PREVENTING RADICALISATION POLICY

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Review Committee: Standards

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V1.1	November 2023	Version control added. Names/roles changed
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Contents

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

2. Statutory Requirements

As a primary academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is like the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

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

- Sections 404 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010.
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

3. Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.

- Pupil consultation – we investigated what exactly pupils want from their RSE.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

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

RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

5. Curriculum

We recognise that Relationships and Sex Education forms a vital part of children's education, and we consider this to be especially the case for children who have Social, Emotional and Mental Health Issues to ensure that they develop well-rounded and healthy values and attitudes regarding their role in society and the world around them. This important curriculum area overlaps significantly with the work done in Science and PSHE (Personal, Social and Health Education) and it is taught largely under the banner of our science curriculum and SEAL (Social and Emotional Aspects of Learning) curriculum.

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

We have developed the curriculum, considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

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

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

- Families and people who care for me.
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- Primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
- While many legal topics are primarily addressed in secondary education, we will introduce age-appropriate concepts to help pupils understand:
  - The importance of consent
  - Respecting boundaries in relationships
  - Keeping safe online
  - Understanding equality and respect for others

We use Twinkl and Jigsaw resources which are age appropriate and allow pupils to ask age-appropriate questions as well as make decisions in a safe environment. At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

The table below shows the discrete Sex Education content in each year group.

Year 2	To know where babies come from and that a baby comes from a man and woman. To know the external and internal differences between boys and girls (penis, testicles, vagina, clitoris, vulva, ovaries and womb)
Year 3	To know that babies are made by a man and a woman to know babies are made when an egg and sperm join. To know basic information about physical changes at puberty (pubic hair, hips widening and breasts beginning to grow).
Year 4	To know basic information about physical and emotional changes at puberty. (begin to explore periods, brief mention of blood vessel dilation in genitalia)
Year 5	To know how our bodies physically change during puberty. To know how to prepare for and manage menstruation
Year 6	To know how babies are conceived. To know what happens when a woman gives birth Safeguarding laws regarding relationships. To know what sexting is and the laws surrounding it

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

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

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

7. Inclusivity

We will teach about these topics in a manner that:

Considers how a diverse range of pupils will relate to them Is sensitive to all pupils' experiences.

During lessons, makes pupils feel:

- Safe and supported.
- Able to engage with the key
  messages.

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole class setting.
- Small groups or targeted sessions

- 1-to-1 discussions
- Digital formats

Consider the level of differentiation needed.

6.1 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance.
- Would support pupils in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our pupils?
- Are evidence-based and contain robust facts and statistics?
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.

- Are sensitive to pupils' experiences and won't provoke distress.

8. Use of External Organisations and Materials

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

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

We **will**:

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

- Are age-appropriate?
- Are in line with pupils' developmental stage.

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses.

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum review any case study materials and look for feedback from other people the agency has worked with.

Be clear on:
- What they're going to say
- Their position on the issues to be discussed Ask to see in advance any materials that the agency may use.

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people Conduct a basic online search and address anything that may be of concern to us, **or to parents and carers** Check the agency's protocol for taking pictures or using any personal data they might get from a session remind teachers that they can say "no" or, in extreme cases, stop a session make sure that the teacher is in the room during any sessions with external speakers We **won't**, under any circumstances:

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

9. Roles and Responsibilities

1.Board of Trustees

The Board of Trustees will approve the RSE policy and hold the headteacher to account for its implementation.

2.The Headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

3.Staff

Staff are responsible for:

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

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

Those responsible for teaching RSE at Larwood school are the individual class teachers. It may be that in year 6 one teacher takes a single gender and therefore a child may be taught by a teacher who is not their class teacher. Due to the nature of our structure the pupils will be familiar with all teachers in year 6.

4.Pupils

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

10. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

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

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

11. Training

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

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

12. Monitoring Arrangements

The delivery of RSE is monitored by Bianca Osobu through:

- planning scrutinise, book scrutinise and learning walks.

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

This policy will be reviewed by Bianca Osobu annually. The annual review of the curriculum monitors our sex education policy on an annual basis. This audit reports its findings and recommendations to Board of trustees as necessary, if the policy needs modification. The Curriculum audit which involves the whole staff, gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments. Governors require the Headteacher to keep a written record, giving details of the content and delivery of the sex education programme that we teach in our school.

