(IVF)
Relationships	Finger	Greeting	Excited	Stereotype	Personal	Puberty	Feelings	Self-esteem	Tampons	Emotions
Emotions	Foot	Touch	Coping	Conflict	(Un)comfortable	Menstruation	Loss/grief/denial/despair	Age-limit	Ovary/ovaries	Breasts
Feelings	Stomach	Qualities	Baby	Solution	Trust	Periods	Guilt/ shock	Groomed	Vagina	Penis
Special	Toe	Skills	Toddler	Problem solving	Negotiate	Control	anger/sadness	Trolling	Oestrogen	Pubic hair
Kindness	Chest	Kind	Child	Friendship	Compromise	Male	Hopelessness/Acceptance	Violence	Vulva	Body boundaries
Calm	Forehead	Confidence praise	teenager	Safe/unsafe	Loyalty	Female	Bereavement	Gambling	Womb/uterus	clitoris
Thank you	Eyebrow	Trust	Control	Risky	Betrayal	Testicles	Coping strategies	betting	Sperm	Umbilical
Brilliant	Tongue	Honesty	Old	Internet	Anger	Sperm	Responsibility		Semen	cord
Peaceful	Ear	Reliability	Young	Social media	Memories	Penis	Rights		Erection	Labour
Difficult	Healthy	Celebrate	Respect	Private messaging	Souvenir/Memento	Ovaries	Devices		Ejaculation	Contractions
Relax	Food	Positive negative	Physical appearance	Gaming	Memorial	Egg	Social network		Wet dream	Cervix
Lonely	Abilities	Physical contact	Freedom	Global	Loss	Ova/ovum	Trustworthy		Larynx	Midwife
Respect	Growing up	Acceptable/Unacceptable	Responsibilities	Communications	Depression	Fertilise	Appropriate		Facial hair	Pregnancy
	Baby	Point of view	Independent	Transport	Despair	Stereotypes	Characteristics		Growth spurt	Embryo
	Child	Conflict	Squeeze	Interconnected	Hopelessness	Task	Communication		Hormones	Placenta
	Teenager	Problem solving	Like	Climate	Strategy	Roles	Technology		Conception	Foetus
	Adult	Good secret	Dislike	Travel	Shock	Challenge	Cyberbullying		Relationships	Attraction
	Uniform	Worry secret	Touch	Inequality	Jealousy	Happiness	Abuse		Making love	Relationship pressure
	Turn taking	Telling	Vagina	Needs	Problem solving	Celebrating	Safety		Sexual intercourse	Love
	Moments	Frightened	Penis	Wants	Positive/negative	Relationships	Attributes			Sexting
	Memories	Compliments	Male	Rights		Family	Assertiveness			Journey
		Self-belief	Female			Appreciation				Negative body talk
		Proud	Testicles			Personal				
		Incredible relationships	Anus			Unique				
		Special	Vulva			Characteristics				
		Appreciate	Public			Parents				
		Co-operate	Private			Range of emotions				
		Communication	(Un)Acceptable			Acceptance				
			(Un)Comfortable							

The document details language and vocabulary that may be used across 'Relationships' education and 'Changing me' topics throughout Roundwood Primary school. It is important we share vocabulary with you as parents, so you understand why children may use this vocabulary at home. Alongside the majority of schools and following guidance and research, we have chosen to use the correct scientific terms for body parts from early childhood education. This is crucial to safeguarding pupils which has and will always be our main priority.

In view of the potential for children's questions, it is impossible to guarantee that no other vocabulary will be used from discussions of RSE matters. Teaching staff will handle questions and discussion carefully and appropriate to the age of the pupils. Depending on the question we may advise pupils that those will be discussed in Secondary school when they are ready to learn it. Other responses we may provide could include basic information to answer their question and staff will ask 'Does that answer your question?' Often, children will be content with the initial answer and do not need greater detail. We strongly believe that it is important children are equipped with information about their body, body changes and relationships in order to keep themselves safe, healthy and happy. Yet, we will prioritise following age appropriate curriculum content.