‘Learning Together, Growing Together, Succeeding Together.’

Relationships and Sex Education Policy

March 2025

Micklehurst All Saints CE Primary School Aims:

- To help children develop a sense of respect for themselves and others
- To ensure a secure, caring and supportive environment
- To provide an atmosphere of trust co-operation and understanding between home, school and the community
- For all children to be happy, enquiring and motivated learners
- To inspire a love for learning
- To develop Christian values
- To nurture self-respect and respect for others
- To celebrate achievement

Our Vision Statement

Our roots are firmly anchored in Christian values to enable children to grow and blossom.

'Micklehurst All Saints is committed to safeguarding and promoting the wellbeing of all children, and expects our staff and volunteers to share this commitment'.

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Statement of Intent

At Micklehurst All Saints CE Primary, we understand the importance of educating pupils about relationships and sex education, in order for pupils to make responsible and well-informed decisions in their lives.

The DfE's guidance, 'Relationship and Sex Education Guidance', defines this programme in primary schools as "the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

1. Aims

The aims of relationships and sex education (RSE) at Micklehurst All Saints are to:

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

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010 The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Micklehurst All Saints, we teach RSE as set out in this policy.

3. Policy Development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance and shared this with Governors

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting to look at the policy and talk to staff if required

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers upon request.

The key areas addressed in relationships and sex education are:

- Health and wellbeing, including physical development e.g. learning the correct names of the body parts and the changes puberty brings
- Relationships and emotions and how to manage feelings
- Living in the wider world and the social side e.g. positive and negative influences from friends and the media, including social media

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Elements of the topics for key stage 1 and 2 are statutory in accordance with the Science national curriculum and therefore must be taught (see Appendix 2).

In each year group, pupils are taught in accordance with Tameside's Primary Curriculum. Further information on each year group's teaching and learning is shared with parents annually and can be requested from school.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

The majority of the programme will be delivered through our Healthy Schools Week in January. Any other lessons with be taught through PSHE lessons, with statutory aspects taught via the science curriculum. However, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects.

It is good practice to have some RSE in every year of primary school as it helps pupils to learn progressively as they mature and revisit the subject on a regular basis, to reinforce learning and provide opportunities to ask further questions.

At key stage 1 and key stage 2, the topics are broken down into specific areas that will be taught appropriate to pupils' ages.

Classes may be taught in gender-segregated groups dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is only appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.

Inappropriate images, videos, etc. will not be used, and resources will be selected with sensitivity given to the age and cultural background of pupils.

Pupils will be prevented from accessing inappropriate materials on the internet when using technology to assist with their learning. The prevention measures taken to ensure this are outlined in the school's E-safety Policy, and Acceptable Terms of Use Agreement.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively and honestly.

The programme will be designed to focus on boys as much as girls and activities will be planned to ensure both are actively involved, matching their different learning styles.

Teachers will focus heavily on the importance of healthy relationships, though sensitivity will always be given as to not stigmatise pupils on the basis of their home circumstances.

The school understands that pupils with special education needs and disabilities (SEND) are entitled to learn about sex and relationship education, and the programme will be designed to be inclusive of all pupils.

Teachers will understand that they may need to be more explicit and adapt their planning of work in order to appropriately deliver the programme to pupils with SEND.

7. Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe, supported and able to engage with the key messages

We will also ensure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Careful consideration will be given to the level of scaffolding needed.

8. Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed

We **will**:

- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

Roles and responsibilities

The governing board

The governing board will approve the RSE policy and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from (non-statutory/non-science) components of RSE (see section 9).

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the (non-statutory/non-science) components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

All class teachers will teach the RSE curriculum supported by the Headteacher, who is also the PSHE lead and the Mental Health Lead in school, and Mrs Taylor our Pastoral Manager.

Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

12. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

Alternative school work will be given to pupils who are withdrawn from sex education.

13. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

14. Monitoring arrangements

The delivery of RSE is monitored by the Hedateacher, who is the PSHE lead through:

planning scrutinies, learning walks, etc.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the PSHE lead every 3 years or whenever there is any changes to statutory guidance. At every review, the policy will be approved by the governing board.

