Kensington Prep School

GDST

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ISI Paragraph:	Curriculum
Reviewed By:	Stephen Townsend (SLT review: Emma Williams)
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Definition of RSE – from *Sex Education Forum*

Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.

Kensington Prep School takes its responsibility to provide relevant, effective and responsible relationships and sex education (RSE) to all its pupils as part of the school's personal, social, health and economic education curriculum (PSHE) very seriously. At our school we want parents and pupils to feel assured that relationships and sex education will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding. While we use RSE to inform children about relationship and sexual issues, we do this with regard to matters of morality and individual responsibility, and in a way that allows children to ask and explore moral questions. We do not use RSE as a means of promoting any particular form of sexual orientation. Kensington Prep School believes that RSE will be developmental and a foundation for further work in the secondary school.

This policy is drafted by the Head of PSHE in consultation with teaching staff, the Headteacher and the Designated Safeguarding Lead. Parents have been informed about the initial policy through an online information evening in_____. It also takes into account the views of pupils, staff and governors. Pupil voice is carried out during the year to help inform future planning. By asking for the views of these groups, we ensure that our provision best meets the needs of pupils. The consultation was carried out alongside engagement with parents/carers to share information about the content and purpose of Relationships Education and Sex Education, highlighting statutory requirements, and its importance for promoting and protecting the wellbeing of all children.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. individual parents/carers are not able to veto curriculum content (Ref DfE RSHE para 56). The final decision on policy and delivery has been made by the governors in collaboration with staff, having listened to the needs and views of the school community.

On every year group's Google sites page, under 'PSHE/RSE curriculum, there are documents available to parents to support them when discussing areas of PSHE and RSE at home. Also uploaded are the letters sent out to the parents in each year group and a list of vocabulary and key terminology used by teachers in the lessons.

N.B. An example letter can be found at the bottom of this policy.

Parental responses are welcomed regarding this policy content.

Working with Governors:

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties. The ultimate responsibility for this policy and the effective delivery of RSE lies with the Governing Body.

It is the responsibility of the governors to ensure, through consultation, that the Relationships and Sex Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of a governors' meeting. The RSE and PSHE policies can also be found on the school website.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers about curriculum purpose, content and teaching materials
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

Aims of policy:

RSE is lifelong learning about physical, moral and emotional development. It is about teaching relationships, sex, sexuality and sexual health in a way that is fully understood and effectively retained by pupils in our care. This includes emphasis on good health, the value of self-esteem in making choices and judgements, the nature of healthy and consensual relationships, and knowledge about how the body works, all within a context of moral issues and values.

RSE will outline the importance of family life and the raising of children, as well as highlighting the role of marriage and other stable relationships as building blocks for community and society.

We want our pupils to lead a healthy and safe lifestyle and to care about and respect their bodies. We provide them with the right tools that will enable them to seek information or support, should they need it, both during their school years and beyond.

We seek to enable the pupils to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences
- develop healthy, respectful, caring relationships based on mutuality, reciprocity and trust
- develop skills to help them build and maintain healthy relationships in good times and bad
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- build their understanding of the variety of views, beliefs and identities that shape families and relationships

- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

Provision: We subscribe to the Department of Education guidance that has been mandatory in England from Summer Term 2021: *Relationships Education, Relationships and Sex Education (RSE) (ref DfE RSHE para 12) and Health Education Statutory Guidance.* Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st Century (2014)
- Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)
- Children and Social Work Act (2017)

Equality:

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils or their families because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles, beliefs and family structures so that all children see themselves and their families reflected back in their lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- Where parents/carers have made us aware of their cultural or religious views or beliefs about families, relationships or identities, we will ensure these perspectives are included (unless they are unlawful).
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop respectful, inclusive communication skills.

- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- We will encourage, respect and build skills to enable children to identify and report abusive and exploitative behaviours.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work in PSHE across the year including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

Safeguarding:

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationships Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent child on child abuse (Ref KCSIE 2025 para 128-30).

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM) (KCSIE 2025 p162). *All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.*

Sexually Active Pupils: *There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. Children of primary age are not deemed able to give meaningful consent to any sexual activity. The member of staff receiving the report/disclosure will follow Safeguarding Procedures and report concerns to the Designated Safeguarding Lead (DSL) immediately.*

Sex Education:

We define Sex Education as learning about human conception and birth.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

We have a taken into account the DfE's recommendation that all primary schools have a Sex Education programme (Ref DfE RSHE para 30) and we understand that this is not statutory. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE (Ref DfE RSHE para 31).

The content of our Sex Education programme will be gradually developed in an age-appropriate way. The children will not learn detailed biological information about human sexual reproduction until Year 6. They will learn about sexual intercourse in the context of sexual reproduction.