This RSE policy should be read in conjunction with the: -

- Safeguarding
- Behaviour Policy
- Anti-Bullying Polic

November 24, 2025

Appendix 1: Curriculum Map

YEAR ONE			
Resources	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	**Relationships: Working well together** Children should have opportunities to: • Know the school and classroom rules and how they help them. • Agree rules for their class or group. • Collaborate with others in work and play, sharing and taking turns. • Contribute to a discussion or conversation. • Put their views forward clearly and appropriately. • Identify ways of helping in class and improving the environment by their own actions. • Make simple choices between activities. **E-safety** • Know what is meant by personal information and develop an understanding of why this is special. • They develop an understanding of characteristics for a trustworthy	**Relationships: Other people are special too** Children should have opportunities to: • Know the different groups to which they belong: • families, friends, school, etc. • Recognise worth in others. • Make positive statements about other people. • Understand the effect bullying can have on others and • know who to tell in the event of experiencing or • observing bullying • Show respect by listening to what other people say. • Understand that other people have needs. • Consider the value of being a friend and having friends. • Identify jobs in the classroom and school and know what contribution they make to the life of the class and school.	**Health and Wellbeing: Caring for myself.** Children should have opportunities to: • Own their own feelings, making "I" statements. • Carry out personal routines. • Name draw and label the basic parts of the human body and say which part of the body is to do with each sense. • Develop skills for maintaining personal hygiene, cleaning teeth, washing hands. • Think about what can go on their body and in their body and that some substances can be harmful. • Begin to understand how infections are passed between people (e.g. through cough and sneezing) • Know about medicines. **E-safety** • Understanding the importance of being kind to others when

	person. • Know that the internet can be used to find information and can navigate age-appropriate websites. • Begin to understand how to use a range of online games and apps. • Collaborative work	• Show a willingness to care for others. • Recognise the ways their own behaviour affects others. • Ask for and give permission. **E-safety** • Have a secure understanding of the differences between real life scenarios and those that take place on the computer. • Know that not all information they find on the internet is true. • Develop their understanding of safe and unsafe. • scenarios on the internet • Recognise the differences between online communication techniques (email, online chat forums, social networking sites)	communicating on the computer • Follow e-safety rules, asking for support/permission if they are unsure. • Know who to go to if they come across an unsafe scenario when using the computer
YEAR ONE			
Resources	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help	**Relationships: Caring for others** Children should have opportunities to: • Begin to accept everyone as an individual. • Appreciate the difference between	**Health and Wellbeing: Keeping Safe** Children should have opportunities to: Follow simple safety rules and instructions. • Know places that are safe.	**Living in the Modern World: Looking forward** Children should have opportunities to: • Perform tasks independently. • Value their achievements and

children make safe decisions. There are age-appropriate videos that correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	needs and wants. • Respect others' needs, feelings and opinions. • Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits. • Consider the value of being part of different group sand communities. • Begin to recognise the way their choices can affect others. • Explore what improves and harms their local, natural and built environment. **E-safety** • Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher. • Use the internet to find out information regarding record keeping safe. • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers. • Publish information safely on the internet with adult guidance.	• Appropriate and inappropriate touch (Let's Talk PANTS– NSPCC) • Appreciate the need to take care and the need for safe actions. • Know some of the rules for keeping safe, e.g.: medicines, tablets, household substances, fire, water. • Identify dangers by looking and listening. • Be able to help others without risk to themselves (Stay Safe – British Red Cross lesson plan) • Care about keeping themselves and others safe. **E-safety** • Communicate positively with trusted adults/known friends and teachers on the computer. • Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others	talents, want to do well, and make the most of opportunities. • Review their progress and recognise personal achievements, strengths and weaknesses. • Identify personal goals for improvement. • Know some of the things that can cause different emotions. • Be able to talk about a range of emotions and feelings. **E-safety** • Say if a situation on the computer or app has upset them and discuss this with a trusted adult/teacher. • Use the internet or an app as a learning tool to assess their own learning. • Know that the internet can be used to find information and can navigate age-appropriate websites. • Use a range of online games and apps to develop their own learning
YEAR TWO			

Resources	AUTUMN 1	AUTUMN 2	SPRING 1
Collaborative Curious Empathetic Honest Independent Innovative Resilient Respectful	**Living in the Modern World: Who's in charge?** Children should have opportunities to: • Communicate and collaborate with others to contribute to the life of the class and school. • Know about shops, services and advertising. • Know that we must pay for what we buy. • Know about the world immediately around them, including community services, libraries, leisure centres, museums, etc. • Know what improves and harms their local environment and know some of the different ways people look after it. • Observe surroundings and be able to make some judgments. • Know people in their community who can help them. • Respond with increasing confidence to new people and situations. **E-safety** • To recognise characteristics of a	**Relationships: Celebrating and recognising differences** Children should have opportunities to: • Be able to express positive statements about themselves and others. • Recognise and name feelings. • Feel good about themselves. • Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background. • Know that people have things in common but that everyone is unique. • Be proud of who they are and understand that difference does not mean better or worse. • Explore the idea of fairness for all. • Begin to question media messages and stereotypes. • Understand that bullying and teasing is an unacceptable response to difference. **E-safety** • Children what is meant by personal information and develop an understanding of why this is special.	**Health and Wellbeing: My body is important.** Children should have opportunities to: • Feel good about themselves. • Value their bodies and monitor what they put into it. • Understand the need for exercise and rest to keep healthy. • Know the range of options open to them, e.g.: food, games and activities. • Understand that animals including humans have babies which grow into adults. • Know that some diseases are infectious and can be controlled. • Appreciate the need to take care, to be safe and care about keeping themselves and others safe. • Know the names of more parts of their bodies. • Know that they have rights over their own bodies (Let's talk PANTS – NSPCC • Know when to keep a secret and when to tell. **E-safety**

