

# Yorkmead School

## Relationships and Growing Up Education Policy (RGE)

**Date of policy:** July 2017

**Date of Ratification:** 4.12.17

**Review date:** July 2019

### INTRODUCTION:

Schools are legally required to provide a broad and balanced curriculum that meets the needs of its pupils and promotes their wellbeing. Yorkmead consulted with children from Years 2-6 on their knowledge and understanding of relationships and growing up. This consultation identified a high level of knowledge and misinformation that children, from every age group, had gained from television, friends and hearsay. Many children had worries and concerns about growing up. Therefore, the school feels it has a responsibility to provide children at Yorkmead with accurate, sensitive and appropriate information based on their needs and so has developed this policy to address Relationships and Growing up Education (RGE). This policy has been developed to inform pupils, staff and parents about the importance of RGE. It is a statement of the aims, objectives and strategies for the teaching of RGE and has been written sensitively, taking into account the needs of the children at our School.

### ACCESS TO RGE POLICY:

- The policy will be available on line through the school website.
- A paper copy is available on request
- Any member of the SLT will be available for any parent wanting to discuss the policy or content of RGE

### POLICY DEVELOPMENT:

This policy has been developed following a series of consultations with children, parents and staff. Children were enabled through focus groups to discuss what they knew about growing up and what they would like to learn about in school. The focus groups with children have formed the main foundation of this policy. Parents were given the opportunity to discuss RGE through a consultation day offering single sex sessions and a drop in at the school. Staff were consulted about the teaching and content of RGE and used the children and parent consultation to develop aims and objectives for the policy. [The policy was ratified by the governors on 4<sup>th</sup> December 2017.](#)

### RATIONALE: Why is Relationships and Growing up Education Important?

- All schools must provide a broad and balanced curriculum and have a statutory duty to promote pupil well-being throughout a child's time at Yorkmead.
- Relationships and Growing up Education will be made statutory by 2019 and schools are expected to work towards this to ensure it is in place by that date.
- Schools have a responsibility in safeguarding all of their children. RGE is a protective factor supporting children in asking for help, keeping themselves safe and helping them understand what is appropriate and inappropriate behaviour. Lessons that teach children about their bodies and growing up build self-esteem and provide knowledge and skills that can help safeguard them.
- The correct use of language and the provision of correct vocabulary for body parts, including genitalia, can enable children experiencing abuse to talk about abusive behaviours safely and be understood. This can also be a protective factor in regards to Female Genital Mutilation.
- A large percentage of those children consulted, in particular the boys, did not know where they would go if they had a worry or a question. Lessons in RGE provide correct and appropriate information so that children are less likely to search for answers on the internet. It also provides a positive environment where children feel confident asking questions both at home and at our school.

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- The children's consultation highlighted a number of misconceptions and questions they had about growing up, in particular about puberty and body parts. This has emphasised the need for a graduated programme of RGE that is built upon throughout the school.
- The children's consultation highlighted that children are exposed to explicit information, both violent and sexual in nature, through internet, video games and TV. Effective RGE, together with E-safety, can challenge these negative messages.
- Effective RGE helps children to understand themselves, respect others and sustain healthy relationships of all kinds including friendships, therefore forming the foundation for respectful, stable relationship later on in life.
- Effective RGE provides children with the knowledge, skills and attitudes to lead healthy lives now and in the future

#### **LINKS TO OTHER POLICIES:**

RGE is supported within other policies at the Yorkmead including: Safeguarding, E-safety, Equal Opportunities Policy, Behaviour Policy, Anti-bullying Policy.

#### **EQUAL OPPORTUNITIES:**

In order to allow each child to gain the maximum benefit from the curriculum, the School is committed to the total well-being of the child and to equality of opportunity regardless of race, gender, ability, sexuality or religion. The school actively and supportively challenges any form of discrimination or negative stereotype to ensure the safety and well-being of all children in their care. Its inclusive approach through the No Outsiders Curriculum promotes understanding, respect and tolerance within the community and fully meets the requirements of the Equalities Act, 2010.