***Y1/2** will learn that human babies grow inside their mothers and that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.)*

This learning is part of the Science curriculum and parents/carers do not have the right to withdraw their child. It is included here as it is the beginning of a progression of learning.

***Y4/Y5** will learn that every human began when a seed from a male and an egg from a female join. They will not yet learn about how egg and sperm join. This learning is classed as Sex Education and parents have the right to withdraw.*

***Y6** will learn about human sexual reproduction and other ways that eggs and sperm are joined (e.g. IVF) in age-appropriate biological detail. They will learn about vaginal birth and caesarean section in age-appropriate ways, reflecting the stories of children and families they know. The children will learn of the existence of contraception, reflecting their awareness levels. This learning is classed as Sex Education and parents have the right to withdraw.*

Taught PSHE has also been part of the Independent Schools Standards since 2014. We aim to provide a relevant, broad and balanced curriculum that not just fulfils, but exceeds externally set standards.

The Kensington Prep School curriculum is spiral so that topics can be re-visited in later years. Although the topics below are listed specifically, we treat Relationships and Sex Education as part of the wider PSHE curriculum. We support equal opportunities in education, seeing it as enabling and encouraging all our students to build self-esteem through discussion and activities in a safe environment. We are equipping them with decision-making skills irrespective of gender roles and stereotyping.

Organisation:

The main topics covered in RSE are:

- Developing and maintaining a variety of healthy relationships, within a range of social/cultural contexts
- Recognising and managing emotions within a range of relationships
- Recognising risky or negative relationships including all forms of bullying and abuse
- Responding to risky or negative relationships and knowing when and where to ask for help

- Consent
- Recognising and responding to risks and maintaining positive relationships online.
- Respecting equality and diversity in relationships
- Reflecting on values and influences (such as from peers, media and culture) that may shape their attitude to relationships and sex and nurtures respect for different views
- The physical changes to their body as they grow into adults
- The way humans reproduce

Overview of RSE curriculum topics and year of delivery:

EYFS:

Healthy & Safer Lifestyles

My Body & Growing Up

• What does my body look like?

• How has my body changed as it has grown?

• What can my body do?

• What differences and similarities are there between our bodies?

• How can I look after my body and keep it clean?

• How am I learning to take care of myself and what do I still need help with?

• Who are the members of my family and trusted people who look after me?

• How do I feel about growing up?

Year 1:

Healthy & Safer Lifestyles

Relationships and Sex Education

• What are the names of the main parts of the body?

• What can my amazing body do?

• When am I in charge of my actions and my body?

• How can I keep my body clean?

• How can I avoid spreading common illnesses and diseases?

Year 2:

Healthy & Safer Lifestyles

Relationships and Sex Education

• How do babies change and grow? (Statutory NC Science Y2)

• How have I changed since I was a baby? (Statutory NC Science Y2)

• What's growing in that bump? (NC Science)

• What do babies and children need from their families?

• Which stable, caring relationships are at the heart of families I know?

• What are my responsibilities now I'm growing up?

Year 3:

Healthy & Safer Lifestyles

Relationships and Sex Education

• How are male and female bodies different and what are the different parts called?

• When do we talk about our bodies, how they change, and who do we talk to?

• What can my body do and how is it special?

• Why is it important to keep myself clean?

• What can I do for myself to stay clean and how will this change in the future?

• How do different illnesses and diseases spread and what can I do to prevent this?

Year 4:

Healthy & Safer Lifestyles

Relationships and Sex Education

• What are the main stages of the human life cycle? Science

• How did I begin? Sex Education

• What does it mean to be 'grown up'?

• What am I responsible for now and how will this change?

• How do different caring, stable, adult relationships create a secure environment for children to grow up?

Year 5:

Healthy & Safer Lifestyles

Relationships and Sex Education

• What are male and female sexual parts called and what are their functions?

• How can I talk about bodies confidently and appropriately?

• What happens to different bodies at puberty? NB: includes learning about menstruation

• What might influence my view of my body?

• How can I keep my growing and changing body clean?

• How can I reduce the spread of viruses and bacteria?

Year 6:

Healthy & Safer Lifestyles

Relationships and Sex Education

• What are different ways babies are conceived and born? (Sex Education)

• What effect might puberty have on people's feelings and emotions?

• How can my words or actions affect how others feel, and what are my responsibilities?

• What should adults think about before they have children?

• Why might people get married or become civil partners?

• What are different families like?

