

# Keevil C of E Academy

## Relationships and Sex Education Policy

Policy date: January 2021

Review date: January 2023

"In everything, therefore, treat people the same way you want them to treat you, for this is the Law and the Prophets."

*Matthew 7:12*

The purpose of this Relationships and Sex Education (RSE) policy is to set out the ways in which the school's provision supports pupils through their spiritual, moral, social, emotional and physical development, and prepares them for the opportunities, responsibilities and experiences of life.

## **1. Development of the Policy**

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

1. Review – members of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties are able to access the policy on the school website and can feedback as they feel appropriate.
4. Ratification – once amendments were made, the policy was shared with Academy Councillors and ratified

## **2. Requirements of RSE**

*“The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.4 They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”*

DfE Guidance P.8

From 2020, it became statutory for primary schools to deliver RSE which ensures that both boys and girls are prepared for the changes that adolescence will bring, and how a baby is conceived and born. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Primary schools are also required to teach the elements of sex education contained in the science curriculum, and Health Education will also be mandatory in all Government-funded schools, which includes content on puberty. We feel that our current curriculum meets these new obligations.

We value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

### **3. What is Relationships (and Sex) Education?**

At Keevil C. of E. Academy, we aim always to provide a caring environment where every child can thrive and is supported to achieve their unique and amazing potential as a child of God. We are proud of our Sex and Relationships Education (SRE) Programme and see it as an important way of helping children to make sense of growing up as well as some of the bigger questions in life.

We believe that our Sex and Relationships programme promotes pupils' self-esteem, emotional development and resourcefulness and helps children to form and maintain satisfying relationships. This begins a lifelong process of relationships and feelings, acquiring information, developing skills and forming positive beliefs and attitudes about sex and sexuality. It should help young people to learn to respect themselves and others and to move with confidence from childhood, through adolescence and into adulthood.

Sex and Relationship education is learning about physical, moral, social and spiritual development and therefore helps pupils develop the skills and understanding they need to live confident, healthy and independent lives.

### **4. What are we aiming to do?**

Keevil C. of E. Academy aims to provide a programme of RSE that follows the national guidance and best practice, within the ethos of a Christian school.

Keevil C. of E. Academy aims:

- to adopt a whole school approach to RSE in the curriculum, which fulfils the entitlement of every child to learning in this area.
- to teach, in a way that is sensitive to the cultural backgrounds of all pupils, about relationships, love and care and the responsibilities of parenthood, as well as about sex and sexuality.
- to equip our pupils with knowledge, understanding and skills to enable them to make choices leading to a healthy lifestyle.
- to provide appropriately for the distinctive needs of boys and girls in these aspects of their personal development.
- to ensure that all children
  - develop confidence in talking, listening and thinking about feelings and relationships.

- develop their self-esteem, sense of responsibility and empathy.
- are able to understand how to respect others.
- are able to name parts of the body and describe how their bodies work.
- are prepared for puberty.
- have the correct vocabulary to describe themselves and their bodies.
- can protect themselves and ask for help and support.

## **5. How do we achieve these aims?**

RSE is integrated within the wider themes of the PSHE curriculum, and will be delivered through discrete lessons. This allows the natural linking of RSE with other work on emotions and relationships that the children are undertaking, as well as with issues such as peer pressure and other risk-taking behaviour such as drugs, smoking and alcohol. However, there are also links between RSE and Science, amongst other subjects, so aspects of the RSE curriculum may be touched upon in other lessons.

We deliver a 'spiral curriculum' of RSE, ensuring that content is relevant to the age, experience and maturity of pupils. This is taught through 'Wellbeing days' which take place termly and follow a rotation of topics on a 2 year cycle. Through cross-phase liaison we ensure a consistency of approach and progression for all pupils. The attached 'Wellbeing Rotation of Topics' details the content covered throughout the school. (See Appendix 1)

RSE is generally delivered by class teachers, although support from outside agencies, such as the school nurse and Coram Life Education, are used in Years 4, 5 and 6. The specific Coram Life Education Workshop learning outcomes are detailed below. (See Appendix 2) We ensure that the contribution of any outside professionals is integrated into the school's overall programme, and their messages are consistent with the school's approach and ethos.

