

# The Downs Church of England Primary School

---



## PSHE (Personal, Social, Health Education) Statutory Policy (including Relationships and Sex Education referencing Church of England Schools' documents)

### School Mission Statement The Downs CEP School

#### Mission Statement

*"...if you have faith as small as a mustard seed...nothing will be impossible."*  
(Matthew: 17 v20)

#### VISION STATEMENT:

Our vision for The Downs CEP School is to put *God* and *Family* at the heart of all we do. As a *nurturing* community, we use the parable of The Mustard Seed *"...if you have faith as small as a mustard seed...nothing will be impossible."* (Matthew: 17 v20) This guides the way we value and treat all members of our school community. Through our pastoral care and our rich curriculum experiences we provide a safe and dynamic learning environment in which all can flourish.

#### To grow in: Faith, Love, Compassion, Kindness, Respect & Forgiveness

Our six Christian Values are at the heart of our vision. Every day we aspire to grow in **Faith, Love, Compassion, Kindness, Respect and Forgiveness**, so that our school family may experience the joy and hope of **"life in all its fullness"** (John: 10 v10)

Review every 4 years

Reviewed	Next		
January 2021			



## Context

All schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

## PSHE

At The Downs CEP School, we teach Personal, Social, Health Education as a whole-school approach to underpin children's development as people and because we believe that this also supports their learning capacity.

The Jigsaw Programme offers us a comprehensive, carefully thought-through Scheme of Work which brings consistency and progression to our children's learning in this vital curriculum area.

The overview of the programme can be seen on the school website.

This also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children.

## Statutory Relationships and Health Education

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

DfE Guidance p.8

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

"This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place 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."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword DfE Guidance 2019 p.4-5

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

DfE Guidance p.8



“All schools must have in place a written policy for Relationships Education and RSE.”

DfE Guidance p.11

Here, at The Downs CEP School we value PSHE as one way to support children’s development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning.

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

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to your children’s needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

It is also aligned with the Church of England’s “A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)” and draws on the advice given in the Church of England document ‘Valuing All God’s Children: Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying’ (Church of England Education Office, [second edition updated summer 2019](#)).

The Jigsaw Programme is aligned to the PSHE Association Programmes of Study for PSHE.

*What do we teach when and who teaches it? Whole-school approach*

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
<b>Autumn 1:</b>	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
<b>Autumn 2:</b>	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
<b>Spring 1:</b>	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
<b>Spring 2:</b>	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
<b>Summer 1:</b>	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
<b>Summer 2:</b>	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At The Downs CEP School, we allocate one hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to ‘live’ what is learnt and apply it to everyday situations in the school community.



## Relationships Education

***What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?***

Relationships Education in primary schools will cover 'Families and people who care for me', 'Caring friendships', 'Respectful relationships', 'Online relationships', and 'Being safe'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSE must promote gender equality and LGBT equality and it must challenge discrimination. RSE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

## Health Education

***What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?***

Health Education in primary schools will cover 'Mental wellbeing', 'Internet safety and harms', 'Physical health and fitness', 'Healthy eating', 'Drugs, alcohol and tobacco', 'Health and prevention', 'Basic First Aid', 'Changing adolescent body'.

The expected outcomes for each of these elements can be found further on in this policy. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education.

It is important to explain that whilst the Healthy Me Puzzle (unit) in Jigsaw covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the Calm me time, social skills are grown every lesson through the Connect us activity and respect is enhanced through the use of the Jigsaw Charter.

Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

Again, the mapping document transparently shows how the Jigsaw whole-school approach spirals the learning and meets all statutory requirements and more.

## Sex Education



The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Schools are to determine the content of sex education at primary school. Sex education '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'.

At The Downs CEP School, we believe children should understand the facts about human reproduction before they leave primary school.

### **Parents' right to request their child be excused from Sex Education**

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p. 17

At The Downs CEP School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit), and we conclude from the DfE Guidance that sex education refers to Human Reproduction. In order to teach this in a scientific context, and knowing that National Curriculum Science requires children to know how mammals reproduce, we have opted to teach this within our Science curriculum, not within PSHE or Relationships and Sex Education as we believe this is most appropriate for our children.

Therefore, the parent right to withdraw their child is not applicable. We are of course happy to discuss the content of the curriculum and invite you to contact

### **Equality**

#### **This policy will inform the school's Equalities Plan.**

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

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

This can also have an impact on any anti-bullying policies in regard to these characteristics being the reason for the issue. The Church of England document "Valuing all God's Children", 2019, states:

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

It also asserts:



*“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value” (page 1)*

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

At The Downs CEP School, we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension with our approach to some aspects of Relationships, Health and Sex Education.

For further explanation, as to how we approach LGBT relationships in the PSHE (RSHE) Programme please see: ‘Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?’

Jigsaw PSHE documents supporting this policy:

- Jigsaw RSHE-A-Guide-for-Parents-and-Carers-leaflet
- Jigsaw-LGBT-Parent-Leaflet

Appendix 1 – Statutory outcomes of PSHE/RSE curriculum  
Appendix 2 - Defining Sex Education in Primary School



## Appendix 1 – Statutory Outcomes

### Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	<b>Pupils should know...</b>	<b>Jigsaw provides solution</b>
<b>Families and people who care for me</b>	<p>R1 that families are important for children growing up because they can give love, security and stability.</p> <p>R2 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> <p>R3 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.</p> <p>R4 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> <p>R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (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).</p> <p>R6 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>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Changing Me Celebrating Difference Being Me in My World</p>
<b>Caring friendships</b>	<p>R7 how important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded</p> <p>R10 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> <p>R11 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 and advice from others, if needed</p>	
<b>Respectful</b>	<p>R12 the importance of respecting others, even when they are very different from them (for example,</p>	