	trustworthy person • Know what is meant by personal information. • Recognise when a situation is unsafe and know who is go to for help and support. • They can publish information safely on the internet with adult guidance	• They develop an understanding of • characteristics for a trustworthy person • They recognise that pictures should only be shared with known trusted adults and through the guidance of a trusted adult. • They can publish information safely on the internet with adult guidance.	• Recognise what information should and should not be shared online. • Show increasing awareness of and follow e-safety rules. • Know which adults are trustworthy and when to discuss a situation that is worrying them with these adults. • Have a secure understanding of the differences between real life scenarios and those that take place on the computer. • Know that not all information they find on the internet is true. • Develop understanding of safe and unsafe scenarios on the internet and know what to do in an unsafe scenario
YEAR TWO			
Resources	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all	**Relationships: Changing friendships** Children should have opportunities to: • Consider the qualities of a friend, and what they value in friends. • Understand what a friend is, and how to be a friend. • Understand that friendships can change. • Make new friends and deal with	**Health and Wellbeing: Taking charge.** Children should have opportunities to: • Appropriate and inappropriate touch (Let's Talk PANTS– NSPCC) Repeat of year 1 as most children do not join in year 1 and may have missed this. • Develop personal values by being able to clarify what is important to	**Living in the Modern World: Looking Forward** Children should have opportunities to: • Begin to take responsibility for self and others in and out of school, e.g.: classroom, playground, visits. • Begin to understand about trust and reliability. • Appreciate and want to care for

| of the topics. | losing friends.
• Recognise and name feelings, including feelings associated with change.
• Begin to learn to manage feelings positively and effectively.
• Reflect and learn from their experiences.

E-safety

• Recognise the difference between online and real-life scenarios.
• Show increasing awareness of when a situation is unsafe and approach a trusted adult when a situation becomes upsetting.
• With support make choices between which online communication techniques are safe | them.
• Understand that they have choices, exploring ideas of good and bad, right and wrong and uncertain.
• Recognise choices they have made or can make.
• Recognise what is important to them in making choices.
• Learn to consider options and find relevant information.
• Think about how money can be spent other than on themselves.
• Recognise that their actions have consequences for themselves.
• Show awareness of their right to decide.

E-safety

• Recognise the importance of being kind to others when communicating online.
• Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers.
• Publish information safely on the internet with adult guidance | their environment, classroom, school grounds, local area.
• Respect their own and other people's property – personal and public.
• Begin to value resources and understand that they are limited.
• Begin to accept everyone as an individual, respecting others' needs, opinions and feelings.
• Listen, concentrate and hold the attention of a listener.
• Reflect on how they have changed since starting school.
• Value their achievements and be able to describe what they have achieved.
• Set targets for themselves.

E-safety

• Use the internet or an app as a learning tool to assess their learning.
• They can send suitable and purposeful emails to communicate with familiar adults/known friends and teachers
• They know that the internet can be used to find information and can navigate age-appropriate websites.
• Use a range of online games and apps to develop their own learning |

YEAR THREE			
Resources	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	**Health and Wellbeing: Settling in** Children should have opportunities to: • Enjoy life at school. • Know the rules and understand expectations. • Know where to get help in school. • Recognise what is special about themselves and their abilities and interests. • Collaborate, share and take turns. **E-Safety:** • Understand and abide by the school's acceptable use policy. • Children are aware of the need to develop a set of online protocols to stay safe online. • Children develop awareness of relevant e- safety issues.	**Health and Wellbeing: Focus on feelings** Children should have opportunities to: • Develop the language of feelings. • Be able to express feelings in different ways. • Recognise the impact of feelings on others. • Know how to use basic techniques to resist pressure. • Know about bullying, why it happens and the effects. • Think about how to deal with bullying and how to stop it happening it has on people. **E-Safety:** • Develop awareness of relevant e-safety issues, such as cyber-bullying. • Children understand and abide by the school's internet safety policy and know that it contains rules that exist to keep children safe online.	**Relationships: Making friends** Children should have opportunities to: • Think about being a friend. • Know what we do that makes each other happy, sad and cross. • Know what helps and hinders friendships. • Consider ways of resolving differences • Be able to initiate friendships. **E-Safety:** • Children develop strategies for staying safe when using the Internet. • Children to use the Internet to undertake independent and appropriate research and attempt to distinguish between fact and fiction.

