

Whiteley Primary School

Relationships and Sex Education (RSE) and Health Education Policy

Rationale and Ethos

This policy covers our school’s approach to Relationships and Sex Education, and Health Education following the change in statutory guidance for schools in September 2020. It was produced by the Headteacher and Personal Development Learning (PDL) staff team, in consultation with staff, governors and parents.

CURRICULUM INTENTIONS	Our curriculum is underpinned by our School Vision—A Place to SMILE	SUCCESS Believe you can succeed, and be the best you can be.	MUTUAL RESPECT Respect yourself, respect others, respect your surroundings.	INCLUSION Value differences and overcome barriers.	LIFELONG LEARNING Inspired to learn—at home, at school, for life.	ENRICHMENT Explore, experience, challenge—within the curriculum and beyond
	Our curriculum will...	Offer appropriate challenge to all. Encourage children to value and learn from mistakes. Build confidence and allow children to experience success as a ‘Whiteley Learner’.	Promote understanding of the UN Convention on the Rights of the Child. Help children to actively contribute to the school and wider community. Teach the value of forming positive relationships.	Be inclusive and accessible to all of our children. Foster curiosity and teach the value of diversity. Encourage resilience to face challenges and overcome barriers.	Be relevant and engaging so that the children <i>want</i> to learn. Provide opportunities and guidance for parents to support their child’s learning. Provide a strong foundation, preparing children for their next stage in education.	Be broad and varied, teaching the full National Curriculum and beyond. Widen children’s experiences, including trips, visitors and opportunities to learn outside the classroom. Include a range of extra-curricular opportunities.

The teaching of RSE and health education at Whiteley Primary School is underpinned by the above curriculum intentions which support the school’s vision – A Place to SMILE:

Success – RSE and health education supports children in valuing themselves as individuals, understanding how to keep themselves safe and healthy

Mutual Respect – RSE and health education helps children to recognise and develop respectful relationships

Inclusion – RSE and health education teaches the importance of respecting others, even when they are different from them, or have different preferences or beliefs

Lifelong Learning – RSE and health education provides a foundation of learning which will help children to make informed choices and keep themselves safe

Enrichment – RSE and health education will be supported through the use of visiting professionals where appropriate (e.g. CORAM Life educators; health professionals to support healthy living; Heartstart first aid sessions; NSPCC assemblies.)

Whiteley Primary School is committed to relationships, sex and health education which:

- Fosters a climate that allows and encourages pupils to express their own views and feelings, whilst accepting that others may think and feel differently;
- Promotes safe, equal, and caring relationships and discusses real-life issues appropriate to the age of our pupils;
- Gives pupils the understanding, vocabulary and strategies they require to keep themselves safe;
- Works in partnership with parents and carers, informing them about what their child will be learning and how they can contribute at home;
- Is progressively planned and taught throughout the key stages as part of our wider PDL curriculum, but which is also supported through cross-curricular working where appropriate;
- Is based on reliable sources of information about the law and legal rights;
- Helps to prepare pupils to live in modern Britain.

RSE and Health education is **not** about the promotion of sexual activity.

Statutory Requirements

At Whiteley Primary School, we teach RSE and health education as set out in this policy.

Documents that inform the school's RSE and health education policy include:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education - Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (2019)
- Education Act (1996)
- Equality Act (2010),
- DfE Keeping children safe in education (2019)

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020, it became compulsory for all schools to teach Health Education. At Whiteley Primary School, we have committed to continue to teach age-appropriate sex education alongside relationships education. In doing so, we have regard to section 67 of the statutory guidance:

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

The RSE and health education policy complements the following school policies:

- Curriculum Policy
- Equalities Policy
- Anti-bullying Policy
- Safeguarding Policy
- Rights Respecting Education Policy

Roles and Responsibilities

Governors

The governing body will approve the RSE and health education policy, and hold the headteacher to account for its implementation. The governor curriculum committee will be responsible for reviewing the RSE and health education policy at least biannually, in conjunction with the Headteacher and PDL team, and seeking the views of parents/carers where significant changes are considered.