#### **DEFINITION:**

At Yorkmead Primary, Relationships and Growing up Education is a key aspect of Personal, Social and Health Education (PSHE). We believe that RGE is lifelong learning about physical, moral and emotional development. Effective RGE helps children to understand themselves, respect others and sustain healthy relationships of all kinds, including friendships. This forms the foundation for respectful, stable relationships later on in life. It involves teaching children about growing up and provides them with the information needed to make sensible, safe and informed choices. The Relationships and Growing up Education provided forms the basis for further work in secondary schools and the skills and attitudes developed will enable the pupils to lead healthy lives. As with all other learning, it will be gradual and matched to the child's maturity and stage of development.

#### **VALUES STATEMENT:**

**Our visions and values are based on valuing all children equally, providing equality of education and being inclusive. These are at the core of everything we do and underpin all our teaching and learning. This provides an environment that will enable children at Yorkmead to lead happy, safe and fulfilling lives. We believe that the aims and objectives of our Relationships and Growing up Education support this ethos.**

#### **AIMS AND OBJECTIVES OF RGE:**

##### **Values and attitudes**

- Develop tolerance, respect, acceptance and open mindedness so that they can value others' views, ideas and beliefs, celebrate differences and support each other as we grow up. *(PSHE: British Values Assemblies/ RE /No Outsiders)*
- Value themselves and their bodies, and develop a realistic and positive self-image, building their self-esteem, self-confidence and resilience. *(Celebration assemblies/class behaviour rewards/ Literacy links/ assemblies/ No Outsiders)*
- Treat others as you would hope to be treated with honesty, kindness, empathy, forgiveness and compassion. *(Assemblies, PSHE Lessons/ no outsiders/ school council)*

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- Develop a curiosity and enquiring mind to be able to question and make good healthy choices. (PSHE, No Outsiders, assemblies)

### **Knowledge and understanding**

- To be able to recognise and have an understanding of safe and unsafe situations, safe touch and know that they have the right to feel / be safe (PSHE/ science, NSPCC PANTS)
- Be aware of the range of different people and organisations who help them keep safe. (Networks and Child Line)
- Have the correct terminology to talk about their bodies (including private body parts.) (Science / PSHE/ Topics/ NSPCC PANTS)
- Have the appropriate language to talk about different relationships and the diverse family set ups within our society. (No Outsiders/ literacy links)
- Be able to keep themselves clean and healthy including hygiene. (Science, PSHE, RGE)
- Be aware of their own bodies and understand and be prepared for the physical and emotional changes that happen to them as they grow up (puberty.) (Science PSHE, RGE)
- Have a basic understanding of human reproduction. (Science)
- Be able to recognise and demonstrate positive relationships (including friendships) that they can build upon at home and at school. (Play time /play leaders/ No Outsiders/ learning mentors/ assertive mentoring/ assemblies)
- Understand the value of family life, marriage, and committed relationships and the importance of love, respect and stability in all of these. (PSHE/RE/English links)
- Have understanding of the rights and responsibilities in relationships. (English / RE / Whole School and Class Assemblies)
- Be aware of the impact of negative stereotypes and how to challenge them appropriately. (Literacy links(e.g. 'There is a boy in the girls bathroom' book), play time/role-play / PE )

### **Skills**

- Make informed choices so they are able to say no, deal with peer pressure and understand the difference between right and wrong (guided reading/ circle time assembly)
- Have the communication skills and self-confidence to interact with others positively, develop active listening and respect other points of view. (Throughout lessons/ group work/ school council)
- Deal with challenge and conflict appropriately and recognise the importance of saying sorry and forgiveness. (PSHE/ RE / assemblies / Learning mentors/ school council/ No Outsiders)
- Talk about their worries or questions and be able to ask for help. (Each topic bring back to who exactly they would talk to)
- Form and maintain healthy relationships focusing on friendships, school and family. (Culture of class room / playground leaders/ mentors/ RE )
- To know how to use the internet safely. (E-safety work)
- Make sense of the messages that they receive about relationships, growing up and body image from the world around them i.e. the internet, media. (Literacy links (e.g. Literacy Shed) / E-safety/No Outsiders)

### **Emotional Understanding**

- Are aware of the many different feelings and emotions that they may experience as they grow up and develop the skills to deal with them positively (mental health and wellbeing) (literacy links (e.g. Literacy Shed), RE/playtime/circle time)
- Are fully aware and prepared for the emotional changes that will happen to themselves and others as they approach adolescence (PSHE/Science/ RGE)
- Have empathy and understanding of the emotions, feelings and beliefs of others. (RE literacy links (e.g. Literacy Shed) PSHE/ mentors/ play leaders)

## CONTENT

RGE provides lifelong learning that develops a child's knowledge, skills, understanding and values as stated in the aims and objectives of RGE. As with all other learning it will be gradual and matched to the child's maturity and stage of development.

