



Amherst School (Academy) Trust

Relationships and Sex Education Policy

Policy Title	Relationships and Sex Education Policy (RSE)
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Policy Reference	Based on DfE guidance 2025
Function	For Information and Guidance
Status	Statutory
Audience	Parents, Governors, Headteacher, Teachers, Support Staff, the Department for Education
Ownership / Implementation	The Headteacher and the Governing Body have overall responsibility for ensuring that this policy is implemented.
RSE coordinator	Patricia Jones Miranda Huntley
Review Frequency	3 yearly
Date Approved by Governing Body	Delegated to the teaching and learning committee
Approved by Teaching & Learning Committee	April 2026
Upload to website	Yes
Date for Review	April 2029

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Rationale



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“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way”

“The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. This should equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online. This can be delivered by focusing on boundaries, privacy, and children’s rights over their own bodies and personal information. Pupils should be able to recognise emotional, physical and sexual abuse. Even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn’t feel right. In addition, pupils should understand about bullying, and that this can include the use of derogatory terms relating to sex, race, disability or sexual orientation” (Secretary of state foreword, RSE and Health Education guidance 2025)

“High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right.” (Secretary of state foreword, RSE and Health guidance 2025).

“SRE is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings” (Sex Education Forum 2021).

Introduction

The duties on schools in this area are set out in legislation. 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. 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. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. In teaching RSE, we must have regard for the guidance issued



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by the secretary of state, as outlined in section 403 of the Education Act 1986 and our legal duties set out in sections 406 and 407 of the Education Act.

We are not required to teach sex education at primary school, but we do need to teach the elements of sex education contained in the Science curriculum. Relationships and Sex Education (RSE) forms part of the curriculum in Personal, Social and Health Education at Amherst School. Effective relationships and sex education is key in supporting young people through their physical, emotional, social and moral development, enabling them to make informed life choices confidently, and furthering their respect for themselves and others as they move through life.

The statutory guidance in The DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education (Sept 2025) states that all schools must provide an up-to-date policy that describes the content and organisation of RSE provided outside the National Curriculum Science Order in their school. The Relationships and Sex Education provided at Amherst School will form a foundation for further work in secondary schools and form a part of the whole school PSHE scheme of work. All of the compulsory subject content will be age appropriate and developmentally appropriate and bespoke to our pupils at Amherst School. It will be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents with the aim of providing pupils with the knowledge they need of the law.

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education_relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

This policy presents clearly what the school is setting out to achieve in Relationships (Appendix A) Health and Wellbeing (Appendix B) and Sex Education (Appendix C) and how it proposes to go about it. It is a working document that was developed using current government statutory guidance, in consultation with the head, PSHE coordinators, staff and governors and provides guidance for staff whilst informing parents and carers.

Desired Outcomes

The purpose of teaching RSE is to ensure that pupils learn about issues in a caring and informed way, which dispels myths that they may have acquired. The school will work towards these aims in partnership with parents and carers. At Amherst School, we aim:

- to empower pupils to make responsible and well-informed choices about their education and future adult life;



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- for pupils to understand the characteristics of positive, respectful and caring relationships including online relationships by exploring and discussing relationship issues;
- to promote the importance of family life and people who care for them;
- to develop confidence in talking, listening and thinking about feelings and relationships, and respect the differences between people;
- for pupils to feel informed about the emotional and physical changes of puberty and know how to seek support;
- to promote the importance of self-respect for their bodies and the importance of sexual activity being within a committed, long term and loving relationship;
- to answer and discuss moral questions;
- for pupils to feel better prepared for the opportunities, responsibilities and experiences of adult life;
- for pupils to have the skills to avoid being pressured into risk-taking behaviour; particularly with reference to extreme and exaggerated online behaviours;
- for pupils to understand how the law applies to sexual behaviours and what the law allows and does not allow;
- for pupils to know who in school they can ask for help and support from if they have concerns about any aspect of their lives.

Delivering Relationships, Health and Sex Education

RSE is taught through a developmental scheme of work to all pupils across Key Stage 2, and links to other aspects of PSHE education to fully equip the pupils with the skills and attitudes necessary for them to benefit effectively from relationships and sex education. Amherst school has written its own bespoke PSHE curriculum based around the six core values of: Trust, Kindness, Determination, Politeness, Fairness and Co-operation. The scheme of work has been written as a spiral curriculum (every topic taught and delivered to all year groups depending upon their age) and the RSE objectives form part of that curriculum. The school is supported by use of the PSHE association resources, SEAL (Social and Emotional Aspects of Learning) Program, Go Givers resources and BBC resources.