Appendix 1 – RSE Overview

Year Group	Health & Wellbeing	Relationships	Living in the Wider World
Year 1	H10. The names for the main parts of the body (including external genitalia) and the bodily similarities and differences between boys and girls. H13. About people who look after them, their family networks, who to go to if they are worried and how to attract their attention.	R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. R9. To identify their special people (family, friends, carers), what makes them special and how special people should care for one another.	L3. That people and other living things have rights and that everyone has responsibilities to protect those rights (including protecting others' bodies and feelings; being able to take turns, share and understand the need to return things that have been borrowed). L10. About the 'special people' who work in their community and who are responsible for looking after them and protecting them; how people contact those special people when they need their help, including dialling 999 in an emergency.
Year 2	H12. Rules for and ways of keeping physically and emotionally safe including responsible ICT use and online safety, road safety, cycle safety and safety in the environment, rail, water and fire safety. H14. About the ways that pupils can help the people who look after them to more easily protect them. H15. 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' including knowing that they do not need to keep secrets.	R3. The difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid. R8. To identify and respect the differences and similarities between people. R10. 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). R11. That people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable).	L4. That they belong to different groups and communities such as family and school. L8. Ways in which they are all unique; understand that there has never been and will never be another 'them.' L9. Ways in which we are the same as all other people; what we have in common with everyone else.

Year 3	H6. 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. H22. Strategies for keeping safe online; the importance of protecting personal information, including passwords, addresses and the distribution of images of themselves and others. H23. About people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe.	R8. To judge what kind of physical contact is acceptable or unacceptable and how to respond. R9. The concept of 'keeping something confidential or secret', when they should or should not agree to this and when it is right to 'break a confidence' or 'share a secret.'	
Year 4	H13. How pressure to behave in unacceptable, unhealthy or risky ways can come from a variety of sources, including people they know and the media. H18. How their body will, and their emotions may, change as they approach and move through puberty.	R8. To judge what kind of physical contact is acceptable or unacceptable, and how to respond. R14. To realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber bullying, use of prejudice-based language, 'trolling', how to respond and ask for help). R16. To recognise and challenge stereotypes.	L3. To understand that there are basic human rights shared by 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. L4. That these universal rights are there to protect everyone and have primacy both over national law and family and community practices.
Year 5	H6. 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.	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships.	

	H18. How their body will, and their emotions may, change as they approach and move through puberty. H19. About human reproduction. H24. The responsible use of mobile phones: safe keeping (looking after it) and safe user habits (time limits, use of passcode, turning it off at night etc.)	R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R4. To recognise different types of relationship, including those between acquaintances, friends, relatives and families. R13. 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). R16. To recognise and challenge stereotypes. R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. R18. How to recognise bullying and abuse in all its forms (including prejudice-based bullying both in person, online and through social media). R21. To understand personal boundaries; to identify what they are willing to share with their most special people; friends; classmates and others; and that we all have rights to privacy.	

Year 6	H18. How their body will, and their emotions may, change as they approach and move through puberty. H20. About taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact; understanding that actions such as female genital mutilation (FGM) constitute abuse and are a crime, and develop the skills and strategies required to get support if they have fears for themselves or their peers. H25. How to manage requests for images of themselves or others; what is and is not appropriate to ask for or share; who to talk to if they feel uncomfortable or are concerned by such a request.	R2. To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships. R3. To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support. R5. That civil partnerships and marriage are examples of 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. R6. That marriage is a commitment freely entered into by both people, that no one should marry if they don't absolutely want to do so or are not making this decision freely for themselves. R17. About the difference between, and the terms associated with, sex, gender identity and sexual orientation. R19. That two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.	L5. To know that there are some cultural practices which are against British law and universal human rights, such as female genital mutilation (FGM). L17. To explore and critique how the media present information. L18. To critically examine what is presented to them in social media and why it is important to do so; understand how information contained in social media can misrepresent or mislead; the importance of being careful what they forward to other.

Appendix 2 – Science national curriculum

In accordance with the DfE's 'Relationship and Sex Education Guidance' 2000, there are certain aspects of relationship and sex education which are compulsory for pupils to learn as they progress through the key stages.

Primary science includes learning about parts of the body, growth, reproduction, life cycles and ageing. Pupils should also learn about the changes experienced in puberty. The programmes of study are set out year by year, but content may be introduced earlier (but not later) if relevant to the pupils' needs.

Key Stage 1 science includes pupils being taught to 'identify, name, draw and label the basic parts of the human body'. It is important that pupils are taught the names of the external genitalia, and know the differences between boys and girls. This is vital for safeguarding, so that a child has the language to describe the private parts of their body, and to seek help if they are abused.

