

Maiden Erlegh Trust  
**RELATIONSHIPS AND SEX  
EDUCATION POLICY  
(PRIMARY)**



**MAIDEN ERLEGH  
TRUST**

**Including local annexes for:  
BIRCH HILL PRIMARY SCHOOL**

<b>Initial approval:</b>	June 2026
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## 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, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

In our school we teach RSE as set out in this policy.

## 3. Policy development

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

1. Review – all relevant information including relevant national and local guidance was collated and reviewed centrally by Maiden Erlegh Trust.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy.
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

For the purpose of this policy:

- 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

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, carers and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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 all curriculum materials with parents and carers on request.

## 6. Delivery of RSE

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

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe
- How I change as I grow including preparing children for the physical and emotional changes that growing up brings

Sex education will be taught in years 5 & 6 and will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born, including consent & contraception.
- The journey of an embryo from conception to birth

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

Our mainstream primary schools use the Jigsaw PSHE and RSE programme as the core resource to deliver high quality, ageappropriate Relationships and Sex Education. Jigsaw provides a carefully sequenced, progressive curriculum that supports pupils' personal development, emotional literacy, and understanding of healthy relationships. The materials are fully aligned with the statutory DfE 2026 RSE and Health Education guidance, ensuring coverage of all required learning while promoting safeguarding, respect, and inclusion.

Jigsaw lessons are structured to create a safe, supportive learning environment, with consistent routines, mindfulness elements, and clear ground rules that help pupils engage sensitively with potentially challenging topics. Content is delivered in a valuesled, nonjudgemental way, reflecting our school ethos and reinforcing our commitment to equality and the protected characteristics. Resources are adapted where necessary to meet the needs of all learners, including SEND pupils.

Our special primary schools follow the PSHE association framework for children with SEND.

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

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 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
- Give careful consideration to the level of differentiation needed

## 6.2 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 and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

We will make sure that any agency and any materials used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

**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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The Governing Board

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to the Educational Standards Committee.

### 8.2 The Headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- 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
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

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.

## 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the non-statutory 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 the headteacher.

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

## 10. Training

Staff are trained on the delivery of RSE as part of our 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 where appropriate.

## 11. Monitoring arrangements

Monitoring and evaluation of the programme is undertaken by the Senior Leadership Group.

This policy will be reviewed every 3 years subject to statutory changes. At every review, the policy will be approved by Educational Standards Committee.

