

RISE PARK PRIMARY AND NURSERY SCHOOL



Relationships and Sex Education (RSE) Policy

(This policy incorporates RSE, Health Education and PSHE – described in the policy as RSHE)

Signed _____ (Chair of Governors)

Date _____

Date of policy: June 2026

Date of review: (annually)

Name of RSHE Coordinator: Gemma Gray

Name of RSHE Governor: Rachel Commander

1. Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the updated DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2025 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 10 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a developmentally appropriate manner throughout the school.

2. Formulation, dissemination, monitoring and review of policy

The RSE policy has been developed following consultation with the whole school community. Consultation took place in the following ways: discussion at staff briefing; pupil voice; governor consultation and parent coffee morning. In developing our policy and curriculum we have given due regard to the government's statutory guidance for RSE and Health Education issued in July 2025.

The RSE policy is available on the school website and free of charge to interested parties via school reception.

The RSE policy and curriculum will be reviewed annually by the RSHE Co-ordinator and governors. This review will be informed by the following: pupil and staff evaluation of the programme; teacher assessment; changes in legislation and guidance; and, parent feedback gathered through our annual survey.

Governors have responsibility for ensuring that RSHE is taught in line with statutory guidance and for monitoring the effectiveness of the subject. A lead RSHE governor supports the RSHE lead through monitoring visits, learning walks and support. The RSHE lead reports to the governing body annually.

3. What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. RSHE supports children to identify harmful behaviours including bullying and harassment. Pupils are taught that such behaviours are never acceptable and how to seek help.

4. Why RSHE is important in our school

RSHE is fundamental to our school approach of 'Steps to Success' and our core vision to develop a thriving community, which recognises each child as a unique individual. We share an absolute commitment which:

- provides an equal opportunity for access to a high-quality education
- offers a safe, happy and caring and stimulating environment with a positive ethos by all for all
- sets consistent high, realistic expectations to ensure individual children realise their full potential
- recognises and celebrates achievement and success
- values honesty, sensitivity and responsibility in all relationships
- creates a positive and purposeful partnership with parents/carers and develops links with the local community

These values are reflected within this policy and our curriculum. It is our intent that these values drive our commitment to provide RSHE teaching, which underpins children's development as people, and because we believe that this also supports their learning capacity.

Additionally, British Values are at the heart of RSHE at Rise Park. We want all pupils to become valuable and fully rounded members of society who treat others with respect and tolerance, regardless of background. Respect for others is embedded in our inclusive ethos, which is based upon our mission statement "Steps to Success" and our vision to develop a thriving community, which recognises each child as a unique individual. We will promote the basic British values of democracy, the rule of law, individual liberty and mutual respect and tolerance for those of different faiths and beliefs.

Within RSHE, we will continue to place the wellbeing and safety of children first. In line with 'Keeping Children Safe in Education (2025)', we will always make sure our approach is child-centered, considering at all times what is in the best interests of the child.

We see our delivery of RSHE as supporting the vital role parents play in educating their child about these areas. We acknowledge that not all parents feel confident or comfortable talking to their children about some aspects of RSHE therefore our work in school ensures that all pupils have the information they need to keep safe and make positive, healthy choices.

5. Key Objectives

The key objectives of our RSHE programme are to:

- Promote pupils' emotional wellbeing, resilience and mental health.
- Develop self-awareness, self-esteem and confidence.
- Encourage positive behaviour, responsibility and respect within the school community.

- Teach children to value diversity, equality and inclusion.
- Support anti-bullying attitudes and respectful relationships.
- Develop effective communication, empathy and social skills.
- Encourage healthy lifestyles, including physical and emotional wellbeing.
- Teach children how to stay safe, including online safety and personal boundaries.
- Support children to set goals, build perseverance and develop a growth mindset.
- Prepare pupils for change and transition, including puberty and moving to secondary school.
- Embed mindfulness and emotional regulation strategies to support learning and behaviour.
- Provide a progressive, age-appropriate PSHE curriculum that revisits key themes throughout primary education.
- Support children to become responsible, respectful and active members of society.