The Headteacher

The headteacher is responsible for ensuring that RSE and health education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory sex education.

Class Teachers

Class teachers are responsible for:

- Delivering RSE and health education in a sensitive way;
- Modelling positive attitudes to RSE and health education;
- Monitoring progress;
- Responding to the needs of individual pupils;

- Ensuring that parents and carers are provided with adequate information regarding the curriculum for them to be able to support their child at home;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education.

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

PDL Team

The PDL team are responsible for

- Ensuring appropriate coverage of the RSE and health education curriculum;
- Signposting year groups to appropriate resources and ensuring that the school's resources are reviewed and updated where necessary;
- Monitoring the impact of teaching through pupil interviews, sampling of PDL class books and scrutiny of planning;
- Providing support for planning and identifying training for staff as necessary, in liaison with the Headteacher.

Pupils

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

Parents

Through our home-school agreement, parents are asked to support the school in promoting pupil's rights as set out in the UNCRC. These rights include those with direct relevance to the school's RSE and health education policy including:

- To be treated fairly and without discrimination (article 2)
- To have information that is important to your well-being (article 17)
- To feel protected from harm and to feel and be safe (article 19)
- To be healthy (article 24)

Parents will be provided with information about the school's RSE and health education, and the right to withdraw their child from non-statutory sex education. They will be consulted on any key changes to this policy and asked to share with the school any concerns or questions they have so that the school can explain its approach.

Delivery of RSE and Health Education

RSE and health education is taught as part of the wider PDL (Personal Development Learning) curriculum which is led by the PDL team. PDL also includes PSHE (Personal, Social and Health Education), citizenship (including rights respecting education), and sustainability. There are planned units for PDL in every year group for every term, but many aspects (particularly those relating to mental health and well-being, keeping safe, respectful friendships and healthy living) are regularly reinforced through day to day opportunities in school including assemblies, circle times and discussions around stories/texts shared in class. There will be discrete timetabled sessions but aspects of PDL may also be taught through other subjects due to the cross-curricular nature of the learning. Particular cross-curricular links include the following:

- Science (Changing adolescent body; health and prevention; healthy eating)
- Computing (internet safety and harms; online relationships)
- PE (physical health and fitness)
- Design Technology (healthy eating).

RSE and health education is taught by class teachers, supported by the classroom support team who know the pupils well. Some aspects will be reinforced in assemblies delivered by other teachers including the headteacher. Specific work on mental well-being will be reinforced with individuals and small groups by members of the pastoral support team including the school's trained Emotional Literacy Support Assistants (ELSAs). Where sex education is taught in Y6, the curriculum is delivered by the class teachers. The majority of RSE and health sessions will be taught to mixed gender groups. On occasion, Y5/6 pupils may be given the opportunity for a question and answer session within a single-gender group (for example, to ask questions relating to body changes).

Where appropriate, other professionals or organisations may be used to support RSE and health education teaching alongside the class teacher. This includes:

- Annual visit from Coram Life Education - age appropriate sessions for specific year groups which include making choices, dealing with peer pressure and how to keep healthy;
- Three yearly visit from Meon Valley Heartstart volunteers – first aid programme for all classes.
- Biannual visit from NSPCC – age appropriate assemblies for all year groups around keeping safe and how to seek help.

The school draws on a range of well-regarded resources to support the planning and delivery of PDL, including RSE and health education. These include

- The PATHS programme (social emotional learning) - Year R and 1
- SCARF (Safety; Caring; Achievement; Resilience; Friendship) programme from Coram Life Education (covers all aspects of the statutory requirements for teaching of RSE and health education)
- Resources from the PSHE association.

Teaching and resources will be differentiated as appropriate to address the needs of children, including SEND or Social and Emotional needs, in order for them to have full access to the RSE and health curriculum.

The PDL curriculum has been mapped across the school, to ensure appropriate coverage. This includes the statutory requirements for RSE and health education. (See appendix 1 for the curriculum map for RSE, health and sex education).