## **APPENDIX 1: CURRICULUM MAP**

Relationships and sex education curriculum map

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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Early Years	Autumn 1	<p>Celebrating Differences:</p> <ul style="list-style-type: none"> <li>• Know what being unique means</li> <li>• Know the names of some emotions such as happy, sad, frightened, angry</li> <li>• Know why having friends is important</li> <li>• Know some qualities of a positive friendship</li> <li>• Know that they don't have to be 'the same as' to be a friend</li> <li>• Know what being proud means and that people can be proud of different things</li> <li>• Know that people can be good at different things</li> <li>• Know that families can be different</li> <li>• Know that people have different homes and why they are important to them</li> <li>• Know different ways of making friends</li> <li>• Know different ways to stand up for myself</li> <li>• Recognise emotions when they or someone else is upset, frightened or angry</li> <li>• Identify and use skills to make a friend</li> <li>• Identify some ways they can be different and the same as others</li> <li>• Identify and use skills to stand up for themselves</li> <li>• Identify feelings associated with being proud</li> <li>• Identify things they are good at</li> <li>• Be able to vocalise success for themselves and about others successes</li> <li>• Recognise similarities and differences between their family and other families</li> </ul>	
	Summer 1	<p>Relationships:</p> <ul style="list-style-type: none"> <li>• Know what a family is</li> <li>• Know that different people in a family have different responsibilities (jobs)</li> <li>• Know some of the characteristics of healthy and safe friendships</li> <li>• Know that friends sometimes fall out</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<ul style="list-style-type: none"> <li>• Know some ways to mend a friendship</li> <li>• Know that unkind words can never be taken back and they can hurt</li> <li>• Know how to use Jigsaw's Calm Me to help when feeling angry</li> <li>• Know some reasons why others get angry</li> <li>• Can identify what jobs they do in their family and those carried out by parents/carers and siblings</li> <li>• Can suggest ways to make a friend or help someone who is lonely</li> <li>• Can use different ways to mend a friendship</li> <li>• Can recognise what being angry feels like</li> <li>• Can use Calm Me when angry or upset</li> </ul> <p>My changing body:</p> <ul style="list-style-type: none"> <li>• Know the names and functions of some parts of the body (see vocabulary list)</li> <li>• Know that we grow from baby to adult</li> <li>• Know who to talk to if they are feeling worried</li> <li>• Know that sharing how they feel can help solve a worry</li> <li>• Know that remembering happy times can help us move on</li> <li>• Recognise that changing class can elicit happy and/or sad emotions</li> <li>• Can say how they feel about changing class/ growing up</li> <li>• Can identify how they have changed from a baby</li> <li>• Can say what might change for them they get older</li> <li>• Can identify positive memories from the past year in school/home</li> </ul>	
Year 1	Autumn 2:	<p>Celebrating differences:</p> <ul style="list-style-type: none"> <li>• Know what bullying means</li> <li>• Know who to tell if they or someone else is being bullied or is feeling unhappy</li> <li>• Know that people are unique and that it is OK to be different</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	<ul style="list-style-type: none"> <li>• Know skills to make friendships</li> <li>• Know that people have differences and similarities</li> <li>• Identify what is bullying and what isn't</li> <li>• Understand how being bullied might feel</li> <li>• Recognise ways in which they are the same as their friends and ways they are different</li> <li>• Know ways to help a person who is being bullied</li> <li>• Identify emotions associated with making a new friend</li> <li>• Verbalise some of the attributes that make them unique and special</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Know that everyone's family is different</li> <li>• Know that families are founded on belonging, love and care</li> <li>• Know that physical contact can be used as a greeting</li> <li>• Know how to make a friend</li> <li>• Know who to ask for help in the school community</li> <li>• Know that there are lots of different types of families</li> <li>• Know the characteristics of healthy and safe friends</li> <li>• Know about the different people in the school community and how they help</li> <li>• Can express how it feels to be part of a family and to care for family members</li> <li>• Can say what being a good friend means</li> <li>• Can identify forms of physical contact they prefer</li> <li>• Can say no when they receive a touch they don't like</li> <li>• Can show skills of friendship</li> <li>• Can praise themselves and others</li> <li>• Can recognise some of their personal qualities</li> <li>• Can say why they appreciate a special relationship</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<p>My changing body:</p> <ul style="list-style-type: none"> <li>• Know the names of male and female private body parts</li> <li>• Know that there are correct names for private body parts and nicknames, and when to use them</li> <li>• Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know that animals including humans have a life cycle</li> <li>• Know that changes happen when we grow up</li> <li>• Know that people grow up at different rates and that is normal</li> <li>• Know that learning brings about change <ul style="list-style-type: none"> <li>• Understand and accept that change is a natural part of getting older</li> <li>• Can suggest ways to manage change, e.g. moving to a new class</li> <li>• Can identify some things that have changed and some things that have stayed the same since being a baby (including the body)</li> <li>• Can express why they enjoy learning</li> </ul> </li> </ul>	