### Where will RGE be covered in the curriculum?

RGE is based within Science, RE and Personal Social and Health Education. It is also integrated into our creative curriculum which is planned and delivered within each half term through a topic. Any topics covered within the national curriculum are statutory. *See the content of the Science Curriculum in Appendix 1.* The life skills developed through RGE means it is also embedded within the life of the school and is taught and covered in a variety of ways:

- Phase and class assemblies
- Whole school assemblies with opportunities for reflection.
- Certificates assembly
- Other curriculum areas
- Play time including learning mentors /play leaders
- Miss Wright's lunchtime room
- Behaviour and learning mentor
- School Council
- Positive inclusive school environment e.g. displays/ posters
- Focus weeks
- Letters, Newsletters and communication with parents
- Visual Literacy
- Guided reading – images contained within texts
- No Outsiders

### Specific topics will be covered in the following ways:

As shown above, RGE will meet the knowledge, skills and values stated earlier in the document. The following provides details of the more sensitive topics to ensure staff, parents, and governors are clear when and where they will be covered.

#### Body Awareness, Hygiene and Body Parts:

Correct terminology for body parts are introduced early on in order to protect children and as part of the school's safeguarding responsibilities. The introduction of these words enables the school to talk about privacy and supports self-esteem and body image. It also supports children in asking for help about sensitive issues. All teaching will be age appropriate:

*All work around body parts throughout a child's time at Yorkmead will emphasise that their body is their own and that their privates are private in order to reinforce the concept of unwanted touch and their right to say no.*

#### Hygiene:

- Will begin in nursery and is specifically covered in science in year 1 and 2 under animals including humans topic

#### Correct terminology for private body parts will be specifically introduced:

- Reception All about Me topic (Autumn 1) (e.g washing the baby/ how does a mummy know if she has a boy or a girl? Boys have a penis / Girls a vagina, these parts are private)
- Years 1 and 2 in the Science under 'Animals including Humans' topic and within PSHE. This uses age appropriate material and covers all basic body parts including the terms penis and vagina.
- Year 4 Science topic 'Animals including Humans.'
- Year 5 Science topic 'Animals including Humans.'

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Throughout school:

- NSPCC PANTS - The Underwear Rule.
- All members of staff will use correct terminology throughout the school from Nursery onwards.
- Children will be encouraged and supported to use the correct language and terminology when talking about parts of the body throughout the school.
- If children ask about names of body parts at any stage, teachers will use correct terminology to respond.

### FGM (Female Genital Mutilation):

- FGM involves procedures that intentionally alter/injure the female genital organs. It is illegal in the UK and it is illegal to take a child out of the UK to have the procedure done abroad or help someone trying to do this.
- FGM is a violation of human rights of girls and women.

FGM will be sensitively introduced when talking about body parts in **Year 5**.

This will be included when discussing that boys may be circumcised and will emphasise the fact that a girl's genitals should never be changed or have parts removed as this is illegal and causes harm.

In **Year 6**, this same message will be built upon and include the further information:

- That sometimes there is medical need for an operation, but there is no medical reason why a girl's genitals should be changed.
- If there is talk about going away for a special celebration over the summer holiday, it is important that you tell an adult in school.

### Puberty:

***In order for our teaching to comply with the Secretary of State guidance on SRE (DFE 2000):***

- *All children including those who develop earlier than average need to know about puberty before they experience the onset of physical changes (1.13)*

### ***Joint briefing by the Association for Science Education and the PSHE Association***

- *Teaching about puberty before children experience it is essential to ensure that pupil's physical emotional and learning needs are met. Year 5 is the latest time when this should be addressed Schools that choose to teach about puberty earlier have the flexibility to do so.*

### **OFSTED:**

- *Teaching about puberty is a key safeguarding issue*

The normal age range for children to start puberty is from age 8 onwards. To ensure that children are prepared for the changes that will happen to them during adolescence, puberty will be introduced in:

### **Year 4 as part of our RGE scheme**

This will be a very basic introduction and would include:

- Naming body parts
- Personal hygiene
- Basic physical and emotional changes that happen as you grow up including sweat and body hair.
- Introduce the term puberty.