As with all curricular areas we encourage children to take an active role in their learning during RSE sessions, and use a variety of approaches including whole class and small group discussions and role play. We try to ensure an honest and balanced approach in the handling of any controversial issues. To ensure a safe learning environment for all children a class agreement is made to ensure children feel confident to express their ideas and opinions.

From time to time, sensitive issues will be raised by pupils. The response from the member of staff will be appropriate to the child's age and maturity, and thought will be given to whether the response is appropriate in a class, small group or individual situation. Questions will always be treated with respect and with a caring response. Children who are not confident to ask their question out loud have the opportunity to anonymously write their question which will be answered by the staff member leading the session. Staff and other adults will always be sensitive to underlying problems which may be worrying a child.

## **6. Monitoring and Evaluating**

We undertake as a school to review our RSE Policy on a biannual basis. Views will be sort from all stakeholders – staff, children, families and Academy Councillors. As well as a thorough evaluation of the provision in school, through scrutiny of plans, resources, lessons and outcomes. Adaptations to the policy and schemes of work are determined through this process, to ensure a constant cycle of improvement. Any changes made will be in accordance with the school's ethos.

The RSE Policy has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Equality Opportunity Policy
- Health and Safety Policy
- Intervention (including SEN and Gifted & Talented) Policy
- Behaviour Policy
- Anti –Bullying Policy
- Safeguarding and Child Protection Policy
- On-line Safety Policy
- Confidentiality Policy

Monitoring arrangements consist of planning and work scrutinies, learning walks and pupil voice. Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

We encourage children to self-assess their own learning, as in other aspects of the PSHE curriculum, and use this information to help evaluate the effectiveness of the programme.

## **7. Parental Involvement**

We recognise that there is a strong link between school and home in the issues covered in RSE, as parents are key figures in helping their children to cope with both the physical and emotional aspects of growing up.

In promoting this objective we:

- 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;

- Take seriously any issue that parents raise with teachers or Academy Councillors about this policy or the arrangements for sex education in the school;
- Inform parents about the teaching about sex education in school so that the parents and school can work together to support the child with regard to sex education.

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.

Therefore before any RSE lessons all parents receive a letter, informing them of the intended coverage of the sessions. Parents are encouraged to contact the class teacher if there are any issues they wish to discuss prior to the sessions.

## **8. Right to Withdraw**

We recognise that parents can exercise their right to withdraw their child from the sex education within RSE except in those elements which are required by the National Curriculum science orders. In the event of a child not participating in a session they will spend the time in the most appropriate other class within the school. If a child does move classes in the session there will be the minimum of fuss, and the class beforehand will have engaged in a discussion about choice and the importance of respecting the wishes of others. If a parent does choose to have their child taken out of class, we ask that parents talk to their child about this, at home. This helps decrease any sense the child might have of their being any difficulties.

We would encourage parents to engage in discussion with us prior to making the decision to withdraw a child from RSE sessions in an effort to allay fears and share the benefits of this important aspect of education. However, we will always ultimately respect the wishes of parents.

## **9. Confidentiality**

We appreciate that the content of RSE lessons may prompt children to share concerns or problems they are facing. Children are reassured that they can share issues with members of staff without fear of being judged or reprimanded. However, it is the duty of staff to explain the meaning of confidentiality to children and to avoid making unconditional promises. If safeguarding issues arise from a disclosure from a child, the member of staff will follow the school's procedure for handling child protection issues as detailed in the Child Protection Policy.

## **10. Accessibility to All Children**

We believe that RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law. Therefore, we endeavour to ensure that our RSE is relevant and accessible to all pupils regardless of: gender, ethnic or cultural background, religious belief, sexual orientation or SEND.

This is achieved through the careful choice of materials and resources, the use of varied teaching strategies and activities, appropriate differentiation, the utilisation of different members of staff and others from outside agencies, the establishment of a safe and respectful atmosphere within lessons, amongst others.