		• Understand what personal information should be kept private. • Know that passwords keep information secure and that they should be kept private.	
YEAR THREE			
Resources	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	**Health and Wellbeing: Keeping safe.** Children should have opportunities to: • Consider how they contribute to making the school environment a safe place. • Know how to give basic first aid and what to do in an emergency (Help Save Lives – British Red Cross lesson plan) • Know school safety rules relating to medicines. • Know that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Recognise the difference between males and females including body parts. • Know they have the right to protect their bodies from unwanted contact	**Relationships: In someone else's shoes** Children should have opportunities to: • Recognise and challenge gender stereotypes. • Recognise that families are different and to challenge stereotypes about families. • Respect the views of their peers, parents, teachers and people of different faiths and cultures. • Understand that there are many social groups in society in terms of culture, religion, age, etc. • Know that people live their lives in different ways and that different cultures may have different life patterns. • Respect other people's feelings, decisions, rights and bodies. • Know that everyone has human rights.	**Living in the Modern World: People and their work** Children should have opportunities to: • Know the range of jobs and work roles carried out by people they know and what they like/dislike about their work. • Identify ways in which different types of work are similar or different to each other. • What it means to be 'enterprising.' **E-Safety:** • Use a range of online communication tools, such as email, forums and polls. • Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult).

	(Let's Talk PANTS – NSPCC) **E-Safety:** • With adult guidance use child-friendly search engines independently to find information through key words • Discuss the importance of becoming discerning in the information we look for during an Internet search. • Understand that the Internet contains fact, fiction and opinions and begin to distinguish between them.	**E-Safety:** • Children begin to use a range of online communication tools, such as forums, email and polls, in order to formulate, develop and exchange.	• Be able to discern when an email should or should not be opened.

YEAR FOUR			
Resources	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that	**Health and wellbeing: Feeling good.** Children should have opportunities to: • Appreciate home and school values. • Make "I" statements about their interests and feelings. • Explore the concept of keeping something confidential or a secret. • Recognise and be sensitive to the	**Relationships: Ups and downs in relationships** Children should have opportunities to: • Know that there are many different patterns of friendship. • Understand the meaning of friendship and loyalty. • Be able to be honest. • Understand how loss can come in	**Relationships: Changes in families** Children should have opportunities to: • Develop understanding of different types of relationships and families • Understand what families are, and what members expect of each other. • Know the different changes that take place in human life.

Resources			
correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	needs and feelings of others. • Clarify what is important to them. • Form reasoned opinions. **E-Safety:** • Understand and abide by the school's acceptable use policy. • Be aware of the need to develop a set of online protocols to stay safe online. • Develop awareness of relevant e-safety issues	many forms. • Know where to get help in school and through help lines when facing problems. • Understand that it is wrong for children to be bullied or abused by other children or adults. **E-Safety:** • Continue to develop awareness of relevant e-Safety issues, such as cyber-bullying. • Children understand and abide by the school internet safety policy and aware of the implications of not following the rules. • Children understand that a password can keep information secure and the need to keep it a secret	• Develop skills needed for relationships, such as listening, supporting, showing care. **E-Safety:** • Safely use the Internet for research and follow lines of enquiry. • Understand the function of a search engine and the importance of using correct search criteria. • Use the internet as a resource to support their work and begin to understand plagiarism. • Know that not everything they find on the Internet is true and know what to do if they find something they are uncomfortable with.
YEAR FOUR			
Resources	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with	**Health and wellbeing: Keeping healthy.** Children should have opportunities to: • Accept responsibility for personal cleanliness. • Know that bacteria and viruses can affect health and that transmission	**Health and wellbeing: Keeping safe.** Children should have opportunities to: • Think about risks and hazards in the environment and where to go for help. • Know about the range of legal drugs	**Living in the Modern World: Looking forward** Children should have opportunities to: • Look forward to new situations. • Assess positive things about themselves and set personal goals.

| all of the topics. | may be reduced when simple safe routines are used.
• Know about different cultural practices in health and hygiene.
• Know some of the options open to them in developing a healthy lifestyle now and in the future.
• Learn about the physical and emotional changes associated with puberty.
• Understand and describe the main stages of the human life cycle.
• Identify some basic facts about puberty, reproduction and pregnancy.

E-Safety:

• Use internet search engines to gather resources for their own research work.
• Be aware of different search engines and discuss their various features (e.g. Google image & video search).
• Understand the importance of framing questions into search criteria when conducting web searches.
• Be aware that not everything they find online is accurate and that information needs to be | encountered in everyday life, including over-the-counter drugs such as aspirin, drugs which are prescribed as medicines, tea, coffee, alcohol and tobacco.
• Understand that human rights take precedence over national laws, family and community practices.

E-Safety:

• Use a range of communication tools to collaborate and exchange information with others, e.g. email, blog, forums | • Record information about current events and choices they will make in the future.
• Have realistic aspirations when target setting.
• Think about financial implications of future needs and wants.
• Explore what it means to be 'enterprising'.