This will be taught in single sex groups where deemed appropriate.

This will then be built upon with more detail as they move into Years 5 and 6 as part of the science curriculum/ PSHE and in single sex RGE lessons

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## In year 5 Topics will include:

### Science lesson:

- Naming the correct and scientific terms for parts of the body
- Puberty and why it happens
- Body changes that occur to both boys and girls during puberty
- Introduction to menstruation

### PSHE will support these topics and cover:

- Changes in emotions and feelings
- Managing the changes and emotions that happen during puberty
- Asking for help

### Single sex RGE lessons:

- Will provide information to support children on managing the changes that happen within puberty.
- Boys' single sex session will include: erections, sperm production, wet dreams
- Girls' single sex session will include: menstruation, sanitary towels, tampons, where to go in school/bras /PE

## In year 6:

**PSHE and science lessons** will recap and build on earlier knowledge and understanding of puberty for both boys and girls.

**Physical Education** may also talk about hygiene and appropriate dress for taking part in physical activity including sports bras/ vests.

**Issues relating to puberty** may also arise within other subject areas and situations within the school day. The school will have the flexibility to respond appropriately to those as and when they arise. This includes situations where children may experience these changes. The school believes it has a responsibility to provide information and care to support any young person in that situation.

### Reproduction:

#### ***In order for our teaching to comply with the Secretary of State guidance on SRE (DFE 2000):***

- *Children should learn how a baby is conceived and born before they leave primary school (1.16)*

**Science lessons:** to meet the statutory requirements set out within the science curriculum:

- Children will learn that animals including humans have offspring in **Year 2**
- Children will learn about lifecycles and include life processes of reproduction in **Years 5 and 6**
- Evolution and inheritance in **Year 6**

Within science, children will learn about the purpose of puberty for reproduction. Information about reproduction will focus on fertilisation including egg and sperm and the human lifecycle. If in Year 5 there are questions about how reproduction occurs, the children will be given a scientific description of sexual intercourse (see Appendix 2.) In Year 6, this information will be included as part of the science topic. This information will be provided in order to protect children from inappropriate information they may have gained from the internet as highlighted within the children's consultation. It can also provide an appropriate response and help prevent children looking elsewhere for the answers as well as fulfilling our safeguarding responsibilities. This factual information will be supported within wider planned PSHE lessons around relationships, friendships, emotions, parenting, choices, consent and the law.

## Respect, tolerance and equality within different relationships:

Teaching the curriculum throughout the school day, PSHE and assemblies includes different types of relationships and different families. In this, we aim to reflect the diverse range of experiences amongst pupils and the communities and society we live in. Therefore, all types of family set ups are valued including, divorced parents, same sex parents, single parents, inter-racial families, adopted or fostered families. We will emphasise the importance of strong and supportive relationships for family life and the bringing up of children. This begins in reception and school will use inclusive images throughout to reflect this diversity.

Promoting inclusion and reducing discrimination are part of all teaching within the school. Homophobic and transphobic comments, actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying.

## **TEACHING AND LEARNING**

### **Co-ordination of RGE:**

*The overall planning and delivery of RGE is co-ordinated by the SLT within the responsibility for PSHE and Science.*

### **Who will teach?**

RGE will be taught by the appropriate staff. All staff will be supported in this work with opportunities for team teaching, which will need to be planned and agreed in advance. TAs may support individual pupils to ensure RGE meets individual needs, if deemed appropriate by the class teacher/ inclusion leader. TAs may also support staff in delivery of lessons if appropriate. Staff may be deployed into different year groups in order to deliver single sex lessons.

### **How will classes be organised?**

The teaching of RGE will be flexible enough to take into account the needs of individual year groups. Single sex teaching will be used for some RGE lessons where appropriate; however both boys and girls will receive the same curriculum. Staff should be aware that parents will need to be informed before discrete RGE lessons. Discrete lessons will happen from year 4 onwards and parents will be informed through the annual year group parent information evening and letters. All discrete lessons will have 2 members of staff present.

### **Creating a safe place for teaching RGE:**

It is important that both staff and children feel safe and comfortable during lessons.