## **11. Equality**

**This policy will inform the school's Equalities Objectives.**

The DfE Guidance 2019 (p. 15) states, *"Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics..."*

*At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".*

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue.

The Church of England document "Valuing all God's Children", 2019, states: *"Schools should ensure that they have clear anti-bullying policies on preventing and tackling homophobic, biphobic and transphobic behaviour and language and that these policies are known and understood by all members of the school community. School leaders should present a clear message that HBT bullying will not be tolerated and that there can be no justification for this negative behaviour based on the Christian faith or the Bible. Schools should ensure that pupils understand how to report incidents. Pupils should be confident that if they report bullying it will be taken seriously."*

It also asserts: *"Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs,*

*diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)*

*“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.” (Page 6)*

At Keevil C. of E. Academy, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise.

## **12. Responsibility**

**The subject leader** will keep up to date with RSE information and organise training for staff when appropriate. They will also manage resources and organise outside support.



Wellbeing Rotation of Topics

Appendix 1

This scheme delivers all aspects of the PSHE Association’s recommended programme of study; through which is woven the means by which we teach Fundamental British Values and how we develop, in part, our Keevil Characteristics.

	Relationships - Peers	Anti-Bullying	Keeping Safe	Emotions	Citizenship	Changes/ Moving On
Year 1	<div><div>KS1</div><ul style="list-style-type: none"><li>to recognise how their behaviour affects other people</li><li>to share their opinions on things that matter to them and explain their views through discussions with one other person and the whole class COMMUNICATION</li><li>to listen to other people and play and work cooperatively (including strategies to resolve simple arguments through negotiation) TEAMWORK AND PROBLEM-SOLVING</li><li>to offer constructive support and feedback to others TEAMWORK</li></ul><div>KS2</div><ul style="list-style-type: none"><li>to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</li><li>to recognise ways in which a relationship can be unhealthy and who to talk to if they need support.</li><li>that their actions affect themselves and others</li><li>to work collaboratively towards shared goals TEAMWORK</li><li>to develop strategies to resolve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and support to benefit others as well as themselves TEAMWORK AND PROBLEM-SOLVING</li><li>to resolve differences by looking at alternatives, seeing and respecting others’ points of view, making decisions and explaining choices TEAMWORK AND PROBLEM-SOLVING</li></ul></div>	<div><div>KS1</div><ul style="list-style-type: none"><li>to recognise what is fair and unfair, kind and unkind, what is right and wrong</li><li>to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them)</li><li>that people’s bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable)</li><li>to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say RESILIENCE</li></ul><ul style="list-style-type: none"><li>that there are different types of teasing and bullying, that these are wrong and unacceptable</li><li>how to resist teasing or bullying, if they experience or witness it, whom to go to and how to get help</li></ul><div>KS2</div><ul style="list-style-type: none"><li>to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours(including cyber bullying, use of prejudice-based language, how to respond and ask for help)</li><li>to recognise and manage ‘dares’ RESILIENCE</li><li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)</li><li>to realise the consequences of anti-social and aggressive behaviours such as bullying and discrimination of individuals and communities</li></ul></div>	<div><div>KS1</div><ul style="list-style-type: none"><li>that household products, including medicines, can be harmful if not used properly.