Appendix 2 – Science Overview

Year	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	**Everyday materials-** Distinguish between an object and material. Identify and name a variety of everyday materials. Describe physical properties and compare and group. Scientist: Ole Kirk Christiansen	**Seasonal change- Autumn & Winter** Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies.	**Animals including humans** – Identify and name common animals including fish, amphibians, reptiles, birds and mammals. Identify carnivores, herbivores and omnivores. Compare structure of a variety of common animals. Identify, name and label parts of the body and link with senses. Scientist: George Mottershead	**Seasonal change- Spring & Summer** Observe changes across the four seasons and observe and describe weather associated with the seasons and how day length varies	**Plants** – identify and name a variety of common wild & garden plants including deciduous and evergreen trees. Identify the basic structure of a variety of plants and trees Scientist: Jane Colden	Inventors Unit
Year 2	**Everyday materials** **Charles Mackintosh** Compare the suitability of a variety of everyday materials. Find out how the shapes of solid objects made from some materials can be changed.	**The Environment** This Environment Unit introduces children to the ecological challenges that face the modern world. Children undertake a range of activities that challenge them to engage with environmental issues and to understand the simple changes we can make to live more sustainable lives. Throughout the unit, learning is closely focused on the Working Scientifically strand of objectives.	**Animals including humans** **Louis Pasteur** know that animals have offspring that turn into adults, basic needs of animals and healthy living for humans. Describe importance for humans of exercise, eating and hygiene.	**Plants** **Tim Smit** **Nichelas Grimham** describe how seeds and bulbs grow (what they need). Find out and describe how plants need water, light and suitable temperature to grow and stay healthy.	**All living things and habitats** **Rachel Carson** Explain the differences between things that are living and those that have never been alive. Identify that living things live in habitats to which they are suited, name a variety of plants and animals when studying habitats and look at simple food chains.	Inventors unit

Year 3	**Light-** **Thomas Edison** Recognise that you need light to see things. Notice that light is reflected off surfaces. Recognise that light from the sun can be dangerous. Recognise how shadows are formed. Find patterns in the way that size of shadows change.	**Rocks** **Mary Anning** compare and group rocks based on their physical properties. Describe in simple terms how fossils are formed. Recognise that soils are made from rocks and organic matter.	**Animals including humans** **Marie Curie** Identify that animals including humans need the right types of nutrition. Identify that humans and some animals have skeletons and muscles for support, protection and movement.	**Forces and magnets** **Isaac Newton** Compare how things move on surfaces. Observe how magnets attract or repel each other. Compare and group a variety of materials on the basis of whether they are attracted to a magnet. Describe magnets. Predict whether two magnets will attract or repel.	**Plants** **George Washington** Identify the functions of different parts of a plant; identify the requirements of plants for life and growth. Investigate the way in which water is transported within plants. Explore the part that flowers play in the life cycle of a flowering plant.	Inventors Unit
Year 4	**Living things and habitats** **Gerald Durrell** Recognise that living things can be grouped in a variety of ways. Explore and use classification keys to group, identify and name a variety of living things. Recognise that environments can change.	**Animals including humans** **Washington Sheffield** construct and interpret a variety of food chains identifying producers, predators and prey. Describe simple functions of the digestive system. Identify different types of teeth and their function.	**Sound** **Alexander G-Bell** **James West** **Gerhard M Sessler** Identify how sounds are made. Recognise that vibrations from sounds travel through a medium to the ear. Find patterns between pitch and features of the object that produced it. Find patterns between volume of sound and the strength of the vibration.	**Electricity** **Lewis Howard Latimar** **Maria Telkes** Describe the use of electricity to power common appliances. Construct a simple circuit. Explain that some materials conduct electricity using a comparative test. Explain about closed and open circuits and purpose of a switch. Recognise some common conductors and insulators.	**States of matter** **Antoine Lavoisler** **Joseph Priestly** compare and group together materials based on whether they are solids, liquids and gases. Observe that some materials change state when they are heated and cooled and measure or research the temperature at which this happens. Identify the part played by evaporation and condensation in the water cycle.	Inventors Unit
Year 5	**Earth and space** **Margaret Hamilton** **Neil De Grasse Tyson** Describe the movement of the Earth and other planets relative to the sun in the solar system. Describe the movement of the Moon relative to	**Living things and habitats** **Eva Crane** Describe the differences in the life cycles of a mammal, amphibian, an insect and a bird. Describe the life processes of	**Animals including humans** **David Attenborough** Describe the changes as humans develop from birth to old age.	**Properties and changes of materials** **Stephanie Kwolek** Compare and group everyday materials through comparative and fair tests. Know that some materials	**Forces and magnets** **Leonardo Di Vinci** Explain that unsupported objects fall towards the earth because of gravity. Identify the effects of air resistance, water resistance and friction	Inventors unit