E-Safety:

• Use online communication tools to exchange and develop their ideas in a range of curriculum opportunities.
• Use sensitive and appropriate language when using online communication tools.
• Use email as a form of communication, use the "To" box and add a subject heading.
• Add an attachment to an email.
• Develop understanding of when it is unsafe to open an email or an email attachment. |

	checked and evaluated.		

YEAR FIVE			
Resources	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	**Living in the Modern World: Looking ahead** Children should have opportunities to: • Look forward to new situations. • Assess positive things about themselves and set personal goals. • Record information about current events and choices they will make in the future. • Have realistic aspirations when target setting. • Think about financial implications of future needs and wants. **E-Safety** • Recognise and confidently follow a range of protocols for keeping safe online and when using apps. • Recognise which personal information is appropriate to share online and when to do so.	**Health and Wellbeing: Risks and pressures** Children should have opportunities to: • Develop a positive approach and self- motivation towards personal safety and risk taking. • Identify decisions they may need to make. • Learn to be assertive, especially in the face of pressure from others – saying "No" • Keeping things confidential or secret • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. • Knowing how to make a clear and efficient call to emergency services if necessary (Emergency Action – British Red Cross lesson plan)	**Relationships: We are all different** Children should have opportunities to: • Know that differences between people are caused by different genes and different environments. • Know that people's responses to ideas and events may be determined by age, religion or culture. • Value cultural background of self and others • Know that different people live their lives in different ways and that different cultures may have different life patterns. • Consider gender stereotyping and sexuality. • Demonstrate and promote tolerance, understanding, respect and acceptance of difference. • Understand that bullying is an

	Recognise inaccuracies and bias online, evaluating the validly of a range of websites. • Use the internet as a resource to support their work, asking appropriate questions and finding the answers. • Using age-appropriate website	**E-safety** • Understand the potential risks of providing personal information in a range of ways online. • Recognise that not everyone online is who they say they are. • Able to speak to a trusted adult/teacher when faced with situations that may cause a risk or pressure to them. • Develop an understanding of situations to avoid and remove themselves from when working online	unacceptable response to difference. **E-safety** • Use a range of tools to exchange information and collaborate with others within and beyond their school. • Demonstrate respect for the rights of other internet users. • Recognise unacceptable online behaviours. • Act positively towards others when communicating on the internet
YEAR FIVE			
Resources	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all the topics.	**Health and wellbeing: It's my body.** Children should have opportunities to: • Be able to discuss and choose the healthy options in relation to food, hobbies, rest, etc. • Know how changes at puberty affect the body in relation to hygiene. • Know ways to get help during puberty. • Know that body changes are a preparation for sexual maturity,	**Living in the Modern World: Being involved in my community.** Children should have opportunities to: • Value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers. • Take a constructive interest in their local community and begin to take on a wider sense of social responsibility. • Know what they are good at and how it can help a group perform a	**Living in the Modern World: Looking at the world** Children should have opportunities to: • Know the variety of communities to which they simultaneously belong. • Know about public service provision, • locally and nationally and that this is not free. • Know the benefits and costs of personal spending decisions on themselves, the local community, the

Chris Quigley Personal Development curriculum resources including 'Try New Things' Menstruation social stories, practical resources, all developed for Larwood school by Larwood staff. There are also books available.	including menstruation* and wet dreams. • Be able to discuss and ask questions about changing bodily needs in single sex groups. • Appreciate the importance of friendship in intimate relationships. • Describe how some animals and plants reproduce and the differences in life cycles. **E-safety** • They understand the potential risks of providing personal information in a range of ways online. • Recognise their own right to be protected from technology that is inappropriately used by others and the need to respect the rights of other users. • Develop an understanding of situations to avoid and remove themselves from when working online. * Menstruation may be taught earlier in the school year to female pupils as studies show that girls with autism may go through this change earlier.	task. • Appreciate the aesthetic qualities of their surroundings. • Understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community • Contribute to a discussion and put their own views forward clearly and appropriately. **E-safety** • Use a range of tools to exchange information and collaborate with others within and beyond their school. • Understand the issues surrounding copyright and acknowledging sources when necessary. • Contribute positively to online blogs or chat sites while continuing to follow e- safety rules	local economy and on people in other parts of the world. • Research information and identify relevant issues. • Use different modes of communication to express personal and group views about social and environmental issues. • Develop skills that make someone 'enterprising'. **E-safety** • Use a range of internet sites and apps as a learning tool to find appropriate information. • Use of a range of communication tools (email, social networking sites, blogs) to positively, effectively and safely communicate with people outside their school.

