Relationships, Sex and Health Education Policy (RSHE)
VERSION: September 2026
NEXT REVIEW: September 2028

Context

1.1 Relationships Education in our school

At Ashby Hill Top Primary School, we believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and offline. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's vision, which is to nurture We offer the children in our school 'the brightest of beginnings' in order to lay strong foundations for a successful future: to belong, thrive and succeed.

1.2 Context of Wider PSHE

We deliver Relationships Education as part of our wider provision of Personal, Health, Social and Economic Education (PSHE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide e.g. (Out of the Box, outdoor play and learning), use of restorative behaviour strategies, having a focus on anti-bullying, social skills interventions, ELSA intervention etc.

1.3 Intent of Our Relationships Education Curriculum

Through the delivery of Relationships Education, we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- Develop interpersonal and communication skills, including using correct vocabulary for private parts
- Develop positive, personal values and a moral framework that will guide their decisions and behaviour
- Respect themselves and others, their views, backgrounds, cultures and experiences
- Develop respectful, caring relationships based on mutuality, reciprocation and trust

- Develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- Develop their understanding of a variety of families and how families are central to the wellbeing of children
- Recognise and avoid coercive and exploitative relationships
- Explore relationships in ways appropriate to their age and stage of development
- Value, care for and respect their bodies
- Build confidence in accessing additional advice and support for themselves and others
- Manage change and loss, including bereavement

2. Implementing Our Policy

2.1 Inclusion

At Ashby Hill Top, we understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, vulnerability, religion, cultural and linguistic background when planning and delivering RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

For pupils with special educational needs or disability, we ensure our Relationships Education program provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- Their level of vulnerability to coercion and pressure
- Their previous experience of negative behaviours in peer or child-adult relationships
- Their need to learn and demonstrate appropriate behaviour
- Their need to develop self-esteem and positive body image
- The need to involve all staff, including ancillary staff and parents/carers, in policy development, planning and training
- The management of personal care
- Clarity about sources of support for pupils.

2.2 Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically though our Relationships Education provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected in the lessons.
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we aim to share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed-sex groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work on:

- Health and Wellbeing
- Relationships
- Living in the wider world

2.3 Safeguarding

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about family and friends, anti-bullying, how to stay safe in a variety of contexts and teaching positives attitudes and norms, enables us to fulfil our statutory duty to prevent 'child-on-child' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of the Safeguarding and Child Protection procedures and will report disclosures or concerns to the Designated Safeguarding Lead (DSL) immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.

2.4 Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It has also included gathering views on needs and

priorities for the school community.

All views expressed by pupils, staff, governors and parents/carers about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy and delivery has been made by the school, having listened to the needs and views of the school community.

2.5 Consulting on our Policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views and to consider the suitability of the school's aims for Relationships Education.

Further consultation with parents/carers and pupils will be carried out when the policy is reviewed, which happens at least every 3 years.

3. Involving the Whole School Community

3.1 Working with Staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that every adult has different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum, and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss relevant issues, staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2 Engaging with Pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age. We will seek opportunities to discuss children's views about the content of their PSHE lessons.

- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Comment' activities.
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.3 Working with Governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. A link governor for PSHE (including Relationships Education) has been nominated.

It is the role of governors to ensure that:

- Pupils make progress in Relationships Education in line with the expected educational outcomes
- The subject is well led, effectively managed and well planned
- The quality of provision is subject to regular and effective self-evaluation
- Teaching is delivered in a way which is accessible to all
- Clear information is given to parents/carers
- The subject is resourced and taught in a way which enables the school to fulfil statutory requirements.

3.4 Communicating with Parents/carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore, we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our curriculum on our website
- Sharing examples of sample resources when appropriate
- Informing parents/carers of forthcoming Relationships Education topics e.g. when specific vocabulary to private parts will be taught, puberty, Y6 non-statutory sex education
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents/carers about PSHE, Relationships Education and RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education on an informal basis through drop ins
- Signposting parents/carers to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5 Working with External Agencies and the Wider Community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the PSHE/RSE Leader/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE /RSE Leader/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

4. Curriculum Organisation

Our Relationships Education Curriculum (see appendix) is wholly consistent with the DfE statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education (2025), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood.

We have planned a curriculum appropriate to each age group with a spiral of progression, which include learning about:

- Relationships
- Living in the wider world
- Health and wellbeing

Primary sex education will focus on:

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

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

Relationships Education will be taught in:

- Daily routines and expectations, including through our restorative behaviour approach
- Out of the Box, outdoor play and learning
- PSHE designated lessons, circle time, focused events, focus weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a healthy school, ELSA intervention

4.1 Teaching Methodologies

Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in school situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's viewpoints and working together are practised in all PSHE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach, we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- appropriate use of language
- the asking and answering of personal questions
- strategies for checking and accessing information

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

4.2 Anti-bullying

4.2.1 Our Aims for Anti-bullying

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships
- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships

- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

4.2.2 Our School Context

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. participation in Anti-bullying week, assembly programme, restorative questioning.