### **Guidelines for staff:**

- No personal questions of each other or of staff
- Children will be discouraged from disclosing personal information within a class or group setting but may talk to an adult if they want to discuss personal issues.
- If children do want to discuss personal issues, they will need to be informed that staff cannot offer confidentiality. If staff have concerns about the safety of children, they will need to inform the Designated Senior Lead through My Concern.
- Correct terminology will be used.
- Teachers must make clear to children at the start of the lesson how questions will be managed e.g. question boxes / open questions throughout etc.

These guidelines could be communicated with children in the following way:

- be kind to each other
- listen to each other
- respect our rights to have different views
- take care with information we share about ourselves

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- remember that if we have sensitive things to talk about we can talk to an adult in the school but the adult may have to share information if they are worried about our safety
- It's okay to be curious about growing up and relationships and to ask questions but in this session we are not going to ask personal questions
- use the correct vocabulary for things if we know them and if we don't to ask so that we can in the future

#### **Resource selection:**

- A variety of suitable resources will be used to support the lesson objectives. All resources will be reviewed by teachers before they use them in class.
- Staff need to raise any resource / topic issues with any member of SLT, the PSHE or Science Co-ordinators
- The PSHE Co-ordinator will regularly review and update resources to ensure they are appropriate for the needs of each year group.

#### **SPECIFIC ISSUES:**

##### **Provision for Pupils going through puberty:**

Supplies of sanitary ware are available from the office and within the first aid room, including spare pants. All staff will be made aware of where supplies are kept. Children will be able to speak to any female member of staff they feel comfortable with to access supplies. A sanitary disposal unit is available in the girls' KS2 toilets. Managing periods at Yorkmead is covered in Years 5 and 6 and Year 4, if appropriate.

##### **Questions:**

The School aims to support and encourage children in asking for help therefore all questions will be answered appropriately within the following framework:

- Question boxes can be used
- Correct and appropriate terminology will be used
- It is inappropriate for both teachers and children to answer personal questions
- Staff are encouraged to respond to all questions but will use their professional judgement to decide whether an appropriate response should be given in a whole class situation, individually or referred to home / Designated Safeguarding Lead. (It is okay to not know an answer but to find out and provide a response later on )
- Staff will give factual information and not personal views
- In support of our equal opportunities policy staff, will challenge discrimination and stereotyping and be inclusive in their language
- Staff will support children to understand that people hold different points of view and that there is not always one clear and correct answer

*Refer to Appendix 3 'Tricky Questions'.*

##### **Confidentiality and Safeguarding:**

Confidentiality cannot be offered to any child. If any child protection issues arise all staff and people working within the school must follow Child Protection Procedures and inform the Designated Safeguarding Lead.

##### **Use of Outside visitors (School Nurse):**

All visitors will work within the policy framework. A teacher will be present at all times. Lesson content will be agreed before delivery in class.

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### **Working with parents:**

The school works in partnership with parents through consultation and discussion groups. Parents were involved in the development of the policy and schemes of work. The school recognises that parents play a vital role in providing education about relationships and growing up. We aim to support parents in this role.

Parents are regularly informed about teaching at school through the curriculum map available on the school website and will provide parents with an overview of RGE throughout school. Parents will be specifically informed about discrete RGE lessons through a letter. The PSHE lead the science Lead or any member of the SLT will be available to discuss resources and any other specific teaching content.

### **Parental withdrawal:**

Parents have the right to withdraw their children from discrete RGE lessons provided at our school except for those parts included in the statutory national curriculum. RGE is an integral part of PSHE and the curriculum and therefore it is not always possible to separate them both. Discrete lessons will begin in year 4.

**A high quality science curriculum including learning about puberty will ensure that pupils get the learning they need. Parental right to withdraw children from this part of the school curriculum does not fall within this remit.**

If parents have concerns about the content of RGE, or want to withdraw their child, they will need to make an appointment with the Head teacher to discuss it. Any complaint should be referred to the Head.

If a parent decides to withdraw their child, they will be given work to do in another class and it is the parents' responsibility to provide alternative RGE.

Parents should also be aware that the school cannot prevent a withdrawn child from picking up information from other children. We should like to make it clear that even when a child has been withdrawn from RGE lessons, if the child should ask questions at other times these questions would be answered honestly and appropriately by staff.