YEAR SIX			
Resources	**AUTUMN 1**	**AUTUMN 2**	**SPRING 1**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	**Health and Wellbeing: Managing conflict.** Children should have opportunities to: • Talk about their own feelings and reactions. • Read and express non-verbal messages • Recognise that one's actions have consequences for themselves and others. • Manage a range of emotions such as excitement, anger, jealousy. • Develop strategies to avoid conflict in situations, including bullying. • Coping with loss, including bereavement • Resolving problems and conflicts democratically using discussion • Recognise stereotyping in attitudes in the media and the impact of the media in reinforcing equal opportunities. • Develop a sense of fair play in their dealings with peers and others. **E-safety** • Evaluate their own use of the	**Living in the modern world: Rights, responsibilities and the law** Children should have opportunities to: • Know their individual rights and responsibilities at home, in school and in the community. • Gain simple knowledge about the law and understand that rules and the law are designed to protect. • Appreciate the positive impact of human beings on plants, animals and the environment. • Demonstrate that their reasoning is informed and considered. • Use varied and appropriate language to express their ideas. • Gain knowledge of what happens when human rights are not resected information about priorities for spending. • Begin to be able to manage money, budgeting and accounting. **E-safety** • They confidently use the internet and apps to find out information and	**Health and wellbeing: Taking responsibility for my own safety.** Children should have opportunities to: • Be able to express positive things about themselves and their values. • Take responsibility for their bodies and behaviour. • Choose the right decision-making approach in a real or simulated situation, including being assertive. • Recognise the need to ask for support sometimes, know who to ask and how to find out more. • Differences between acceptable / unacceptable physical contact • Keeping things confidential or secret. • Know ways of coping with difficult emotions, fears and worries **E-safety** • Know that some adults may use the internet to contact children. • Recognise the early signs of abuse and speak immediately to a trusted adult/teacher about these they

	internet and how they present themselves online to others. • Show increasing awareness of the issues surrounding cyber-bullying. • Understand what impact the words of others or their own can have on other individuals	evaluate their effectiveness. • Decide which computer tool is the most effective to use for a specific purpose	exchange and share ideas with a wider audience using a range of tools (email, online blogs, social networking sites, mobile phones) • Recognise what is appropriate to share online or within an app and follow e- safety protocols regarding sharing personal information
YEAR SIX			
Resources	**SPRING 2**	**SUMMER 1**	**SUMMER 2**
* 1 Decision for all topics including 1 decision videos with an A and B choice to help children make safe decisions. There are age-appropriate videos that correlate with all of the topics. Chris Quigley Personal Development curriculum resources including 'Try New Things'	**Living in the Modern World: Looking forward** Children should have opportunities to: • Find out about different job roles and the range of knowledge, skills and personal qualities required for different types of work. • Understand the role of voluntary, community and pressure groups. • Recognise the lives of people living in other places. • Act confidently. • Understand what affects mental health, e.g.: the balance between work and leisure, positive relationships. • Develop enterprise skills and understand its importance for work and society.	**Relationships: Changing relationships** Children should have opportunities to: • Think about making new relationships as they get older. • Understand about parenthood and, if they wish to marry, having the right to choose who they marry. • Know about human sexuality and that it is expressed in different ways, • Understand what it means and have some words to describe it. • Appreciate different ways of loving and its importance to a range of relationships. • Different types of relationships, including marriage and civil partnership between two people of the same or opposite sex. • Answer each other's' questions	**Health and wellbeing: Transition and managing change.** Children should have opportunities to: • Understand about the nature of change. • Look forward and cope with the transition to secondary school. • Recognising the benefits of, and challenges to, making new friends • Review personal experiences as a basis for setting new targets. • Develop simple vocabulary for describing personal effectiveness and setting personal goals. • Know what affects positive mental health. • Present themselves confidently and positively.

	E-safety	about sex and relationships with confidence and know where to find support advice.	**E-safety**
	• Show increasingly awareness of copyright laws. • Know that not all information on the internet is legal to use or to copy. • Select copyright free images from sources such as Audio networks and NEN image gallery. • Develop strategies for establishing a website origin.	• How puberty changes can affect our emotions and feelings and ways to manage this, questions about puberty and change, and their effects on wellbeing. including periods and wet dreams. • Sex education: adult relationships and human reproduction, including different ways to start a family. NON-STATUTORY **E-safety** • They are aware of potential dangers online, showing increasing ability to recognise early signs of these and seek trusted adult/teacher advice. • They are aware of what personal information is appropriate to share, only doing so with trusted adults/friends and teachers.	• Show increasing awareness of new technology and how to effectively use it. • Use a range of computer programs and apps to assess learning and set targets. • Review their computer/app usage, including the benefits of balancing time spent on and offline. • Know how to keep safe and well when using a mobile phone. • Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep)

Appendix 2: By The End of Primary Pupils Should Know

Topic	Pupils Should Know
Families and People who care about me.	- That families are important for children growing up because they can give love, security and stability. - 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. - 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. - 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
Caring Friendships	- How important friendships are in making us feel happy and secure, and how people choose and make friends. - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. - 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. - 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.
Respectful Relationships	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.

	• Practical steps they can take in a range of different contexts to improve or support respectful relationships.
	• The conventions of courtesy and manners.
	• The importance of self-respect and how this links to their own happiness.
	• 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.
	• 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.
	• 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.
Online Safety and Awareness	• That people sometimes behave differently online, including by pretending to be someone they are not
	• 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.
	• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
	• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.
	• How information and data is shared and used online.
Being Safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
	• 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.
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.

