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| Policy Framework: | Policy framework provided centrally for use by schools with minimal amendment to the core text Changes must be made to the text where indicated |
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RSE Policy Framework

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| Approved by: | Education Quality Standards Impact Committee |
| Date: | September 2024 |
| Next review date: | September 2027 |

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| Adopted by school: | Kidmore End CE Primary School |
| Date: | March 2025 |

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This policy framework sets out the approach to relationships and sex education (RSE) across ODST. The appendices have been adapted to reflect the circumstances in our school.

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

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

2. Statutory requirements

All ODST primary schools, must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our middle school (Y5–Y8).

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're 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 also have regard to legal duties set out in:

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

As a school within ODST, we teach RSE as set out in this policy.

3. Policy development

This ODST policy framework is intended to provide information about the RSE curriculum and delivery for all ODST schools. Each school is responsible for developing their own policy and for providing the correct appendices for all stakeholders.

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

1. Review – a member of staff team pulled together all relevant information including relevant up to date national and local guidance
2. Staff consultation – staff across our school were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested stakeholders were invited to comment on the policy
4. Ratification – once amendments were made, the policy was shared with the Local Governing Body for ratification

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. Roles and responsibilities

The Scheme of Delegation

The board of trustees

The board of trustees, delegated to the Education Quality Standards and Impact Committee, will approve the RSE policy framework, and hold the Headteacher to account for its implementation through local governing bodies.

Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

Staff

Staff are responsible for:

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

Pupils

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

6. Curriculum

Our RSE curriculum is set out below but we may need to adapt it as and when necessary.

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

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

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

7. Delivery of RSE

At Kidmore End CE Primary School, our RSE is covered through our PSHE and Science curriculums which involves our day-to-day work, whole-school projects and daily assemblies. We are able to cover the majority of the curriculum through how we live in school every day, embedded in our vision and values.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. All areas of our PSHE provision are taught from their earliest stages within EYFS and build over time. The building blocks of the scheme are...

- Me and My Relationships
- Keeping Safe
- Rights and Respect
- Being my Best
- Growing and Changing

For more information about our RSE curriculum, see Appendix 1

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).

Across our trust, 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.

Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in religious education (RE).

Where statutory provision is not covered in sufficient depth through this work, we explicitly teach these objectives via:

- Coram Scarf (PSHE) curriculum workshops
- Visits from community and external speakers
- External visits (e.g. School nurse)
- Science lessons

Where PSHE content is taught through the wider curriculum, subject leaders of those curriculum areas are responsible for coordinating the delivery of its content.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Years 5 and 6)
- How a baby is conceived and born (Year 6)

Sex Education non-compulsory content is taught in Year 6, in a safe learning environment, in line with our Sex and Relationships Education Policy. It is solidly underpinned by our School ethos and values.

Girls and boys will be taught separately.

Curriculum content

Relationship content is taught through our school's vision and values, as well as explicit teaching in PSHE lessons (outline in Appendix 1)

Mental wellbeing is taught through our school behaviour and relationships policy, which focuses on key understanding and use of Zones of Regulation, giving children a resource both in and out of school.

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)
- 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

Internet safety is taught through weekly computing lessons, PSHE curriculum and covered annually when raising awareness across school during 'Online safety and safer internet day'.

Pupils should know:

- that for most people the internet is an integral part of life and has many benefits 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
- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- why social media, some computer games and online gaming, for example, are age restricted
- 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
- how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
- where and how to report concerns and get support with issues online

Physical health and fitness (also taught within PE curriculum)

Pupils should know:

- the characteristics and mental and physical benefits of an active lifestyle
- 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
- the risks associated with an inactive lifestyle (including obesity)
- how and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating (also taught within DT curriculum)

Pupils should know:

- what constitutes a healthy diet (including understanding calories and other nutritional content)
- the principles of planning and preparing a range of healthy meals
- 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*)

Health and prevention (PSHE curriculum, with primary weighting within Early Years curriculum)

Pupils should know:

- how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn
- about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist
- about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing
- the facts and science relating to allergies, immunisation and vaccination

Basic first aid (Annual first aid workshops for Year 6)

Pupils should know:

- how to make a clear and efficient call to emergency services if necessary
- concepts of basic first-aid, for example dealing with common injuries, including head injuries

8. Inclusivity

In our primary school, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships as above:

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).

Across our trust, 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.