</li><li>rules for and ways of keeping physically and emotionally safe (the difference between secrets and surprises and understanding not to keep adults’ secrets; road safety, cycle safety and safety in the environment (including rail , water and fire safety))</li><li>to recognise that they share a responsibility for keeping themselves and others safe, when to say, ‘yes’, ‘no’, ‘I’ll ask’ and ‘I’ll tell’</li><li>the difference between secrets and surprises and the importance of not keeping adults’ secrets, only surprises</li></ul><div>KS2</div><ul style="list-style-type: none"><li>to differentiate between the terms, ‘risk’, ‘danger’ and ‘hazard’</li><li>to deepen their understanding of risk by recognising, predicting and assessing risks in different situations and deciding how to manage them responsibly (including sensible road use and risks in their local environment) and to use this as an opportunity to build resilience</li><li>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li><li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li><li>to recognise when and how to ask for help and use basic techniques for resisting pressure to do something dangerous, unhealthy, that makes them uncomfortable, anxious or that they believe to be wrong</li><li>school rules about health and safety, basic emergency aid procedures, where and how to get help</li><li>strategies for keeping physically and emotionally safe including road safety (including cycle safety- the Bikeability programme), safety in the environment (including rail , water and fire safety)</li><li>about people who are responsible for helping them stay healthy and safe and ways that they can help these people</li><li>to judge what kind of physical contact is acceptable or unacceptable and how to respond</li><li>the concept of ‘keeping something confidential or secret’, when we should or should not agree to this and when it is right to ‘break a confidence’ or ‘share a secret’</li></ul></div>	<div><div>KS1</div><ul style="list-style-type: none"><li>To recognise what they like and dislike, how to make real informed choices that improve their emotional health, to recognise that choices have good and not so good consequences. RESILIENCE</li><li>About good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings. RESILIENCE</li></ul><ul style="list-style-type: none"><li>to communicate their feelings to others, to recognise how others show feelings and how to respond</li></ul><div>KS2</div><ul style="list-style-type: none"><li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others RESILIENCE</li><li>to recognise that they may experience conflicting emotions and when they might need to listen to their emotions or overcome them RESILIENCE</li><li>to recognise and respond appropriately to a wider range of feelings in others</li></ul></div>	<div><div>KS1</div><ul style="list-style-type: none"><li>how to contribute to the life of the classroom</li><li>to help construct, and agree to follow, group and class rules and to understand how these rules help them</li><li>that people and other living things have needs and that they have responsibilities to meet them (including being able to take turns, share and understand the need to return things that have been borrowed)</li><li>begin to understand the fundamentals of a democratic process</li></ul><div>KS2</div><ul style="list-style-type: none"><li>to research, discuss and debate topical issues, problems and events concerning health and wellbeing and offer their recommendations to appropriate people COMMUNICATION</li><li>why and how rules and laws that protect themselves and others are made and enforced, why different rules are needed in different situations and how to take part in making and changing rules</li><li>to understand that everyone has human rights, all peoples and all societies and that children have their own special rights set out in the United Nations Declaration of the Rights of the Child</li><li>that these universal rights are there to protect everyone and have primacy both over national law and family and community practices</li><li>to know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation</li><li>that there are different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment</li><li>understand the democratic process in Britain, how Councils and Parliament are run, and the separate nature of the judiciary</li></ul></div>	<div><div>KS1</div><ul style="list-style-type: none"><li>To think about themselves, to learn from experiences, to recognise and celebrate their strengths and set simple but challenging goals. DILIGENCE AND LEARNING</li><li>About change and loss and the associated feelings (including moving home, losing toys, pets or friends)</li></ul><div>KS2</div><ul style="list-style-type: none"><li>to reflect on and celebrate their achievements, identify their strengths, areas for improvement, set high aspirations and goals DILIGENCE AND LEARNING</li><li>about change, including transitions (between Key Stages and schools), loss, separation, divorce and bereavement</li></ul></div>