	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.
	• How to recognise and report feelings of being unsafe or feeling bad about any adult.
	• How to ask for advice or help for themselves or others, and to keep trying until they are heard.
	• 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.

November 24, 2025

Appendix 3: Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents.	

Appendix 4

POSSIBLE QUESTIONS FROM PARENTS

Q: Can I request my child be excused from Relationships Education?

A: No. Parents/Carers will not be able to request that their child/ren be excused from any part of Relationships Education.

Q: Can I request my child be excused from Health Education?

A: No. Parents will not be able to request that their child/ren be excused from Health Education. Health Education includes the teaching of the correct terminology for body parts and learning about the changing adolescent body in a timely way to ensure children are prepared for changes they will experience before they happen.

Q: Can I request my child be excused from the Sex Education curriculum?

A: Yes. Parents/Carers will be able to request that their child be excused from those parts of lessons that are defined as 'sex education' in the school's RSE policy.

Parents/carers requesting to excuse their child from sex education will be invited to discuss their concerns with a member of staff and asked to specify which aspects of   sex education content they wish to withdraw their child from.

Parents/carers cannot request their child be excused from any sex education covered in the science curriculum. Parents/carers should note that the science curriculum includes discussion about human reproduction.

Discussion of sex within relationships education, therefore, provides opportunities to set this learning in the context of meaningful relationships, personal values, health and safety. It is hoped that when parents/carers have opportunities to find out more about what will be taught and how, very few parents/carers will want to do this.

Q: Will excusing my child from sex education mean they will not learn about sex?

A: No. The school cannot guarantee that pupils will not learn about sex from other sources outside the classroom. There are many places that children can get information from including: parents/carers, peers, older siblings and the internet. The accuracy of the information they access will be variable. The delivery of Sex Education within Relationships and Sex Education ensures that what pupils learn is age and developmentally appropriate, addresses their real questions and is based on important values and the law.

Q: Can I request my child be excused from the elements of sex education taught through the science curriculum?

A: No. Parents/carers cannot request that their child/ren be excused from any part of the science curriculum, including lessons about reproduction and human development.

Q: Can I request my child be excused from lessons about the changing adolescent body and puberty (including teaching about wet dreams and periods)?

A: No. Parents/carers cannot request that their child/ren be excused from elements of Health Education. They can only request that their child/ren be excused from what the school defines as 'sex education' in their Relationships Education policy.

Q: There have been protests in the news about the new curriculum being LGBT-inclusive. Can I request that my child be excused from lessons about LGBT people and relationships?

A: No. The purpose of the Relationships Education is to educate pupils, age appropriately, about relationships and diversity in the world they live in. It is important that pupils know that different families and individuals exist and are respected under the law. LGBT-inclusive curriculum content is not new: it has been a requirement for all schools under the Equality Act 2010.

The new Relationships Education curriculum reinforces this by clarifying that the lessons children receive in school must be inclusive of diverse families and be relevant to all pupils. The teaching must promote equality and respect, present material that is accurate and balanced, and it must be underpinned by legal rights and responsibilities. Content related to LGBT people will therefore be fully integrated into the curriculum, rather than being delivered in stand-alone lessons.

Parents/carers will not be able to request that their child/ren be excused from this.

Q: Will family diversity be represented?

A: Yes. Families, both in school and in the wider world, sometimes look different from a child's own family. Pupils will be taught that British society values diversity and that all families deserve respect.

Families are characterised by love and care, even though this may be expressed through different traditions and values. In schools, learning about families must be inclusive. The Relationships Education curriculum must allow every child the right to see their family

represented and all pupils must be confident and safe to speak about who they live with and who cares for them.

Q: What will my role as a parent/carer be in Relationships and Sex Education and Health Education teaching? Will our family values be undermined by the curriculum in any way?

A: Parents/carers are partners with the school in this important area of education, helping to keep children safe and supporting them to thrive. Schools will inform parents/carers about what is being taught across each year group, so that parents/carers can support the learning at home before or after lessons. This gives families the opportunity to talk about their own values, experiences and perspectives.

The government recognises in the guidance that: 'parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.'

Q: Will schools teach about a range of relationships: marriage, civil partnerships, relationships outside of marriage and same sex relationships?

A: Yes. The curriculum enables children to understand the importance of a stable, secure and loving.

Environment for family life and will include the range of different family types that can provide this. Teaching will therefore represent the full range of committed and mutually supportive stable relationships in our society, including religious and civil marriages, civil partnerships, and relationships outside of formal commitment. The range of families represented will include stepfamilies, same-sex parents, grandparents as parents, adoptive families, and more.

Q: Does sex and relationships education sexualise children?