ODST schools 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

They 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

- o 1-to-1 discussions
- o Digital formats
- Give careful consideration to the level of differentiation needed

Use of resources

Our schools will consider whether any resources they 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

9. Use of external organisations and materials – Trust statement

Across our trust, we delegate responsibility for making sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality to each school. Schools remain 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.

Our schools **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:
 - o Are age-appropriate
 - o Are in line with pupils' developmental stage
 - o 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 they 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:
 - o What they're going to say
 - o 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 usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session

- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers

•
Our schools **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

10. Parents' right to withdraw

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

Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the headteacher of the school.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

11. Training

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

The headteacher may 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 the Local Governing Body through the usual monitoring programme agreed.

Insert details of monitoring arrangements, such as planning scrutiny, learning walks, etc.

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

This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB

1. Appendix 1: Curriculum map

Relationships and sex education curriculum map

The table below maps out the Relationships and Sex Education which is covered through our PSHE scheme of work, and our Science curriculum. You can see which year group the objectives are taught in, and the progression of knowledge. When classes are taught in a mixed class, they may be taught in a slightly different order but will always be aimed at the age and stage of the children. Year 6 objectives will always be taught separately, in Year 6 alone.

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM |
|------------|---|--|---|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
| Year 1 | <ul style="list-style-type: none"> Children will be able to: Understand that classroom rules help everyone to learn and be safe Explain their classroom rules and be able to contribute to making these Recognise how others might be feeling by reading body language/facial expressions Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) Identify a range of feelings Identify how feelings might make us behave Suggest strategies for someone experiencing 'not so good' feelings to manage these. Recognise that people's bodies and feelings can be hurt Suggest ways of dealing with different kinds of hurt Recognise that they belong to various groups and communities such as their family Explain how these people help us and we can also help them to help us. Identify simple qualities of friendship Suggest simple strategies for making up | <ul style="list-style-type: none"> Name the major internal body parts (heart, lungs, blood, stomach, intestines, brain etc) Understand and explain the simple bodily processes associated with them Understand some of the tasks required to look after a baby Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding etc Identify things they could do as a baby, toddler and can do now Identify the people who help/helped them at those different stages Explain the difference between teasing and bullying Give examples of what they can do if they experience of witness bullying Say who they would get help from in a bullying situation Explain the difference between a secret and a nice surprise Identify situations as being secrets or surprises | <ul style="list-style-type: none"> Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM |
|------------|---|--|---|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
| | <ul style="list-style-type: none"> • Demonstrate attentive listening skills • Suggest simple strategies for resolving conflict situations • Give and receive positive feedback, and experience how this makes them feel | <ul style="list-style-type: none"> • Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep • Identify parts of the body that are private • Describe ways in which private parts can be kept private • Identify people they can talk to about their private parts | |
| Year 2 | <ul style="list-style-type: none"> • Suggest actions that will contribute positively to the life of the classroom; • Make and undertake pledges based on those actions • Take part in creating and agreeing classroom rules • Use a range of words to describe feelings • Recognise that people have different ways of expressing their feelings • Identify helpful ways of responding to other's feelings • Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two Identify situations as to whether they are incidents of teasing or bullying • Understand and describe strategies for dealing with bullying • Rehearse and demonstrate some of these strategies • Explain the difference between bullying and isolated unkind behaviour • Recognise that that there are different types of bullying and unkind behaviour | <ul style="list-style-type: none"> • Demonstrate simple ways of giving positive feedback to others • Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to Identify different stages of growth (e.g. baby, toddler, child, teenager, adult) • Understand and describe some of the things that people are capable of at these different stages Identify which parts of the human body are private • Explain that a person's genitals help them to make babies when they are grown up • Understand that humans mostly have the same body parts but that they can look different from person to person • Explain what privacy means • Know that you are not allowed to touch someone's private belongings without their permission • Give examples of different types of private information | <ul style="list-style-type: none"> • Notice that animals, including humans, have offspring which grow into adults • Find out about and describe the basic needs of animals, including humans, for survival (water, food and air) • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
|------------|--|--|--|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | |
| | <ul style="list-style-type: none"> Understand that bullying and unkind behaviour are both unacceptable ways of behaving Recognise that friendship is a special kind of relationship Identify some of the ways that good friends care for each other Recognise, name and understand how to deal with feelings (e.g. anger, loneliness) Explain where someone could get help if they were being upset by someone else's behaviour | | |
| Year 3 | <ul style="list-style-type: none"> Explain why we have rules Explore why rules are different for different age groups, in particular for internet-based activities Suggest appropriate rules for a range of settings Consider the possible consequences of breaking the rules. Explain some of the feelings someone might have when they lose something important to them Understand that these feelings are normal and a way of dealing with the situation Define and demonstrate cooperation and collaboration Identify the different skills that people can bring to a group task Demonstrate how working together in a collaborative manner can help everyone to achieve success Identify people who they have a special relationship with Suggest strategies for maintaining a positive relationship with their special people | <ul style="list-style-type: none"> Identify different types of relationships Recognise who they have positive healthy relationships with Understand what is meant by the term body space (or personal space) Identify when it is appropriate or inappropriate to allow someone into their body space Rehearse strategies for when someone is inappropriately in their body space Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe | <ul style="list-style-type: none"> Identify 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 Identify that humans and some other animals have skeletons and muscles for support, protection and movement. |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM |
|------------|---|--|--|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