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, development, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

We use the guiding principles in the DfE RSHE guidance 2025 to inform our provision. You will see these principles reflected through our policy:

- Engagement with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach

6. Pupil voice and a needs-led curriculum

Pupil voice is an important part of our RSHE programme. We provide opportunities for pupils to share their views and experiences of RSHE through class discussion, feedback activities, pupil surveys and the school council. Pupils are encouraged to share their views and these are listened to and valued.

Information gathered from pupil voice, alongside other sources of data such as our annual health and wellbeing survey results, safeguarding, and behaviour, is used to inform curriculum planning and teaching approaches. This helps ensure our RSHE is relevant and responsive.

7. Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all, and promotes the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that all pupils receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and appreciation of difference. We want every child and family to feel included, respected and valued.

Teachers will plan RSHE in different ways, using a variety of teaching strategies to meet the needs of pupils in their class. For some children, particularly those with special educational needs and disabilities, a differentiated approach may be necessary to ensure learning outcomes are met, this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children, whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. This means that resources and books used will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

8. The Curriculum

RSHE is taught in every year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE content and delivery supports children to develop a positive view of healthy relationships, being healthy and safe. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. You can find the learning outcomes for each year group in Appendix 4.

Some elements of RSHE are delivered through National Curriculum Science:

Year 2

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

Year 5

Pupils should be taught to:

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

As part of RSHE, pupils will be taught scientific names for body parts, including genitals in an age-appropriate and sensitive way. See appendix 4 for vocabulary used in each year group for the 'Changing Me' unit.

We deliver our RSHE curriculum through assemblies, a weekly PSHE lesson, topic work and cross-curricular opportunities.

We also participate in national events such as anti-bullying day, and RSE day and mental health awareness week to further enhance the children's learning within RSHE.

The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis via staff meetings and pupil consultation.

We keep the curriculum continuously under review to ensure it is relevant and responsive to children's needs. The RSHE lead and teachers may add content to the programme to address current safeguarding issues and trends in order to keep children safe. Where this is the case, parents will be informed in advance and be able to request access to the resources to be used.

9. Resources

As with any other subject, the breadth of the RSHE curriculum means that we use a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group that they are teaching. We hold a parents' meeting each year where you can familiarise yourself with the resources to be used. If you would like to see these at other times of the year please speak to your child's teacher. We will inform you of what will be taught in each term through your child's year group knowledge organizer as well as updates in the whole school newsletter.

If you would like to discuss any of the resources in more detail please contact your child's class teacher in the first instance. We encourage engagement from parents in our RSHE programme. If you would like to discuss any of the resources in more detail, please contact your child's class teacher or Mrs Gray.

10. Sex Education

In addition to Relationships and Health Education we also cover sex education in years 5 and 6.

The content of sex education includes learning about reproduction, pregnancy and birth as well as sexual consent. It is taught in an age and stage appropriate manner. Parents are able to withdraw their child from this learning if they choose to, see 'Parents' section 15 below.

11. Teaching and Learning

All teachers have responsibility for planning RSHE. Teachers and support staff will deliver RSHE. Everyone involved in the teaching of RSHE will follow this school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies will be used, including:

- Establishing ground rules/group agreement with pupils
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using participative teaching methods, with opportunities for discussion
- Opportunities for reflection

RSHE will be delivered all year round, parents/carers will be informed of what will be covered when at the beginning of the year. Knowledge Organisers will be sent home at the beginning of each unit to enable parents/carers to keep up to date with the subject matter that their child is learning.

12. External speakers

Occasionally we use external speakers to enhance our delivery of RSHE. All external speakers deliver in line with our RSHE policy and safeguarding

procedures.

The external providers we use are:

- The GREAT Project in Year 5 (facilitators trained by Equation. The purpose of this project is to enable children to gain knowledge about healthy relationships, to explore what domestic abuse is, and to know where to go for help and support)
- Visits from people in our local community such as Police, Firefighters etc.

13. Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement (or 'class charter') with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later if related to the topic and appropriate for the age group.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises safeguarding concerns, the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

14. Staff training

All staff delivering RSHE are skilled and confident to do so. We undertake a regular staff RSHE training needs assessment to identify areas for development. We provide regular training and updates to staff around RSHE through Inset days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

The RSHE lead attends regular networks to keep their knowledge and practice relevant and up-to-date.

15. Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes (see appendix 5). This may include self-assessment and peer assessment; floor books; end of topic quizzes/mind maps.

The RSHE lead carries out learning walks to monitor the quality of RSHE across school. Outcomes from these, alongside, assessment data, pupil voice and data inform the development of the RSHE programme annually.

16. Parents

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through the school newsletter, as well as letters/texts to explain which unit of RSHE will take place in different year groups and what will be covered. We also use knowledge organisers to show what each year group learns per half-term.

We will regularly consult with parents on an annual basis about any needs they may have in relation to our RSHE programme.

Any parents wanting more information about our RSHE curriculum can contact their child's class teacher in the first instance, and then Mrs Gray if you would like further discussion.

17. Right to withdraw from sex education:

Before planning to withdraw a child from sex education, we invite parents to discuss their concerns with their child's class teacher, or the PSHE lead (Mrs Gray). This discussion helps us to understand the request and enables us to clarify the nature and purpose of the curriculum, discuss the benefits of the education, and consider any potential impacts of withdrawal on the child.

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education.

You can see here which parts of our programme are sex education:

Sex Education sessions within RSHE
(parents **may** withdraw their child from these)

Year 5	Conception (including IVF)	Understanding that sexual intercourse can lead to conception and that is how babies are usually made, also understanding that sometimes people need help from doctors to help them have a baby.
Year 6	Conception to birth	Learning about how a baby develops from conception through the nine months of pregnancy, and how it is born.

Parents can exercise their right to withdraw their child from the sex education lessons in years 5 and 6 by completing the withdrawal slip in appendix 3, which will also be available during open afternoon prior to the teaching of the 'Changing Me' unit. Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

18. Confidentiality, safeguarding and child protection

Everyone involved in the delivery of RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with the school's and local safeguarding procedures.

19. Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the Year 6 girls' toilet
- Pupils can access sanitary products from the disabled toilet
- For those experiencing period poverty, free sanitary protection can be accessed from school as we always have sanitary products readily available.

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact your child's class teacher, or Mrs Griffiths (Deputy Headteacher) or Mrs Kelly (Headteacher) for support.

20. Links to other Policies

- Anti-bullying
- Food

- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- SMSC
- British Values
- Curriculum

21. More information

If you would like to discuss our provision of RSHE further, please contact Mrs Gray via the school office.

Complaints about RSHE will be handled in line with the school's complaints policy, which is available on the school website.

Appendix 1: The Six Jigsaw Puzzles

Our PSHE curriculum is organised into six themed units ('Puzzles'), each taught for approximately half a term:

Term	Puzzle	Key Content
Autumn 1	Being Me in My World	Understanding personal identity, my place in the class and school community, rights and responsibilities, democracy, making a positive contribution.
Autumn 2	Celebrating Difference	Recognising and respecting diversity, challenging stereotypes, understanding difference and similarity, addressing bullying, building empathy and compassion.
Spring 1	Dreams and Goals	Setting and working towards goals, understanding aspirations and future possibilities, developing perseverance and resilience, recognising achievements, working collaboratively.
Spring 2	Healthy Me	The relationship between physical and emotional health; nutrition, sleep, exercise and hygiene; emotional wellbeing; drug education (including medicines); keeping safe; understanding habits and making healthy lifestyle choices.
Summer 1	Relationships	Understanding different relationships and their characteristics, our families, managing friendship challenges, conflict resolution and communication skills, recognising when relationships are unhealthy, understanding loss and bereavement.
Summer 2	Changing Me	Understanding life cycles and human growth, coping positively with change, body image and self-esteem, puberty education, changing relationships, and for 2 lessons in upper Key Stage 2, human reproduction.