Year 2	<b>Communities</b>	<b>Digital Safety</b>	<b>Money, Money, Money</b>	<b>Relationships - Family</b>	<b>Keeping Healthy</b>	<b>Growing Up (RSE)</b>
	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>to identify and respect the differences and similarities between people</li> <li>that they belong to various groups and communities such as family and school</li> <li>what improves and harms their local, natural and built environments and about some of the ways people look after them</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>to listen and respond respectfully to a wide range of people, to feel confident to raise their own concerns, to recognise and care about other people's feelings and to try to see, respect and if necessary constructively challenge their points of view COMMUNICATION</li> <li>that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)</li> <li>to recognise and challenge stereotypes</li> <li>what being part of a community means, and about the varied institutions that support communities locally and nationally</li> <li>to recognise the role of voluntary, community and pressure groups, especially in relation to health and wellbeing</li> <li>to appreciate the range of national, regional, religious and ethnic identities in the United Kingdom</li> <li>to think about the lives of people living in other places, and people with different values and customs</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>rules for and ways of keeping physically and emotionally safe (including safety online, the responsible use of ICT)</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>to explore and critique how the media present information</li> <li>safety online(including social media, the responsible use of ICT and mobile phones)</li> <li>the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others</li> <li>Pupils should have the opportunity to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person and online/via text)</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>that money comes from different sources and can be used for different purposes, including the concepts of spending and saving</li> <li>about the role money plays in their lives including how to manage their money, keep it safe, choices about spending money and what influences those choices</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>about the role money plays in their own and others' lives, including how to manage their money and about being a critical consumer</li> <li>to develop an initial understanding of the concepts of 'interest', 'loan', 'debt', and 'tax' (e.g. their contribution to society through the payment of VAT)</li> <li>that resources can be allocated in different ways and that these economic choices affect individuals, communities and the sustainability of the environment</li> <li>about enterprise and the skills that make someone 'enterprising'</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>about people who look after them, their family networks, who to go to if they are worried and how to attract their attention, ways that pupils can help these people to look after them</li> <li>to identify their special people (family, friends, carers), what makes them special and how special people should care for one another</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>that there are different kinds of responsibilities, rights and duties at <u>home</u>, at school, in the community and towards the environment</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>What constitutes a healthy lifestyle including the benefits of physical activity, rest, healthy eating and dental health.</li> <li>To recognise what they like and dislike, how to make real informed choices that improve their physical health, to recognise that choices have good and not so good consequences. RESILIENCE</li> <li>The importance of and how to maintain personal hygiene.</li> <li>How some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others.</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>what positively and negatively affects their physical, mental and emotional health (including the media) RESILIENCE</li> <li>how to make informed choices (including recognising that choices can have positive, neutral and negative consequences) and to begin to understand the concept of a 'balanced lifestyle' RESILIENCE</li> <li>to recognise opportunities to make their own choices about food, what might influence their choices and the benefits of eating a balanced diet</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> <li>what is meant by the term 'habit' and why habits can be hard to change</li> <li>which, why and how, commonly available substances and drugs (including alcohol and tobacco) could damage their immediate and future health and safety, that some are legal, some are restricted and some are illegal to own, use and supply to others</li> </ul>	<p><b>KS1</b></p> <ul style="list-style-type: none"> <li>About the process of growing from young to old and how people's needs change.</li> <li>About growing and changing and new opportunities and responsibilities the increasing independence may bring.</li> <li>The names for the main parts of the body (including external genitalia), the similarities and differences between boys and girls.</li> </ul> <p><b>KS2</b></p> <ul style="list-style-type: none"> <li>how their body will, and emotions may, change as they approach and move through puberty</li> <li>about human reproduction</li> <li>about taking care of their body, understanding that they have autonomy and the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse, are a crime and how to get support if they have fears for themselves or their peers.</li> <li>to be aware of different types of relationship, including those between acquaintances, friends, relatives and families,</li> <li>that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</li> <li>to be aware that marriage is a commitment freely entered into by both people, that no one should enter into a marriage if they don't absolutely want to do so</li> <li>Pupils should have the opportunity to learn about the difference between sex, gender identity and sexual orientation and the terms associated with sex, gender identity and sexual orientation</li> </ul>

Coram Life Education Materials

The Learning Outcomes for the Educator- led workshops from Coram Life Education.

**Year 4**

The learners will be able to:

- List a range of feelings
- Name the external sexual body parts of both a male and female body
- Name parts of the reproductive organs of a male and female

**Year 5**

The learners will be able to:

- Recognise that puberty can be exciting and scary
- Explain that some children can feel unhappy in the body they were born with
- Understand that only certain people have permission to see their privates parts
- Ask for and recognise consent

**Year 6**

The learners will be able to:

- Identify how the body changes that take place during puberty are linked to reproduction
- Describe the process of conception, pregnancy and birth
- Recognise that some information about themselves can be shared publicly with no consequences whilst other information may need to be kept private and/or discussed with a trusted adult
- Reflect on a range of issues, such as gender, sexual orientation, emotional changes during puberty, relationship breakdown