| | <ul style="list-style-type: none"> • Rehearse and demonstrate simple strategies for resolving given conflict situations • Explain what a dare is • Understand that no-one has the right to force them to do a dare • Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare • Express opinions and listen to those of others • Consider others' points of view • Practise explaining the thinking behind their ideas and opinions • Identify qualities of friendship • Suggest reasons why friends sometimes fall out • Rehearse and use, now or in the future, skills for making up again | | |
| Year 4 | <ul style="list-style-type: none"> • Describe 'good' and 'not so good' feelings and how feelings can affect our physical state • Explain how different words can express the intensity of feelings • Explain what we mean by a 'positive, healthy relationship' • Describe some of the qualities that they admire in others • Recognise that there are times when they might need to say 'no' to a friend • Describe appropriate assertive strategies for saying 'no' to a friend • Demonstrate strategies for working on a collaborative task • Define successful qualities of teamwork and collaboration • Identify a wide range of feelings | <ul style="list-style-type: none"> • Describe some of the changes that happen to people during their lives • Explain how the Learning Line can be used as a tool to help them manage change more easily • Suggest people who may be able to help them deal with change • Name some positive and negative feelings Understand how the onset of puberty can have emotional as well as physical impact • Suggest reasons why young people sometimes fall out with their parents • Take part in a role play practising how to compromise | <ul style="list-style-type: none"> • Describe the simple functions of the basic parts of the digestive system in humans • Identify the different types of teeth in humans and their simple functions • Construct and interpret a variety of food chains, identifying producers, predators and prey. |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM |
|------------|--|--|--|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
| | <ul style="list-style-type: none"> Recognise that different people can have different feelings in the same situation Explain how feelings can be linked to physical state Demonstrate a range of feelings through their facial expressions and body language Recognise that their feelings might change towards someone or something once they have further information Give examples of strategies to respond to being bullied, including what people can do and say Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from | <ul style="list-style-type: none"> Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel Know who they could ask for help if a secret made them feel uncomfortable or unsafe Understand that marriage is a commitment to be entered into freely and not against someone's will Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony | |
| Year 5 | <ul style="list-style-type: none"> Explain what collaboration means Give examples of how they have worked collaboratively Describe the attributes needed to work collaboratively Explain what is meant by the terms negotiation and compromise Describe strategies for resolving difficult issues or situations. Demonstrate how to respond to a wide range of feelings in others Give examples of some key qualities of friendship Reflect on their own friendship qualities Identify what things make a relationship unhealthy Identify who they could talk to if they needed help Identify characteristics of passive, aggressive and assertive behaviours Understand and rehearse assertiveness skills | <ul style="list-style-type: none"> Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these Explain strategies they can use to build resilience Identify people who can be trusted Understand what kinds of touch are acceptable or unacceptable Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch Explain how someone might feel when they are separated from someone or something they like Suggest ways to help someone who is separated from someone or something they like Know the correct words for the external sexual organs | <ul style="list-style-type: none"> Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals. |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM |
|------------|---|--|--|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
| | <ul style="list-style-type: none"> Recognise basic emotional needs, understand that they change according to circumstance Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks Understand that online communication can be misinterpreted Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. | <ul style="list-style-type: none"> Discuss some of the myths associated with puberty Identify some products that they may need during puberty and why Know what menstruation is and why it happens Recognise how our body feels when we're relaxed List some of the ways our body feels when it is nervous or sad Describe and/or demonstrate how to be resilient in order to find someone who will listen to you Identify the consequences of positive and negative behaviour on themselves and others Give examples of how individual/group actions can impact on others in a positive or negative way Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe Recognise that some people can get bullied because of the way they express their gender Give examples of how bullying behaviours can be stopped | |
| Year 6 | <ul style="list-style-type: none"> Demonstrate a collaborative approach to a task Describe and implement the skills needed to do this Explain what is meant by the terms 'negotiation' and 'compromise' Suggest positive strategies for negotiating and compromising within a collaborative task Demonstrate positive strategies for negotiating and compromising within a collaborative task | <ul style="list-style-type: none"> Recognise some of the changes they have experienced and their emotional responses to those changes Suggest positive strategies for dealing with change Identify people who can support someone who is dealing with a challenging time of change Understand that fame can be short-lived | <ul style="list-style-type: none"> Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
|------------|---|---|---|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | |
| | <ul style="list-style-type: none"> • Recognise some of the challenges that arise from friendships • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach • List some assertive behaviours • Recognise peer influence and pressure • Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure • Recognise and empathise with patterns of behaviour in peer group dynamics • Recognise basic emotional needs and understand that they change according to circumstance • Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about • Describe the consequences of reacting to others in a positive or negative way; • Suggest ways that people can respond more positively to others • Describe ways in which people show their commitment to each other • Know the ages at which a person can marry, depending on whether their parents agree • Understand that everyone has the right to be free to choose who and whether to marry • Recognise that some types of physical contact can produce strong negative feelings • Know that some inappropriate touch is also illegal • Identify strategies for keeping personal information safe online | <ul style="list-style-type: none"> • Recognise that photos can be changed to match society's view of perfect; • Identify qualities that people have, as well as their looks • Define what is meant by the term stereotype • Recognise how the media can sometimes reinforce gender stereotypes • Recognise that people fall into a wide range of what is seen as normal • Challenge stereotypical gender portrayals of people • Understand the risks of sharing images online and how these are hard to control, once shared • Understand that people can feel pressured to behave in a certain way because of the influence of the peer group • Understand the norms of risk; taking behaviour and that these are usually lower than people believe them to be • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it • Suggest strategies that would help someone who felt challenged by the changes in puberty • Know where someone could get support if they were concerned about their own or another person's safety • Explain the difference between a safe and an unsafe secret Identify situations where someone might need to break a confidence in order to keep someone safe • Identify the changes that happen through puberty to allow sexual reproduction to occur | <ul style="list-style-type: none"> • Describe the ways in which nutrients and water are transported within animals, including humans. • Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. • Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health. |