The Medway RSE resources 2022 and worksheets will form the main teaching resources for the delivery of this topic in Years 5 and 6. The National Curriculum for science also includes subject content in related areas, such as the main external body parts (Yr 4), the human body as it grows from birth to old age, including puberty (Yr 5) and reproduction in some plants and animals.(Yr 5). They are taught about puberty, menstruation and changes to their body at the end of Year 5 and again at the end of Year 6. Human reproduction is taught to Year 6 pupils only. We also teach some RSE content through Science where we feel that it contributes significantly to a pupil's knowledge and understanding of their own body and how it is changing and developing.



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The PSHE health education curriculum focuses on teaching the characteristics of good physical health and mental wellbeing and how these two are intrinsically linked, and teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. This includes teaching about the importance of daily exercise, good nutrition and sufficient sleep, enjoying hobbies, being part of a community and spending time outside. Health education will focus on a range of emotions pupils will experience, articulating how they feel and judging what are appropriate and proportionate responses to situations. Teachers will discuss how to support their own and others' mental wellbeing and signpost children to people who can help them. Pupils will be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. Pupils are taught why social media, computer games and online gaming have age restrictions and how to manage common difficulties encountered online such as scams, fraud and online gambling. (See Appendix B).

Most of the teaching of RSE will be done by the class teachers, as they will have established a positive working relationship with the pupils. The more discrete topics, taught in Year 5 and 6 at the end of the Summer Term about puberty, sex and relationships, will be taught in single sex groups with two adults present in each classroom. Teachers will respond sensitively to the children's questions and provide anonymous question boxes for the children to put in any questions they may have on the topic. The teachers will then make a carefully considered judgment about which questions are age appropriate to answer and which will not be answered in school. Teachers reinforce with the children the importance of finding a trusted adult at home to talk to after these sessions.

Positive Climate for Learning in all classrooms

Ground Rules:

- Teachers develop a set of ground rules to create a safe environment in which no one feels embarrassed or anxious about unintended or unexpected questions or comments from pupils;
- Teachers will avoid embarrassment and protect pupils' privacy by always depersonalising discussions;
- Children will be enabled to write anonymous questions to put in a box in order to avoid embarrassment and ensure this part of their learning is as open as possible;
- Teachers will establish clear parameters of what is appropriate and inappropriate in a whole class setting;
- If a question is too personal, the teacher will remind the pupil of the ground rules. If the pupil needs further support the teacher can refer them to the appropriate person such as, parent, the school counsellor, helpline or an outside agency or service.
- If a question is too explicit, feels too old for a pupil, is inappropriate for the whole class, or raises concerns about sexual abuse, the teacher will acknowledge it and



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promise to attend to it later on an individual basis. To maintain trust and respect the teacher must remember to talk to the pupil later and remind them to find a trusted adult at home, if concerned that a pupil is at risk of sexual abuse, the teacher will follow the school's child protection procedures.

Cross curricular links

All curriculum areas make a contribution to RSE. Some subjects make a clear contribution, such as Science and PSHE, while other subjects make a less obvious, but important, contribution, such as:

- Literacy – discussion of specific relationships and moral dilemmas;
- R.E. – discussion of family and marriage;
- History and Geography – discussion of wider social issues;
- Art and Music – discussion of feelings and emotions within relationships.

Parents and Relationships and Sex Education

As a school we wish to build on what pupils learn at home and we are clear that parents and carers are the prime educators for children on many of these matters.

We appreciate the sensitivity and concerns some parents may feel towards RSE and therefore, we invite parents to view the materials we use in school prior to the delivery with the pupils by publishing a date for an open forum. We encourage all parents to attend this meeting to view the materials used with their children to help them make informed decisions about the curriculum content. We believe that for the pupils to achieve the desired objectives, a positive and united relationship must continue to exist between home and school and we would encourage discussion about this area of the curriculum at home.

In promoting this objective we:

- inform parents/carers about the school's RSE policy and practice;
- answer any questions that parents/carers may have about RSE of their child;
- take seriously any issues that parents/carers raise with teachers or governors about this policy or the arrangements for RSE in the school;
- offer opportunities for parents/carers to give feedback on the RSE curriculum and delivery
- inform parents/ carers about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents/carers give to pupils at home.