As part of the PSHE programme, RSE is taught by the form teacher of each class using a range of activities with materials and support provided by the Cambridgeshire PSHE scheme resources, health professionals and services recommended by the PSHE Association. Through the Science curriculum, the girls learn about the human life cycle and the different parts of the body. In Science lessons in both key stages, we follow the guidance in the QCA scheme of work. We teach the girls about what will happen to their bodies during puberty in Year 4. We place particular emphasis on health education, as many children experience puberty at this age. Lessons are designed to meet the needs of all pupils including those with special educational needs and disabilities. A safe learning environment for all will be created through establishing ground rules to be followed during RSE lessons – See the PSHE policy.

The programme is developed and reviewed in consultation with pupils, staff and parents to ensure that it meets the needs of the whole school community. We ensure that RSE is age relevant and appropriate across all year groups; this means ensuring that the curriculum develops as our pupils do and meets their needs. Seeking pupils' views on RSE enables us to make teaching relevant to their real lives.

We ensure that staff are given regular and ongoing training on issues related to RSE including confidentiality, setting ground rules and establishing positive behaviour, handling controversial issues and responding to questions. Teachers are aware that effective RSE, which brings an understanding of what is and is not appropriate in a relationship, can lead to a disclosure of a child protection issue and are confident with the safeguarding protocols at KPS. We ensure that all staff are up to date with policy changes, and familiar with the school policy and guidance relating to relationships and sex education. We ensure their personal beliefs and attitudes will not prevent them from providing balanced RSE in school.

Inclusion and SEND:

In relation to those with special educational needs or disability, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and we ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- the accessibility and appropriateness of teaching resources
- their level of vulnerability to coercion and pressure
- their previous experience of negative behaviours in child-child or child-adult relationships
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

Terminology:

Pupils will be taught the anatomically correct names for body parts, but slang and everyday terms used in social situations will only be discussed if brought up by the children; this will form part of the discussion about what is and what isn't acceptable language to be used. Staff teaching PSHE will have a guide to appropriate terminology to use for their year group but can also revisit discussions on appropriate language with the Head of PSHE if there is any uncertainty surrounding RSE vocabulary. A table of the vocabulary used in each year group is available below and on the PSHE and RSE curriculum pages through Google sites.

The following table shows the range of vocabulary which will be taught and used in each of the RSE units of work. In each case, the list of words is cumulative i.e. the word penis is included in the foundation stage list: it should be used in all following lists.

	Key areas of learning	Feelings relationships	Body parts and processes	Other
Foundation	External body parts	Range of feelings words e.g. happy, pleased, calm, sad baby child girl boy	Size Shape range of simple external body parts e.g. hands, head, teeth penis testicles Vagina (to be used up until Y5) bottom private parts	range of action words e.g. run, jump growing up germs boy girl male female
KS1 Year 1/2	External body parts	same similar different unique special responsibility	birth death range of more specific external body parts e.g. stomach, chest Private parts	man woman teenager adult
KS2 Year 3/4	External body parts Differences between male and female First steps in understanding sexual reproduction	love dependent independent	breast nipple anus scrotum egg sperm	toiletries bacteria infection hygiene
KS2 Year 5/6	Puberty Sexual reproduction Internal body parts	commitment marriage stable relationship	Puberty Period Menstruation Cervix Labia fallopian tube clitoris ovary/ ovum Vulva *(introduced in Y5)* Genitalia *(introduced in Y5)* uterus/womb sperm/sperm duct urethra pubic hair voice breaking arousal erection sexual intercourse/sex ejaculate conception pregnancy ovulation genitalia - reproductive organs (inside and outside)	sanitary towel tampon body odour deodorant

Ground rules are essential when discussing sensitive subject matter and staff will use strategies such as the class 'Chat Box' or an 'Ask it Basket' to enable pupils to feel comfortable to ask questions. If controversial questions are asked, the teacher will use professional judgement about how to answer them and pupils will be allowed to raise anonymous questions if preferred.

We recognise that because of the nature of the subject, sensitive and controversial issues are likely to arise. These are dealt with within the framework of the aims of the school and of the Relationships and Sex Education policy. Any cause for concern will be dealt with in accordance with our pastoral systems and safeguarding arrangements. Please see the PSHE policy.

The role of parents:

The school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective, we:

- Consult and inform parents about the school's sex education policy and practice.
- Answer any questions that parents may have about the sex education of their child.
- Sharing information on the RSE curriculum through the school website and Year group Google site pages
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in the school.
- Inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

If Parents/carers wish to see <u>all</u> the teaching materials that the children will engage with in RSE, they must contact the school office to arrange a meeting/access to our 'parent portal'.*

Right to Withdrawal from Sex Education:

RSE is a vital part of the school curriculum and supports the whole development of the child. Ref DfE RSHE paras 16-23. Parents/carers have the right to request that their child be withdrawn from some or all of Sex Education. Before granting any such request the PSHE lead will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the purpose of the curriculum to enhance safety and wellbeing. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes (Ref DfE RSHE paras 16-23).