A: No. RHSE is part of the solution to concerns about sexualisation. The evidence shows that comprehensive RHSE delays sexual activity for young people and increases the likelihood of using contraception. The National Survey of Sexual Attitudes and Lifestyles (NATSAL, 2013) showed a link between school based RHSE and reductions in teenage pregnancy.

Children are naturally curious about growing up, how their bodies work and how humans reproduce. Their questions need to be answered honestly, using language and explanations

appropriate for their age and maturity, thus avoiding unnecessary mystery, confusion, embarrassment, and shame.

Sex and relationships education addresses the questions and concerns raised by the biological facts – for example, exploring the feelings a new baby can bring, or the effect of puberty on friendships. It provides balance to sometimes distorted messages about sex and gender roles in the media and helps protect children by explaining boundaries and safety. It develops the language and understanding needed to recognise abusive behaviour and seek help. It also helps pupils to develop respectful and consensual attitudes and behaviours.

Q: Why are Year 6 pupils learning about 'sexting'?

A: 'Sexting' is a term used to refer to sexual content and images sent by mobile phone (though other digital communication raises similar concerns). Children and young people are growing up in a culture where technology and social media are important and have created more opportunity for sharing personal information. RHSE should encourage pupils to think about what they want others to know and see about them – whether on or offline.

Language and technology change fast, but that shouldn't prevent teachers from addressing the core issues of safety, privacy, peer influence and personal responsibility. Internet safety is included in the computing curriculum but doesn't cover the important relationship aspects.

Research shows that sexting is of most concern to young people in their early teens. Schools should address privacy and boundaries from a very early age in the context of personal safety and abuse. Teaching should cover communication skills, attitudes and values, the law, acceptable and unacceptable behaviour, and how to seek help. Pupils should learn that it is illegal to produce, possess or distribute an indecent image of a person under the age of 18 – even if it's a picture of themselves.

Q: What is the sanitary hygiene provision?

A: We have sanitary bins in the girls' toilets in Years 5 and 6. Please let us know if your daughter starts her periods before this so that we can make extra provision.

Q: Should I keep my daughter at home because she has period pains?

A: No, please send her into school with some pain relief tablets. We will look after these for her during the day.

Q: Should my daughter miss P.E. because of her period?

A: No, she should take part in all activities in school so that she realises that periods are not debilitating and that she should carry on life as normal during her period.

Appendix 5

POSSIBLE QUESTIONS THAT CHILDREN MAY ASK AND MODEL/SUGGESTED ANSWERS

Children should receive an honest answer appropriate for the age and maturity of the child. Myths and misconceptions should be corrected. When children ask questions, they should be given honest answers appropriate to their age and maturity. Where possible you should also take into consideration the parents of the child asking the questions. If any questions are asked, then you must make parents aware of the explanation given. If you do not feel you are able to answer the question asked by a child, then contact must be made with parents to inform them of the question asked so that they can give an appropriate answer.

Q: How do you make a baby?

A: When a female egg and a male seed are joined together, inside a woman's body. (Key Stage 1)

          When male sperm fertilises a female egg inside a women's womb. (Key Stage 2)

Q: Does it come out of your belly button?

A: No, the baby comes out of the woman's vagina. Sometimes a doctor will decide to get the baby out through a cut in the mother's tummy.

Q: Where does the baby come out?

A: The baby comes out of the woman's vagina which is an opening in between a woman's legs. It gets bigger when the baby is ready to come out.

Q: Does it hurt to have a baby?

A: Yes, it does hurt but when the baby is born most people forget the pain.

Q: When will I start my periods?

A: A girl usually starts her periods at the onset of puberty. This can be anytime from the age of 9 onwards and depends on the maturity of each individual person. It will start when your body is ready.

Q: How will I know when my first period is going to start?

A: Your body will change during puberty, and this is one of those changes. You won't know beforehand, but when you go to the toilet you may find a small spot of blood on your pants.

Q: What if I start my period at school?

A: Go and speak to an adult you feel comfortable with and he/she will find a sanitary towel you can use. Maybe you could take one friend with you – if you want to.

Q: Why does my penis become hard?

A: Your penis becomes hard for a few reasons, but it is normal! It becomes hard as lots of blood has rushed to that area.

Q: What is a wet dream?

A: When a boy is asleep, he may have an erection and some semen may come out of his penis.

Q: What's foreplay?

A: Foreplay usually comes before sexual intercourse between two consenting adults. It can be a combination of physical acts such as kissing and being emotionally intimate such as verbal acts.

Q: What is oral sex?

A: It is when a partner's mouth is used to stimulate the genitals.

Q: What is a lesbian?

A: A lesbian is a woman who is exclusively attracted to women, or wants to be, in a loving relationship with another woman.

Q: What is a gay man?

A: A man who is attracted exclusively to men, or wants to be, in a loving relationship with another man.

Q: What is bisexual?

A: When an adult is attracted to both men and women.

Q: What is a prostitute?

A: An adult who is paid to have sex.