Parents/carers do not have a right to withdraw their child from Relationships and Health Education but do have the right to withdraw their children from that part of the RSE programme that teaches sex education (though not from those elements taught through Science).



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Parents/carers who wish to withdraw their children from any aspect of RSE programme should meet with the Headteacher to discuss their concerns. Should, after discussion, parent/carers still wish to withdraw their child, they must submit a letter in writing prior to the commencement of the RSE programme. The school will seek to address any parental concern sensitively. A formal request to withdraw a pupil from the RSE programme by their parents will be respected by the school.

Differentiation and Special Educational Needs

The school will ensure that pupils with Special Educational Needs and Disabilities (SEND) receive Relationships and Sex Education (RSE). Teaching is carefully planned and adapted to ensure that content is accessible and meaningful for pupils with SEND, supporting them in preparing for adulthood in line with the SEND Code of Practice.

All parents and carers of pupils with SEND will be invited to attend a meeting prior to RSE lessons being delivered. This meeting will provide an opportunity to discuss the content of the curriculum and raise any questions or concerns. Parents and carers will also have the opportunity to speak with the Inclusion Manager and/or class teacher following the meeting. Where appropriate, parents and carers may be provided with teaching materials to support learning at home.

Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation, violence, bullying, and other safeguarding concerns. As such, RSE is particularly important for these pupils, especially those with social, emotional and mental health needs or learning disabilities.

The delivery of the RSE curriculum may include pre-teaching and small group sessions to support understanding. Teaching will be carefully differentiated, with key concepts revisited as needed to ensure comprehension, retention, and confidence. Teaching points will be conveyed using clear, accessible language tailored to the needs of the pupils, enabling them to understand their physical and emotional development and to make informed, positive decisions in their lives.

Entitlement and Equality of Opportunity

Amherst School is committed to working towards equal opportunities in all areas of school life. We aim to avoid stereotyping and believe that pupils' religious beliefs and cultural differences should also be respected. All pupils, regardless of their developing sexuality, are entitled to an RSE Curriculum that is relevant to their age group and sensitive to their needs. Teachers should be aware that for some children the RSE that they receive at school will be the main education they receive.

The sex education elements of the National Curriculum Science Order are mandatory for all pupils of primary and secondary school age. These cover anatomy, puberty and the biological aspects of sexual reproduction. The correct scientific terms for genitalia are used.



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Other elements of PSHE, including RSE, are non-statutory, but ensure pupils explore the skills, values and attitudes that are essential to lead a positive and healthy lifestyle.

Within the context of healthy mutual relationships, it seeks to encourage respect for self, respect for others and the responsibility for one's own actions.

Confidentiality:

Teachers conduct RSE lessons in a sensitive manner and with consideration for the need for confidentiality. But should issues of disclosure regarding inappropriate sexual behaviour/ activity arise, all staff must be aware that they have a professional responsibility to share information with other agencies in order to safeguard children. All staff must be aware that they cannot promise a child to keep secrets which might compromise the child's safety or wellbeing. The teacher or teachers will take the matter seriously and deal with it as a matter of child protection. In such cases, procedures as laid down in the Policy for Child Protection will be followed.

Monitoring and Review:

Monitoring and evaluation are the keys to successful school improvement. All members of staff, in partnership with the governing body, share responsibility for monitoring and evaluating the work of the school. The school will seek to consult with parents and pupils with the content of this policy. The implementation of this policy will be monitored and its outcomes will feed into the process of review and evaluation. Any findings and recommendations will be submitted to the Governors of Amherst School Academy Trust, as necessary, to update this policy statement.

Signed: (Chair of Governors) Date:



Appendix A - statutory

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing



interests and experiences, and support with problems and difficulties.

5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

6. How to manage conflict, and that resorting to violence is never right.

7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.

2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.

3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.

4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.

5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.

6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.

7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.



10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe



Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix B - statutory

Primary health and wellbeing: content to be covered by the end of Primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and



others' feelings.

5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

6. That isolation and loneliness can affect children, and the benefits of seeking support.

7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can



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impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.

11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.

2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.

3. The risks associated with an inactive lifestyle, including obesity.

4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).

2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.

4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.



Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.



Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix C - non-statutory

Sex Education (Primary)

Sex education is not compulsory in primary schools, but we recommend that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

Primary schools should consult parents about the content of anything that will be taught within sex education. This process should include offering parents support in



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talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.