Parental Right to Withdraw

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

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

Parents have the right to request that their child be withdrawn from the sex education delivered as part of RSE at primary school. All requests by parents to withdraw from these sessions would be granted, but the headteacher will have a discussion with parents about the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said

in the classes, rather than what was directly said by the teacher. Parents who requested would be signposted to resources for them to cover the aspects at home if they prefer. Any children withdrawn from the sessions would be provided with alternative work in school.

At Whiteley Primary School, the only sessions which a child can be withdrawn from are the Y6 sessions on how a baby is conceived and born. There is no right to withdraw children from aspects covered in the science curriculum (including puberty and changes to the adolescent body). There is also no right to withdraw from Relationships or Health Education; the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught and form part of the statutory curriculum.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can occasionally arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Safeguarding

All staff involved in the delivery of PDL are aware that effective RSE and health education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue. One of the schools Designated Safeguarding Leads will be informed should such a situation arise and disclosures will be dealt with in line with school and local authority procedures relating to child protection. No member of staff can promise confidentiality if there are any concerns in these circumstances.

Monitoring, evaluation and review

The PDL team will monitor the effectiveness of this policy and report to the governor curriculum committee.

This policy will be reviewed at least every two years by the curriculum committee in liaison with the Headteacher and PDL team, and with regard to the views of stakeholders including pupils, staff and parents.

Policy reviewed by governors: March 2024

Next review date: Spring term 2026

Below is the overview for how RSHE is mapped across the school. Statements in **bold** are the statutory requirements for RSE and health education. In addition, we have included key information that is covered through the delivery of the SCARF (Safety, Caring, Achievement, Resilience, Friendship) programme from Coram Life Education, a recognised programme used across the country by schools to deliver RSHE content.

RELATIONSHIPS EDUCATION

	By the end of Y2, children should know	By the end of Y4, children should know	By the end of Y6, children should know
Families and people who care for me	<ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability. • that others' families, 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. • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Understand some of the tasks required to look after a baby and explain its basic needs. • Recognise that they belong to various groups and how these people can help them. • Identify things they could do as a baby / toddler/ now. • Identify some of the people who are special to them and name some of the qualities that make them special. 	<ul style="list-style-type: none"> • the characteristics of healthy family life: 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 <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Understand that marriage is a commitment to be entered into freely and not against someone's will; • Recognise that marriage includes same sex and opposite sex partners* 	<ul style="list-style-type: none"> • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <p><i>* Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p>
Caring friendships	<ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including truthfulness, trustworthiness, loyalty, and kindness • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Suggest simple strategies for making up. • Give and receive positive feedback. • Explain the difference between unkindness, teasing and bullying. • Recognise and explain what is fair / unfair and kind/unkind, and suggest ways to show kindness. 	<ul style="list-style-type: none"> • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. 	

	By the end of Y2, children should know	By the end of Y4, children should know	By the end of Y6, children should know
Respectful relationships	<ul style="list-style-type: none"> • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds) • the conventions of courtesy and manners • about different types of bullying and how to get help <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Know about the importance of empathising with others • Know the importance of self respect and how this links to their own happiness. • Understand that classroom rules help everyone to learn and be safe. • Explain their classroom rules and be able to contribute to making them. • Demonstrate attentive listening skills. • Demonstrate responsibility in looking after something 	<ul style="list-style-type: none"> • practical steps they can take in a range of different contexts to improve or support respectful relationships. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help 	<ul style="list-style-type: none"> • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults • the importance of self-respect and how this links to their own happiness.
Online relationships	<ul style="list-style-type: none"> • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • that people sometimes behave differently online, including by pretending to be someone they are not 	<ul style="list-style-type: none"> • that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	<ul style="list-style-type: none"> • how information and data is shared and used online. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
Being safe	<ul style="list-style-type: none"> • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. . • that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to recognise and report feelings of being unsafe or feeling bad about any adult, and the vocabulary needed to do so. • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Understand they have the right to say no. • Understand the range of feelings associated with loss. • Understand the NSPCC ‘PANTS’ rule. • Identify people who can help them when they feel unsafe. • Name and know which body parts should be private. • Explain the difference between a secret and a nice surprise and identify them. 	<ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • how to ask for advice or help for themselves or others, and to keep trying until they are heard. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Understand that they have the right to protect their personal body space. • Understand and know examples of dangers, risks and hazards. 	<ul style="list-style-type: none"> • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Understand what FGM is and that it is an illegal practice in this country

