



Sex Education

BARNEHURST 2025

Session content

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Importance of RSHE



At Barnehurst we believe that the essential aim of relationship, health and sex education should be to provide pupils with the knowledge and skills to enable them to make **informed and responsible choices** in later life, emphasising the benefits of a **healthy lifestyle**.

We also believe that relationship, health and sex education should be taught within a climate of trust, respect and appropriate confidentiality, in which pupils and adults feel able to talk openly and honestly.

Our policy (agreed by school and governing body)

Aims

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies



The Law

- On 1st March 2017 the Government amended the Children and Social Work Bill to ensure RsE and PSHE is now mandatory in every school in Britain. It will have to be in place by September 2020. (date changes Sep 2022 due to lockdowns)
- “RsE and PSHE teach children and young people how to stay safe and healthy, and how to negotiate some of the personal and social challenges they will face growing up and as adults. These subjects form part of the building blocks young people need to thrive in modern Britain.”
- - Justine Greening, a previous Educational Secretary



Guidance

Relationships education (Primary)

Updated 9 July 2020

- The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools.
 - It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.
 - It should ensure that both boys and girls 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.
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Statutory vs non for science

Year 5 programme of study Living things and their habitats

Pupils should be taught to:

- Describe the changes as humans develop to old age.
- Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.
- They might observe changes in an animal over a period of time (for example, by hatching and rearing chicks), comparing how different animals reproduce and grow.
- Puberty

Notes and guidance (non-statutory)

- Pupils should draw a timeline to indicate stages in the growth and development of humans.
- 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.



Right to be excused from sex education (commonly referred to as the right to withdraw)

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSHE.
- Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.
- The Department for Education (DfE) has produced guides for parents of primary and secondary aged children which can be used by schools to communicate how relationships and health education will be taught. The guides provide details of topics that will be covered and information of parent's rights to withdraw. (DfE, 2019c).
- We follow an opt out procedure so if you would like your child to not take part please email their class teacher.

You may access relevant guides following the link below

<https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>

Does it work?

Those receiving good quality RsHE throughout school life are more likely to:

- Delay their first sexual experience
- Use healthy methods of contraception
- Have fewer sexual partners

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- RSHE will be taught in Year 1 - Year 6
- Sex education will be taught in Years 5 and 6
- Children will be taught by their own class teacher
- There will be two adults in each classroom
- All the lessons will take place
- **WB: 30th June 2025 year 5 and WB: 7th July 2025 year 6**
- Only use resources provided and agreed.

Technical Language

We will not be using words like:

-fifi

-cookie

-boobs

-winky

We will be using words like:

-Penis

-Vagina

-Breasts

-Womb

-Menstruation

-Fertilisation

-Puberty

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RSHE																			
Heathy relationships				Valuing differences			Puberty and Reproduction			Growing and changing and caring for ourselves			Keeping Safe						
What is kind and unkind behaviour	Positive relationships	Respectful relationships	Safe relationships and boundaries	Belonging	Families and people who care for me	Gender Stereotypes	LGBTQM communities	Growing and changing	Parts of the body	Puberty	Sexual reproduction	Myself and my body	Personal hygiene	Physical changes / wellbeing	Emotional changes / wellbeing	Safe parts of the body	Where to go if you are worried	Risk assessments in the wider world	How relationships are portrayed on social media

Puberty		• Describe Periods and menstruation. What changes occur in the female body and the reasons behind them? • Talk about age ranges and how puberty can start at different times for different people. • For girls discuss the menstruation cycle and the different stages and how long it should last. • Explain about different experiences they might have i.e.; discomfort, break outs etc., link with change of hormones. • Changes for males, discuss erections and changes in body hair, and the production of sperm. Erections happen when vessels in the penis fill with blood. • Stages of puberty	• Continue on from YR 5 • Discuss the different stages of the menstruation cycle and how the different phases help with reproduction. Discuss that at different stages you are likely to feel differently and link to hormone levels changing. starting your periods • Males, discuss wet dreams and why this may occur, explain, random erections and how this can occur. Erections happen when vessels in the penis fill with blood. Ejaculation happens when the penis is stimulated and when sperm is released. Why the change of level of hormones can have this effect on the body. • Stages of puberty
Sexual reproduction	• Explain what pregnancy means, how long it lasts and when it occurs. • Look at the different lengths of pregnancy for different animals.		• Explain how babies are made, what sexual intercourse is and what conception means • Understand that pregnancy is a choice and can be prevented with contraception • Explain how a condom can prevent sperm from meeting an egg and therefore can prevent fertilisation as well as protecting against infections



*Year 5 Safety and the
changing body*

*Year 6 Safety and the
changing body*

- We use Kapow in school to teach RsHE weekly from year one to year six.
- It covers five different units within each year group.....
- **Families and Relationships**
- **Health and Well Being**
- **Safety and the Changing Body**
- **Citizenship**
- **Economic Well Being**
- The content of each of these units are revisited from the previous year group and then built upon. This provides a clear and consistent approach to RsHE across the school.
- Each year there is also a lesson about rules within RsHE lessons and a transition lesson to prepare children for moving to their new year group.