<p><b>relationships</b></p>	<p>physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs                      R13 practical steps they can take in a range of different contexts to improve or support respectful relationships                      R14 the conventions of courtesy and manners                      R15 the importance of self-respect and how this links to their own happiness                      R16 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                      R17 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                      R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive                      R19 the importance of permission-seeking and giving in relationships with friends, peers and adults</p>	
<p><b>Online relationships</b></p>	<p>R20 that people sometimes behave differently online, including by pretending to be someone they are not.                      R21 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.                      R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.                      R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.                      R24 how information and data is shared and used online.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships                      Changing Me                      Celebrating Difference</p>
<p><b>Being safe</b></p>	<p>R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).                      R26 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.                      R27 that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.                      R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.                      R29 how to recognise and report feelings of being unsafe or feeling bad about any adult.                      R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard,                      R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so.                      R32 where to get advice e.g. family, school and/or other sources.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships                      Changing Me                      Celebrating Difference</p>





**Physical health and mental well-being education in Primary schools – DfE Guidance**

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	<b>Pupils should know</b>	<b>Jigsaw provides solution</b>
<b>Mental wellbeing</b>	<p>H1 that mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>H2 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.</p> <p>H3 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.</p> <p>H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness.</p> <p>H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p>H7 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> <p>H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being.</p> <p>H9 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 well-being or ability to control their emotions (including issues arising online).</p> <p>H10 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.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Healthy Me Relationships Changing Me Celebrating Difference</p>
<b>Internet safety and harms</b>	<p>H11 that for most people the internet is an integral part of life and has many benefits.</p> <p>H12 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.</p> <p>H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private.</p> <p>H14 why social media, some computer games and online gaming, for example, are age restricted.</p> <p>H15 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> <p>H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>H17 where and how to report concerns and get support with issues online.</p>	<p>All of these aspects are covered in lessons within the Puzzles</p> <p>Relationships Healthy Me</p>
<b>Physical</b>	H18 the characteristics and mental and physical benefits of an active lifestyle.	All of these aspects are



<p><b>health and fitness</b></p>	<p>H19 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. H20 the risks associated with an inactive lifestyle (including obesity). H21 how and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>covered in lessons within the Puzzles  Healthy Me</p>
<p><b>Healthy eating</b></p>	<p>H22 what constitutes a healthy diet (including understanding calories and other nutritional content). H23 the principles of planning and preparing a range of healthy meals. H24 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).</p>	<p>All of these aspects are covered in lessons within the Puzzles  Healthy Me</p>
<p><b>Drugs, alcohol and tobacco</b></p>	<p>H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</p>	
<p><b>Health and prevention</b></p>	<p>H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. H31 the facts and science relating to immunisation and vaccination</p>	<p>All of these aspects are covered in lessons within the Puzzles  Healthy Me</p>
<p><b>Basic first aid</b></p>	<p>H32 how to make a clear and efficient call to emergency services if necessary. H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p>	<p>All of these aspects are covered in lessons within the Puzzles  Healthy Me</p>
<p><b>Changing adolescent body</b></p>	<p>H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. H35 about menstrual wellbeing including the key facts about the menstrual cycle.</p>	<p>All of these aspects are covered in lessons within the Puzzles  Changing Me Healthy Me</p>



## Appendix 2 – Defining Sex Education in Primary School *(R. Swansbury The Diocese of Canterbury May 2020)*

<b>Relationships Education</b> COMPULSORY – PARENTS CAN'T WITHDRAW	<b>Health Education</b> COMPULSORY – PARENTS CAN'T WITHDRAW	<b>Science Curriculum</b> COMPULSORY – PARENTS CAN'T WITHDRAW	<b>Sex Education</b> NOT COMPULSORY – PARENTS CAN WITHDRAW
<p><b>Families and people who care for Me</b></p> <ul style="list-style-type: none"> <li>• Characteristics of a healthy family life – commitment, care, spending time together.</li> <li>• Marriage represents a formal and legally recognised commitment.</li> <li>• Relationships are all different, but should be characterised by love, care and stability.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>• The concept of privacy and the implications for it for both children and adults.</li> <li>• That a person's body belongs to them, and the difference between appropriate, inappropriate and unsafe physical and other, contact.</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<p><b>Changing adolescent body</b>  <b>Pupils should know:</b></p> <ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from the age of 9 through to the age of 11, including physical and emotional changes.</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> <p><i>In additional to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including requests for menstrual products</i></p>	<p><b>Year 1</b>                      identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.  <i>The science programme of study does NOT list body parts and does NOT prohibit teaching any parts.</i></p> <p><b>Year 2</b>                      Notice that animals, including humans, have offspring which grow into adults  <i>The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> <p><b>Year 5</b>                      Describe the changes as humans develop to old age.  <i>Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. (Non - statutory)</i></p>	<p>The National Curriculum for Science treats human reproduction as optional content with covering sexual reproduction in animals.</p> <p>Context* of sexual reproduction in humans</p> <ul style="list-style-type: none"> <li>• Reproduction is adult; requires physical and emotional maturity.</li> <li>• Legal age of consent to sex</li> <li>• Sperm and Egg needed to make a baby.</li> <li>• Conception, including IVF</li> <li>• Sexual intercourse</li> <li>• Birth</li> </ul> <p><i>*Context                      Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby. Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually. Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible right time. Pupils can explain why some people argue that the best time for such closeness is within a long term faithful and committed relationship such as marriage. Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and this is another positive choice.</i></p>