HEALTH EDUCATION

	By the end of Y2, children should know	By the end of Y4, children should know	By the end of Y6, children should know
Mental wellbeing	<ul style="list-style-type: none"> • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • the benefits of physical exercise on mental wellbeing and happiness • simple self-care techniques, including the importance of rest and time spent with friends and family. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Recognise that people's bodies and feelings can be hurt. • Suggest ways of dealing with this hurt. • Recognise how others make them feel by reading body language and facial expressions. • Understand and explain how emotions can give a physical reaction e.g. butterflies in the tummy. • Suggest strategies for someone experiencing 'not so good' feelings to manage them. 	<ul style="list-style-type: none"> • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • that mental wellbeing is a normal part of daily life, in the same way as physical health 	<ul style="list-style-type: none"> • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

	By the end of Y2, children should know	By the end of Y4, children should know	By the end of Y6, children should know
Internet safety and harms	<ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • that the internet can also be a negative place which can have a negative impact on mental health. • about the benefits of rationing time spent online. • why some online activities are age restricted. • where and how to report concerns and get support with issues online. 	<ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • about the benefits of rationing 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. 	<ul style="list-style-type: none"> • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Know that it is illegal to create and share sexual images of children under 18 years old; • Explore the risks of sharing photos and films of themselves with other people directly or online
Physical health and	<ul style="list-style-type: none"> • the importance of building regular exercise into daily and weekly routines • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health. 	<ul style="list-style-type: none"> • the importance of building regular exercise 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, vigorous exercise 	<ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle.
Healthy eating	<ul style="list-style-type: none"> • what constitutes a healthy diet • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Suggest food from the Eatwell Guide. • Recognise the importance of fruit and vegetables and know the '5 a day' rule helps us maintain health. • Understand that the body gets energy from food, water and oxygen from the air. 	<ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • 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). 	<ul style="list-style-type: none"> • the principles of planning and preparing a range of healthy meals
Drugs, alcohol and	<p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Understand that medicines can sometimes make people better when they are ill. • Explain simple issues for safety and responsibility about medicines and their use. 	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking and alcohol <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Explain safety issues for medicines. 	<ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

	By the end of Y2, children should know	By the end of Y4, children should know	By the end of Y6, children should know
Health and prevention	<ul style="list-style-type: none"> • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health • about dental health and the benefits of good oral hygiene, including regular check-ups at the dentist. • about personal hygiene and germs, and the importance of handwashing. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Recognise how diseases can be spread and how to prevent this. 	<ul style="list-style-type: none"> • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	<ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • the facts and science relating to allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. 	<ul style="list-style-type: none"> • concepts of basic first-aid, for example dealing with common injuries, including head injuries 	
Changing adolescent body	<p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Name major internal body parts (heart, lungs, blood, brain, stomach, intestine) and explain the simple bodily processes associated with them. 	<p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives • Understand how the onset of puberty can have emotional as well as physical impact • Identify parts of the body that males and females have in common and those that are different; • Understand and explain why puberty happens; • Know the key facts of the menstrual cycle; • Understand that periods are a normal part of puberty for girls; • Know the correct terminology for their genitalia; • Identify some of the ways to cope better with periods. 	<ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle. <p>Through SCARF units of work, children will</p> <ul style="list-style-type: none"> • Discuss some of the myths associated with puberty • Identify some products that they may need during puberty and why
SEX EDUCATION (Non-statutory at Primary)			
In Y6, children will be taught			
<ul style="list-style-type: none"> • key facts about conception and birth, building on their knowledge of puberty and adolescent body changes. This will include an explanation of sexual intercourse, and that there are multiple ways for sperm to fertilise an egg to create a baby (e.g IVF, surrogacy etc). 			