Year 2	Autumn 2:	<p>Celebrating differences:</p> <ul style="list-style-type: none"> <li>• Know the difference between a one-off incident and bullying</li> <li>• Know that sometimes people get bullied because of difference</li> <li>• Know that friends can be different and still be friends</li> <li>• Know there are stereotypes about boys and girls</li> <li>• Know where to get help if being bullied</li> <li>• Know that it is OK not to conform to gender stereotypes</li> <li>• Know it is good to be yourself</li> <li>• Know the difference between right and wrong and the role that choice has to play in this</li> <li>• Explain how being bullied can make someone feel</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	mmer 1	<ul style="list-style-type: none"> <li>• Know how to stand up for themselves when they need to</li> <li>• Understand that everyone’s differences make them special and unique</li> <li>• Understand that boys and girls can be similar in lots of ways and that is OK</li> <li>• Understand that boys and girls can be different in lots of ways and that is OK</li> <li>• Can choose to be kind to someone who is being bullied</li> <li>• Recognise that they shouldn’t judge people because they are different</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Know that there are lots of forms of physical contact within a family</li> <li>• Know how to stay stop if someone is hurting them</li> <li>• Know there are good secrets and worry secrets and why it is important to share worry secrets</li> <li>• Know what trust is</li> <li>• Know that everyone’s family is different</li> <li>• Know that families function well when there is trust, respect, care, love and co-operation</li> <li>• Know some reasons why friends have conflicts</li> <li>• Know that friendships have ups and downs and sometimes change with time</li> <li>• Know how to use the Mending Friendships or Solve it together problem-solving methods</li> <li>• Can identify the different roles and responsibilities in their family</li> <li>• Can recognise the value that families can bring</li> <li>• Can recognise and talk about the types of physical contact that is acceptable or unacceptable</li> <li>• Can identify the negative feelings associated with keeping a worry secret</li> <li>• Can identify who they trust in their own relationships</li> <li>• Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<ul style="list-style-type: none"> <li>• Can identify the feelings associated with trust</li> <li>• Can give and receive compliments</li> <li>• Can say who they would go to for help if they were worried or scared</li> </ul> <p>My changing body:</p> <ul style="list-style-type: none"> <li>• Know the physical differences between male and female bodies</li> <li>• Know that private body parts are special and that no one has the right to hurt these</li> <li>• Know who to ask for help if they are worried or frightened</li> <li>• Know there are different types of touch and that some are acceptable and some are unacceptable</li> <li>• Know the correct names for private body parts</li> <li>• Know that life cycles exist in nature</li> <li>• Know that aging is a natural process including old age</li> <li>• Know that some changes are out of an individual's control</li> <li>• Know how their bodies have changed from when they were a baby and that they will continue to change as they age</li> <li>• Can say who they would go to for help if worried or scared</li> <li>• Can say what types of touch they find comfortable/uncomfortable</li> <li>• Be able to confidently ask someone to stop if they are being hurt or frightened</li> <li>• Can appreciate that changes will happen and that some can be controlled and others not</li> <li>• Be able to express how they feel about changes</li> <li>• Show appreciation for people who are older</li> <li>• Can recognise the independence and responsibilities they have now compared to being a baby or toddler</li> <li>• Can say what greater responsibilities and freedoms they may have in the future</li> </ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<ul style="list-style-type: none"> <li>• Know that they and all children have rights (UNCRC)</li> <li>• Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc</li> <li>• Know how some of the actions and work of people around the world help and influence my life</li> <li>• Know the lives of children around the world can be different from their own</li> <li>• Can identify the responsibilities they have within their family</li> <li>• Know how to access help if they are concerned about anything on social media or the internet</li> <li>• Can empathise with people from other countries who may not have a fair job or are less fortunate</li> <li>• Understand that they are connected to the global community in many different ways</li> <li>• Can use Solve it together in a conflict scenario and find a win-win outcome</li> <li>• Can identify similarities in children’s rights around the world</li> <li>• Can identify their own wants and needs and how these may be similar or different from other children in school and the global community</li> </ul> <p>My changing body:</p> <ul style="list-style-type: none"> <li>• Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</li> <li>• Know some of the outside body changes that happen during puberty</li> <li>• Know some of the changes on the inside that happen during puberty</li> <li>• Know that in animals and humans lots of changes happen between conception and growing up</li> <li>• Know that in nature it is usually the female that carries the baby</li> <li>• Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Know that babies need love and care from their parents/carers</li> <li>• Know some of the changes that happen between being a baby and a child</li> <li>• Can express how they feel about puberty</li> <li>• Can say who they can talk to about puberty if they have any worries</li> <li>• Can suggest ways to help them manage feelings during changes they are more anxious about</li> <li>• Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry</li> <li>• Can express how they feel about babies</li> <li>• Can describe the emotions that a new baby can bring to a family</li> <li>• Can identify changes they are looking forward to in the next year</li> </ul>	
Year 4	Autumn 2:	<p>Celebrating differences:</p> <ul style="list-style-type: none"> <li>• Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying</li> <li>• Know the reasons why witnesses sometimes join in with bullying and don't tell anyone</li> <li>• Know that sometimes people make assumptions about a person because of the way they look or act</li> <li>• Know there are influences that can affect how we judge a person or situation</li> <li>• Know what to do if they think bullying is or might be taking place</li> <li>• Know that first impressions can change</li> <li>• Be comfortable with the way they look</li> <li>• Try to accept people for who they are</li> <li>• Be non-judgemental about others who are different</li> <li>• Identify influences that have made them think or feel positively/negatively about a situation</li> <li>• Identify feelings that a bystander might feel in a bullying situation</li> <li>• Identify reasons why a bystander might join in with bullying</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	<ul style="list-style-type: none"> <li>• Revisit the ‘Solve it together’ technique to practise conflict and bullying scenarios</li> <li>• Identify their own uniqueness</li> <li>• Identify when a first impression they had was right or wrong</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Know some reasons why people feel jealousy</li> <li>• Know that loss is a normal part of relationships</li> <li>• Know that negative feelings are a normal part of loss</li> <li>• Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe</li> <li>• Know that jealousy can be damaging to relationships</li> <li>• Know that memories can support us when we lose a special person or animal</li> <li>• Can identify feelings and emotions that accompany jealousy</li> <li>• Can suggest positive strategies for managing jealousy</li> <li>• Can identify people who are special to them and express why</li> <li>• Can identify the feelings and emotions that accompany loss</li> <li>• Can suggest strategies for managing loss</li> <li>• Can tell you about someone they no longer see</li> <li>• Can suggest ways to manage relationship changes including how to negotiate</li> </ul>	