| YEAR GROUP | PSHE CURRICULUM | | SCIENCE CURRICULUM |
|------------|---|---|---|
| | ME AND MY RELATIONSHIPS | GROWING AND CHANGING | ANIMALS, INCLUDING HUMANS LIVING THINGS AND THEIR HABITATS |
| | <ul style="list-style-type: none"> Describe safe and respectful behaviours when using communication technology | <ul style="list-style-type: none"> Know a variety of ways in which the sperm can fertilise the egg to create a baby Know the legal age of consent and what it means | |

2. Appendix 2: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|---|
| Families and people who care about me | <ul style="list-style-type: none"> 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 | <ul style="list-style-type: none"> How important friendships are in making us feel happy and secure, and how people choose and make friends The characteristics of friendships, including 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 |

| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|---|
| Respectful relationships | <ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), 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 relationships | <ul style="list-style-type: none"> ● 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 | <ul style="list-style-type: none"> ● 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 |

Trusts with secondary schools, insert (and change to 'Appendix 3' if you also have the primary appendix above)

3. Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
|---|--|
| Families | <ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online |

| TOPIC | PUPILS SHOULD KNOW |
|--|--|
| | <ul style="list-style-type: none"> ● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them ● What to do and where to get support to report material or manage issues online ● The impact of viewing harmful content ● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners ● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail ● How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> ● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships ● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |
| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> ● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship ● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing ● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women ● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others ● That they have a choice to delay sex or to enjoy intimacy without sex ● The facts about the full range of contraceptive choices, efficacy and options available ● The facts around pregnancy including miscarriage ● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) ● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing ● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment ● How the use of alcohol and drugs can lead to risky sexual behaviour ● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

Appendix 1: Parent/carer form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS | | | |
|--|--|-------|--|
| 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 | Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom |
| | |