We will consider compromise arrangements which will enable the child to receive Sex Education at school *(e.g. same sex teacher, additional adult for support or able to take breaks during the lesson).*

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education linked to other areas of RHE during the period of withdrawal.

The parents/carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a Sex Education element is planned for their child.

Parents do not have the right to withdraw their pupils from relationships and Health Education, nor can pupils be withdrawn from topics taught as part of the Science curriculum, including Science topics relating to puberty.

Dealing with Sensitive Issues:

The Health Education Programme includes topics which have complex personal and moral dimensions as well as legal considerations.

It is essential that discussions of this nature take place in a supportive environment in which respect for the views, cultures and religious beliefs of others is shown and clearly understood. The following ground rules for discussion must always proceed any classroom discussion where sensitive issues may be raised:

- Right to privacy: Pupils and teachers should not be asked to discuss personal experience.
- Questions: Pupils and teachers should not be asked to answer personal questions.
- Listening with respect: All contributions must be listened to respectfully.
- Trust and Confidentiality: Pupils may wish to talk about the issues after the lesson is over.
- Care and compassion: Pupils are expected to show care and compassion to each other when pupils share personal feelings and experiences.

In the discussion of sensitive issues, the teacher takes on the role of a neutral chairperson who provides accurate information to counter prejudice and ignorance, guides the course of the discussion and ensures that the rules of debate are followed and promotes respect for others and self-esteem. The teacher need not disclose their own beliefs or views and may decline to do so as these are personal and confidential matters.

Guest speakers:

We sometimes use outside speakers to complement our teaching of this content, who are asked to work within the framework of the school's Relationship and Sex Education policy and adhere to the policy for Visiting Speakers. A teacher will be present throughout these lessons. One example is an online session by an author linked to a book for girls on menstruation.

Review and evaluation:

The educational and personal needs of our pupils develop in line with varying societal pressures and other changes. For this reason we regularly review our RSE curriculum. The effectiveness of this policy and the school's RSE education strategies will be evaluated annually and will consider pupil feedback, collected through a range of means which may include questionnaires, discussions and reflection activities.

This is in addition to the termly triangulation of the incident logs in the Safeguarding Team Review meetings to identify any potential development actions: to include serious incidents, online safety incidents and bullying incidents that may include peer on peer abuse, sexual violence or harassment; and safeguarding cases or other trends in pastoral care or mental health support that we identify as impacting the coverage in our RSE programme.

This policy will be reviewed every year. It was last reviewed April 2025 and is next due for review in April 2026

Additionally, this policy will be reviewed and updated as appropriate on an ad hoc basis as the need arises. The policy will always be immediately updated to reflect personnel changes.

Appendix – example parent letter.

Dear Parent/Carer,

Re: Year 6 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE.

As part of our programme, we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. Most of the children's learning in this area takes place with you at home.

We hope this letter gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. Our Relationships Education Policy, which covers RSE, is available through our website - https://www.kensingtonprep.gdst.net/about/policies/

Also on the Year 6 Google site page, you will find a table of vocabulary that will be used through this learning and several other helpful resources.
https://sites.google.com/kenprep.gdst.net/year6/curriculum/pshe-rse

After half term, Year 6 will start the topic 'Growing and Changing' through the 'Healthy and Safer Lifestyles' unit. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. This unit topic covers some elements of Science, Relationships Education and Health Education.

Your daughter will be engaging with the following questions as part of this work in PSHE and Science lessons:

1. What are different ways babies are conceived and born? (**Sex Education** – Covered in Science)
2. The process of menstruation (covered in Science)
3. What effect might puberty have on people's feelings and emotions? (Covered in Science and PSHE)
4. How can my words or actions affect how others feel, and what are my responsibilities?
5. What should adults think about before they have children?
6. Why might people get married or become civil partners?
7. What are different families like?

Included within the above will be discussions on diversity, gender equality, stereotypes and personal safety.

We encourage you to discuss these areas with your children before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents/carers on RSE follow this link
assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

On the PSHE/RSE curriculum page on the Y6 Google site, you will find a table of vocabulary that will be used through this learning and several other helpful resources.
https://sites.google.com/kenprep.gdst.net/year6/curriculum/pshe-rse

For some ideas on how you might want to answer your daughter's questions, the following websites may also prove helpful:

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

https://www.childline.org.uk/info-advice/you-your-body/puberty/puberty-facts/

https://cambspborochildrenshealth.nhs.uk/child-development-and-growing-up/hormones-puberty-and-sexuality/

You have the right to withdraw your child from the elements of our programme defined as sex education i.e., learning about human conception and birth.

Please contact Mrs Floyd if you would like to discuss this further. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact Mr Townsend, who is the PSHE Subject Lead.

Yours faithfully,

Mr Townsend