### **Monitoring and evaluation:**

The new policy and scheme of work will be evaluated by staff after teaching and children will be given an opportunity to reflect on what they have learnt at the end of each topic. Evidence will be collected within the Class PSHE Book, science topic books and displays around school. Work will be scrutinised in accordance with the schools monitoring and evaluating schedule.

Date Written:	July 2017
Date ratified by Governors:	December 4 <sup>th</sup> 2017
Date for Review:	July 2019

## Appendix 1: Science Curriculum

### KS1:

- Identify, name draw and label the basic parts of the human body
- Notice that animals including humans, have offspring which grow into adults

### KS2:

- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the process of reproduction in some plants and animals, including **humans**
- Describe the changes as humans develop to old age, including **puberty**
- Evolution and Inheritance

The relationships and emotional aspects of RGE will be covered throughout the school from nursery to year 6 through the PSHE curriculum.

- Reception and Nursery follow the EYFS curriculum
- And KS1 and KS2 are covered within the 3 Core themes of PSHE
  - **Health and well being**
  - **Relationships**
  - **Living in the wider world**

## Appendix 2: Scientific explanation of Sexual intercourse for inclusion within year 6 science.

*Reproduction or making a baby can only happen when a male sperm fertilises a female egg. This can happen through sexual intercourse. This is when the male penis enters the female vagina. The man produces sperm which travels up inside the woman's vagina and if the sperm reaches the egg this can lead to a pregnancy. This is something adults do and not children, but as soon as a person has gone through puberty their bodies are able to reproduce. Puberty means that someone is physically able to have a baby, it does not mean they are ready to become a parent or have sexual intercourse.*

*The act of sexual intercourse is a big responsibility that adults make in a relationship. It should always be a choice and no-one should ever be forced or pressured into it. It is not something children would do together or that adults would do with children and this is why there are laws to protect you. It is illegal to have sexual intercourse under the age of 16.*

Teachers will teach this element with sensitivity and care being mindful of children's responses. They will need to provide reassurance of being able to talk about concerns or worries with DSLs.

## Appendix 3: Tricky Questions

In order to create a safe environment where children are able to ask questions, all questions will be responded to under the answering questions guidelines.

The following are topics that will only be included if specifically asked by children as part of the lesson. All staff must consider whether they need to refer to the Designated Safeguarding Lead. If questions are referred home, it must be made clear to the child that they are not in trouble and how important it is if they have a worry or question that they ask a 'safe' adult identified by the child.

***This must also be communicated with the child's parent to ensure they understand that their child has done nothing wrong but has a question and the importance of children knowing that they can ask.***

**What is Contraception? *Responded to only in year 6. If asked in earlier years refer home.***

Pregnancy is a big decision and, because not everyone wants to have a baby, a pregnancy can be prevented through contraception which stops the sperm from reaching the egg. There are a number of different methods available from the Doctors.

**What are Sexually Transmitted Infections? *Responded to only in year 6 if asked in earlier years refer home.***

There are infections that can be passed on through sexual contact, these are called Sexually Transmitted Infections (STIs.)

**What is Masturbation? *Responded to only in year 5 and 6. If asked in earlier years refer home.***

Masturbation is something boys and girls can do in private when they touch their own genitals.

If children in any year at school appear to be masturbating, staff will sensitively explain that what they are doing is private and not appropriate for school.

**What is Rape? *Responded to only in year 5 and 6 If asked in earlier years refer home . This would need a discussion between parents and school. Messages about consent, healthy relationships and saying no are promoted throughout school.***

Rape is when sexual intercourse is forced and not wanted. It is illegal. If anyone ever touches your private body parts in a sexual way, even if you know them, they shouldn't do that and so it is important to tell a trusted adult and not keep it a secret.

**Pornography: *Responded to only in year 5 and 6. If asked in earlier years refer home.***

Sexual pictures or films for adults. This is different from scientific books, words or diagrams.

**Sexuality: *If asked or if relevant to topic discussions.***

- Homosexual / gay : A person who is attracted to people of the same sex
- Lesbian: A woman who is attracted to another woman
- Bi- sexual : A person who is attracted to both men and women
- Transgender: A person who feels that they were born with the body of one sex and the mind and feelings of the other sex (e.g. a man may have a male body but feel like a woman or woman may have a female body but feel like a man)
- Heterosexual :A person who is attracted to the opposite sex