	the Earth. Describe the Sun, Earth and Moon as spherical bodies. Use the idea of the earth's rotation to explain day and night.	reproduction in some plants and animals.		will dissolve in liquid. Look at how mixtures might be separated, through filtering, sieving and evaporating. Demonstrate that dissolving, mixing and changes of state are reversible. Also look at new materials formed by irreversible changes.	that act between moving surfaces. Recognise that some mechanisms, including levers, pulleys and gears allow a smaller force to have a greater effect.	
Year 6	**Evolution and inheritance-** **Charles Darwin** **Mary Leakey** Recognise that living things have changed over time and that fossils provide information about living things. Recognise that living things produce offspring of the same kind but normally offspring vary and are not identical to their parents. Identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution.	**Animals including humans** **Dr Daniel Hale Williams** **Marie Maynard** Describe the ways in which nutrients and water are transported within animals including humans. Identify and name the main parts of the human circulatory system. Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.	**Living things and habitats** **Alexander Fleming** **Libbie Hyman** Describe how living things are classified including micro-organisms, plants and animals. Give reasons for classifying plants and animals based on specific characteristics	**Light** **Steve Jobs** Recognise that light appears to travel in straight lines. Explain that we see things because light travels from light sources to our eyes. Use the idea that light travels in straight lines to explain why shadows have the same shape as the objects that cast them.	**Electricity** **Stephen Hawkins** Associate the brightness of a lamp or the volume of a buzzer with number and voltage of cells used in a circuit. Compare and give reasons for variations in components. Use recognised symbols when representing a simple circuit.	Inventors Unit

Working scientifically	**Years 1 and 2**	These elements should be taught throughout each unit: • asking simple questions and recognising that they can be answered in different ways • observing closely, using simple equipment • performing simple tests • identifying and classifying • using their observations and ideas to suggest answers to questions • gathering and recording data to help in answering questions
	Years 3 and 4	These elements should be taught throughout each unit: • asking relevant questions and using different types of scientific enquiries to answer them • setting up simple practical enquiries, comparative and fair tests • making systematic and careful observations and, where appropriate, taking accurate measurements using standard units, using a range of equipment, including thermometers and data loggers • gathering, recording, classifying and presenting data in a variety of ways to help in answering questions • recording findings using simple scientific language, drawings, labelled diagrams, keys, bar charts, and tables • reporting on findings from enquiries, including oral and written explanations, displays or presentations of results and conclusions • using results to draw simple conclusions, make predictions for new values, suggest improvements and raise further questions • identifying differences, similarities or changes related to simple scientific ideas and processes using straightforward scientific evidence to answer questions or to support their findings.
	Year 5 and 6	These elements should be taught throughout each unit: • planning different types of scientific enquiries to answer questions, including recognising and controlling variables where necessary • taking measurements, using a range of scientific equipment, with increasing accuracy and precision, taking repeat readings when appropriate • recording data and results of increasing complexity using scientific diagrams and labels, classification keys, tables, scatter graphs, bar and line graphs • using test results to make predictions to set up further comparative and fair tests • reporting and presenting findings from enquiries, including conclusions, causal relationships and explanations of and a degree of trust in results, in oral and written forms such as displays and other presentations • identifying scientific evidence that has been used to support or refute ideas or arguments •

Micklehurst All Saints CE Primary School

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Headteacher: Miss Laura Trelfa

Appendix 3 – Letter to parents/carers

Dear Parent/carer,

RE: Relationships and Sex Education at Micklehurst All Saints CE Primary School

At Micklehurst All Saints CE Primary School, we believe that it is important to provide our pupils with a thorough and balanced curriculum, including age-appropriate information about relationships and sex.

The details of what will be taught to the various year groups is detailed in our Relationships and Sex Education Policy and is shared annually in preparation for Healthy Schools Week or requested in hard copy form from the office.

However, only aspects of the science national curriculum are compulsory for pupils to learn. Therefore as parents/carers, you are entitled to request that your child be removed from any sex education lessons.

Such requests should be submitted to myself, the Headteacher, who will discuss this with you and your child's teacher and determine an appropriate substitute for these lessons. In most instances, children will be provided with self-directed reading or exercises or other activities which they can complete under the supervision of another member of staff.

If you have any concerns or queries about your child's participation in these lessons, please do not hesitate to contact either myself or your child's class teacher to discuss these.

Yours sincerely,

Miss L Trelfa
Headteacher