	Summer 2	<p>My changing body:</p> <ul style="list-style-type: none"> <li>• Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</li> <li>• Know that babies are made by a sperm joining with an ovum</li> <li>• Know the names of the different internal and external body parts that are needed to make a baby</li> <li>• Know how the female and male body change at puberty</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Know that change can bring about a range of different emotions</li> <li>• Know that personal hygiene is important during puberty and as an adult</li> <li>• Know that change is a normal part of life and that some cannot be controlled and have to be accepted</li> <li>• Can appreciate their own uniqueness and that of others</li> <li>• Can express any concerns they have about puberty</li> <li>• Have strategies for managing the emotions relating to change</li> <li>• Can express how they feel about having children when they are grown up</li> <li>• Can say who they can talk to about puberty if they are worried</li> <li>• Can apply the circle of change model to themselves to have strategies for managing change</li> </ul>	
Year 5	Autumn 2:	<p>Celebrating differences:</p> <ul style="list-style-type: none"> <li>• Know external forms of support in regard to bullying e.g. Childline</li> <li>• Know that bullying can be direct and indirect</li> <li>• Know what racism is and why it is unacceptable</li> <li>• Know what culture means</li> <li>• Know that differences in culture can sometimes be a source of conflict</li> <li>• Know that rumour-spreading is a form of bullying online and offline</li> <li>• Know how their life is different from the lives of children in the developing world</li> <li>• Appreciate the value of happiness regardless of material wealth</li> <li>• Identify their own culture and different cultures within their class community</li> <li>• Identify their own attitudes about people from different faith and cultural backgrounds</li> <li>• Develop respect for cultures different from their own</li> </ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know that sexual intercourse can lead to conception</li> <li>• Know that some people need help to conceive and might use IVF</li> <li>• Know that becoming a teenager involves various changes and also brings growing responsibility</li> <li>• Know what perception means and that perceptions</li> <li>• can be right or wrong <ul style="list-style-type: none"> <li>• Can celebrate what they like about their own and others' self-image and body image</li> </ul> </li> <li>• Can suggest ways to boost self-esteem of self and others</li> <li>• Recognise that puberty is a natural process that happens to everybody and that it will be OK for them</li> <li>• Can ask questions about puberty to seek clarification</li> <li>• Can express how they feel about having a romantic relationship when they are an adult</li> <li>• Can express how they feel about having children when they are an adult</li> <li>• Can express how they feel about becoming a teenager</li> <li>• Can say who they can talk to if concerned about puberty or becoming a teenager/adult</li> </ul>	
Year 6	Autumn 2:	<p>Celebrating differences:</p> <ul style="list-style-type: none"> <li>• Know that people can hold power over others individually or in a group</li> <li>• Know that power can play a part in a bullying or conflict situation</li> <li>• Know that there are different perceptions of 'being normal' and where these might come from</li> <li>• Know that difference can be a source of celebration as well as conflict</li> <li>• Know that being different could affect someone's life</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 1	<ul style="list-style-type: none"> <li>• Know why some people choose to bully others</li> <li>• Know that people with disabilities can lead amazing lives</li> <li>• Empathise with people who are different and be aware of my own feelings towards them</li> <li>• Identify feelings associated with being excluded</li> <li>• Be able to recognise when someone is exerting power negatively in a relationship</li> <li>• Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens</li> <li>• Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict</li> <li>• Identify different feelings of the bully, bullied and bystanders in a bullying scenario</li> <li>• Appreciate people for who they are</li> <li>• Show empathy</li> </ul> <p>Relationships:</p> <ul style="list-style-type: none"> <li>• Know that it is important to take care of their own mental health</li> <li>• Know ways that they can take care of their own mental health</li> <li>• Know the stages of grief and that there are different types of loss that cause people to grieve</li> <li>• Know that sometimes people can try to gain power or control them</li> <li>• Know some of the dangers of being 'online'</li> <li>• Know how to use technology safely and positively to communicate with their friends and family</li> <li>• Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<ul style="list-style-type: none"> <li>• Can help themselves and others when worried about a mental health problem</li> <li>• Recognise when they are feeling grief and have strategies to manage them</li> <li>• Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control</li> <li>• Can resist pressure to do something online that might hurt themselves or others</li> <li>• Can take responsibility for their own safety and well-being</li> </ul> <p>My changing body:</p> <ul style="list-style-type: none"> <li>• Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</li> <li>• Know how a baby develops from conception through the nine months of pregnancy and how it is born</li> <li>• Know how being physically attracted to someone changes the nature of the relationship <ul style="list-style-type: none"> <li>Know the importance of self-esteem and what they can do to develop it</li> </ul> </li> <li>• Know what they are looking forward to and what they are worried about when thinking about transition to secondary school/moving to their next class</li> <li>• Recognise ways they can develop their own self-esteem</li> <li>• Can express how they feel about the changes that will happen to them during puberty</li> <li>• Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to</li> </ul>	