We offer a variety of interventions and support to children experiencing friendship difficulties or experiencing bullying e.g. ELSA, play leaders, trained MDS.

All members of staff understand their role in supporting our strong anti-bullying culture.

Other school policies which are particularly relevant to our work to support mental health are Safeguarding, Behaviour, Anti-bullying.

4.3 Relationships and Sex Education (RSE)

4.3.1 Our Aims for RSE

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children learn about RSE topics though planned lessons, but also through wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene
- (In year 6) know about human reproduction (non-statutory).

Sources of support: In order to support children, each lesson will aim to finish by signposting children to a source of support eg trusted adult, Childline

4.3.2 Our School Context
RSE, combines elements of Relationships Education (e.g. learning about families and friendship) with aspects of Health Education (e.g. wellbeing, personal safety, how to be physically and mentally healthy, risk, personal identity).

This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topic are statutory parts of Relationships Education and Health Education. Some elements of our RSE topic are part of the statutory

National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive teaching about puberty at Y4, Y5 and Y6 in order to prepare them for the physical, emotional and social changes they are approaching or undergoing. We will review the age at which puberty is introduced depending on the needs of each cohort.

4.4 Curriculum Materials and Resources

We deliver the curriculum through an adaptation of the PHSE Association and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

4.5 Safe and Effective Practice

In our school and Trust we have a clear Confidentiality Policy, which is shared with staff, pupils and parents/carers. This policy is communicated to parents/carers in the school brochure/website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions: We acknowledge that sensitive and complex issues will arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer

questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the pupil/s who have asked the question. Teacher may decide to inform families about questions which go beyond the planned curriculum, in order to further home/school partnerships. If a member of staff is uncertain about the answer to a question which goes beyond the curriculum, or indeed whether they wish to answer it, they will seek guidance from the PSHE/RSE leader/Designated Safeguarding Lead. In some cases, the question will reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with the school Safeguarding policy.

4.6 Assessment, Recording, Reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Pupils are assessed using our 'ICARE' school assessment system (see curriculum policy)

In some cases, we will ask the children to record key learning activities in the class PSHE floor Book, or Science book, to show their development and progress.

5. Sex Education Policy

5.1 Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2 Consultation about Sex Education

We have a taken into account the DfE's recommendation that all primary schools have a Sex Education programme and we understand that this is **not statutory**. We understand that our teaching in sex education must be tailored to the needs and physical and emotional maturity of the pupils.

Parents/carers, governors and pupils have previously been consulted about this and our school has decided that **we will offer** content in Sex Education in the context of Relationships Education and RSE.

5.3 Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

5.4 Teaching Methodologies

In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books, scientific descriptions and short, age-appropriate video clips. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.

5.5 Delivery of the Sex Education Curriculum

Sex Education will be delivered as part of our topic called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents/carers will be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6 Right to be excused from Sex Education

Parents/carers have the right to request that their child be excused from sex education that is **not** part of the statutory curriculum. Currently this is only Y6 content on human reproduction.

There is **no** right to withdraw from statutory Relationships Education or Health Education. Any request to be excused **must be put in writing** to the Headteacher in advance. Before granting any such request, the Head Teacher/PSHE Leader will discuss the request with parents/carers (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the RSE curriculum and Policy is the responsibility of the PSHE leader/head teacher.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an update, issue or incident occurs which warrants it.

7. Appendices

7.1 Linked National Documents

RSE and Health Education

Children and Social Work Bill 2017.

Sex and Relationships Education for the 21st Century'.

Equality Act 2010

Keeping children safe in education 2025

7.2 Our Charter: Working Together in RSE

We are all committed to working towards the implementation and development of the following entitlements.

Children and Young People are entitled to:

- Be valued and respected for who they are, taking into account their background, culture, faith, identity and needs
- Accurate, up-to-date, useful and age-appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgemental manner
- Be involved in developing and evaluating the content, delivery and timing of their RSE programme as appropriate.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for their pupils
- Professional guidance and support
- A clear understanding of school policy relating to RSE.

Parents, carers and other adults in the community are entitled to:

- Accurate, up-to-date, information about RSE policy delivered in an accessible way
- A safe learning environment for their children
- Information on how and when their children are taught RSE
- Understand their right to withdraw their child from the aspects of the curriculum defined as 'sex education' and the process for expressing this right
- Have their views and needs listened to in a respectful, non-judgemental manner.