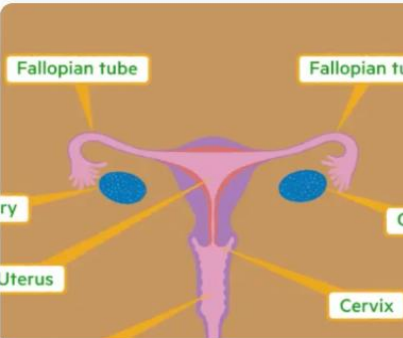
Year Five – Three Lessons



Lesson 3: Puberty

- ✓ To understand physical changes during puberty.

[Get started >](#)



Lesson 4: Menstruation

- ✓ To understand the menstrual cycle.

[Get started >](#)



Lesson 5: Emotional changes in puberty

- ✓ To understand emotional changes during puberty.

[Get started >](#)

Format of a Lesson

- Each of the three lessons start with a reminder of the class rules surrounding RsHE – Ground Rules
- **Example of Ground Rules...**
- **Respect privacy.** We can discuss examples but do not use names or descriptions that identify anyone, including ourselves.
- **Listen to others.** It is okay to disagree with each other, but we should listen properly before making assumptions or deciding how to respond. When disagreeing, challenge the statement not the person.
- **No judgement.** We can explore beliefs and misunderstandings about a topic without fear of being judged.
- **Choose level of participation.** Everyone has the right to choose not to answer a question or join discussion. We never put anyone 'on the spot' (no personal questions or pressure to answer).
- **Displayed or handed out with a quick reminder.**

- Each lesson then starts with a recap of the lesson that has come before.
- There will be a video for the children to watch and discuss. These are animated videos and obviously suitable for the children's ages.
- There follows a discussion about what they have seen and any questions or misconceptions can be addressed.
- Next is an activity such as labelling body parts, a true or false quiz to help identify any misconceptions or a writing task such as writing about emotions during puberty and how they can manage these feelings.
- Then the children come back together again to discuss what they have learnt through the session.



Introduce the class to their new Question Box (see Have ready). Explain that it is a closed box where questions can be posted anonymously. Let the children know that time will be set aside in the next lesson to answer any questions found in the box. Emphasise that there are no silly questions and that if one person is curious about something, others may be too.

1. Give each child a piece of paper and encourage them to write any questions they may have. If they have no question, ask them to write, 'no question' on their paper so that it is not obvious who is writing a question and who is not.
2. Invite all the children to post their pieces of paper in the question box.
3. Show the children where the question box will be for the next few days. Invite them to add any additional questions they may think of throughout the week. Stress that it is fine to have questions and this is a safe place to ask them.

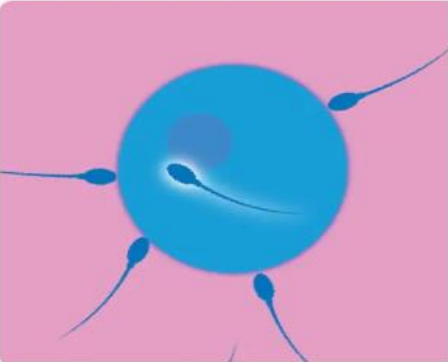
Year Six – Three Lessons



Lesson 4: Physical and emotional changes of puberty

- ✓ To understand the changes that happen during puberty.

[Get started >](#)



Lesson 5: Conception

- ✓ To understand the biology of conception.

[Get started >](#)



Lesson 6: Pregnancy and birth

- ✓ To understand the development of a baby during pregnancy.

[Get started >](#)

Vocabulary

alcohol

cervix

egg or ovum

fallopian tube

labia

ovary/ovaries

puberty

sexual intercourse

testicles/testes

vagina

vulva

bladder

conception

ejaculation

fertilisation

menstruation/period

penis

pubic hair

sperm

urethra

vaginal opening

wet dreams

breasts

cyberbullying

erection

genitals

nipples

pregnant

scrotum

sperm duct

uterus/womb

voice breaking



Questions