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• Recognise how they feel when they reflect on the development and birth of a baby</li> <li>• Can celebrate what they like about their own and others' self-image and body image</li> <li>• Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</li> </ul>	

## APPENDIX 2: BY THE END OF PRIMARY SCHOOL PUPILS SHOULD KNOW

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of safe and happy family life, such as: 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</li><li>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</li><li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li><li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li> <li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>• About managing conflict with kindness and respect, and that violence is never right</li> <li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs.</li> <li>• 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</li> <li>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li> <li>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online, including where pictures or words might be circulated</li> <li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li> <li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> <li>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li> <li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice, for example from their family, school and/or other sources</li> </ul>

## APPENDIX 3: PARENT/CARER FORM REQUESTING THEIR CHILD'S WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
TO BE COMPLETED BY PARENTS/CARERS			
Parent/carer signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents/carers	<p><i>Include notes from discussions with parents/carers and agreed actions taken.</i></p> <p><i>E.g: 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</i></p>		

## APPENDIX 4: SCHOOL SPECIFIC INFORMATION AT SCHOOL

The person responsible for leading RSE is:

**Veenu Khanna (PSHE Subject Leader)**

RSE is taught by:

**Only class teachers**

The delivery of RSE is monitored by:

**Helen McAllister (Assistant Headteacher responsible for foundation subjects)**