Appendix 1: Curriculum Map

Ashby Hill Top Primary School RSHE Appendix

Content overview PHSE, including RSHE and examples of vocabulary. All content is statutory apart from Y6 content on human reproduction

Ashby Hill Top Primary School			**Relationships and Sex Education**
The content of the relationships and sex education programme Using the agreed materials/resources – sessions will be delivered by the class teacher. • Growing Up DVD /Sex Education– BBC resource, including lesson plans. • NSPCC resources – PANTS • School nursing resources • Betty for schools – encouraging open and honest talk about periods.			
RSE Progression Grid			
EYFS	**Year 1/2**	**Year 3/4**	**Year 5/6**
Making relationships (ELG) ELG: Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children. Introducing the body and looking after it. The concept of male and female and differences – using humans and animals. The importance of basic hygiene.	**To understand and respect the differences and similarities between people** Children are able to define difference and similarity They understand that boys and girls can do the same tasks and enjoy the same things, but that stories, TV and people sometimes say boys do this and girls do that **Learn about the biological differences between male and female animals and their role in the life cycle** Know that female mammals give birth and nurse their young Can describe the biological differences between male and female **Learn about growing from young to old and that they are growing and changing** Can identify key stages in the human life cycle Understand some ways they have changed since they were babies Understand that all living things including humans start life as babies	**Learn about the way we grow and change throughout the human lifecycle** Can identify changes throughout the human life cycle Understand change is on-going Understand change is individual **The biological differences between male and female children** Can label the male and female sex parts with confidence **About different types of family and how their home-life is special** Can describe different types of family Identify what is special and different about their home life Understand families care for each other in a variety of ways **That everybody needs to be cared for and ways in which they care for others** Understand that we all have different needs and require different types of care Identify ways we show care towards each other Understand the links between needs, caring and changes throughout the life cycle	**Learn about the changes that occur during puberty** Can identify the physical, emotional and behavioural changes that occur during puberty for both males and females Understand that puberty is individual and can occur any time between 8-17 Understand that body changes at puberty are a preparation for sexual maturity **Understand how changes during puberty can affect relationships with other people** **strategies to deal with feelings in the context of relationships** Are able to identify feelings and understand how they affect behaviour Can practise strategies for managing relationships and changes during puberty **To consider different attitudes and values around gender stereotyping and consider their origin and impact** Understand how our attitudes and values about gender may be affected by factors such as religion and culture Can recognise and challenge gender stereotypes Understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour **What values are important to them in relationships and to appreciate the importance of friendship in intimate relationships** Can identify positive qualities and expectations from a variety of relationships Can explain the similarities and differences between friendships and intimate relationships Can describe that there are different types of intimate relationships, including marriage

	About different types of family and how their home-life is special Can describe different types of family Identify what is special and different about their home life Understand families care for each other in a variety of ways **Year 2 only** **The biological differences between male and female children** Identify and use the correct terms to identify and name the male and female sex parts	**Year 4 only** **Learn about the impact of puberty in physical hygiene and strategies for managing this** Are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults Identify physical changes associated with puberty Understand that everyone's experience of puberty is different and that it begins and ends at different times **How puberty affects emotions and behaviour and strategies for dealing with the changes associated with puberty** Are able to describe how feelings and behaviour change during puberty Can devise strategies for managing these changes	Understand that sex or making love may be one part of an intimate relationship between adults **Learn about human reproduction in the context of the human lifecycle** Know that sexual intercourse may be one part of a sexual relationship Can describe how babies are made and explain how sexual intercourse is related to conception Can name the male and female sex cells and reproductive organs **How a baby is made and grows (conception and pregnancy)** Know the male and female body parts associated with conception and pregnancy Can define conception and understand the importance of implantation in the womb Know what pregnancy is, where it occurs and how long it takes **Year 6 only** **To answer each other's questions about sex and relationships with confidence, where to find support and advice when they need it** Can answer their own questions about sex and relationships Can use appropriate language to discuss sex and relationships and growing up with confidence Can identify sources of information, support and advice for children and young people *Questions on contraception, same sex relationships, gender identity are answered in an age appropriate way if the subject arises however they are not actively taught.

We will answer children's questions in general terms and will ensure that our answers reflect the responsible choices adults make in deciding when to have children. This will enable pupils to further understand the responsibilities of adult life.

Year 5 and 6

A mixture of practical, interactive and formal teaching sessions will take place over the course of the year, for each year group allowing a continuous embedded and consistent approach to RSE. Evaluation forms at beginning/end of session to children and teachers.

Periods

We will ensure that sensitive arrangements are made for girls who have started menstruating. This includes the provision of sanitary disposal units and the discreet provision of 'emergency' sanitary protection. Staff will respond to such requests discreetly. Girls who have started their periods can approach any member of staff for support or sanitary protection.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another
- We will not seek to gain consensus, but will accept and celebrate difference
- We will encourage respect and discourage abuse and exploitation
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so

Appendix 2: RSHE expectations: Primary

Here is what all pupils should know by the end of primary school. These are the expectations set by the Department for Education.

By the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

Topic	Pupils should know
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

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

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