Appendix 2: Overview of taught lessons within our PSHE programme

	Autumn1 Being Me in My World	Autumn 2 Celebrating Difference	Spring 1 Dreams and Goals	Spring 2 Healthy Me	Summer 1 Relationships	Summer 2 Changing Me
EYFS	- Self-identity - Understanding feelings - Being in a classroom - Being gentle - Rights and responsibilities	- Identifying talents - Being special - Families - Where we live - Making friends - Standing up for yourself	- Challenges - Perseverance - Goal-setting - Overcoming obstacles - Seeking help - Jobs - Achieving goals	- Exercising bodies - Physical activity - Healthy food - Sleep - Keeping clean - Safety	- Family life Friendships - Breaking friendships - Falling out - Dealing with bullying - Being a good friend	- Bodies - Respecting my body - Growing up - Growth and change - Fun and fears - Celebrations
Year 1	- Feeling special and safe - Being part of a class - Rights and responsibilities - Rewards and feeling proud - Consequences - Owning the Learning Charter	- Similarities and differences - Understanding bullying and knowing how to deal with it - Making new friends - Celebrating the differences in everyone	- Setting goals - Identifying successes and achievements - Learning styles - Working well and celebrating achievement with a partner - Tackling new challenges - Identifying and overcoming obstacles - Feelings of success	- Keeping myself healthy - Healthier lifestyle choices - Keeping clean - Being safe - Medicine safety/safety with household items - Road safety - Linking health and happiness	- Belonging to a family - Making friends/being a good friend - Physical contact preferences - People who help us - Qualities as a friend and person - Self-acknowledgement - Being a good friend to myself - Celebrating special relationships	- Life cycles – animal and human - Changes in me - Changes since being a baby - Differences between female and male bodies (correct terminology) - Linking growing and learning - Coping with change - Transition
Year 2	- Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Safe and fair learning environment - Valuing contributions - Choices - Recognising feelings	- Assumptions and stereotypes about gender - Understanding bullying - Standing up for self and others - Making new friends - Gender diversity - Celebrating difference and remaining friends	- Achieving realistic goals - Perseverance - Learning strengths - Learning with others - Group co-operation - Contributing to and sharing success	- Motivation - Healthier choices - Relaxation - Healthy eating and nutrition - Healthier snacks and sharing food	- Different types of family - Physical contact boundaries - Friendship and conflict - Secrets - Trust and appreciation - Expressing appreciation for special relationships	- Life cycles in nature - Growing from young to old - Increasing independence - Differences in female and male bodies (correct terminology) - Assertiveness - Preparing for transition

Year 3	▪ Setting personal goals ▪ Self-identity and worth ▪ Positivity in challenges ▪ Rules, rights and responsibilities ▪ Rewards and consequences ▪ Responsible choices ▪ Seeing things from others' perspectives	▪ Families and their differences ▪ Family conflict and how to manage it (child-centred) ▪ Witnessing bullying and how to solve it ▪ Recognising how words can be hurtful ▪ Giving and receiving compliments	▪ Difficult challenges and achieving success ▪ Dreams and ambitions ▪ New challenges ▪ Motivation and enthusiasm ▪ Recognising and trying to overcome obstacles ▪ Evaluating learning processes ▪ Managing feelings ▪ Simple budgeting	▪ Exercise ▪ Fitness challenges ▪ Food labelling and healthy swaps ▪ Attitudes towards drugs ▪ Keeping safe and why it's important online and off line scenarios ▪ Respect for myself and others ▪ Healthy and safe choices	▪ Family roles and responsibilities ▪ Friendship and negotiation ▪ Keeping safe online and who to go to for help ▪ Being a global citizen ▪ Being aware of how my choices affect others ▪ Awareness of how other children have different lives ▪ Expressing appreciation for family and friends	▪ How babies grow ▪ Understanding a baby's needs ▪ Family stereotypes ▪ Challenging my ideas ▪ Preparing for transition
Year 4	▪ Being part of a class team ▪ Being a school citizen ▪ Rights, responsibilities and democracy (school council) ▪ Rewards and consequences ▪ Group decision-making ▪ Having a voice ▪ What motivates behaviour	▪ Challenging assumptions ▪ Judging by appearance ▪ Accepting self and others ▪ Understanding influences ▪ Understanding bullying ▪ Problem-solving ▪ Identifying how special and unique everyone is ▪ First impressions	▪ Hopes and dreams ▪ Overcoming disappointment ▪ Creating new, realistic dreams ▪ Achieving goals ▪ Working in a group ▪ Celebrating contributions ▪ Resilience ▪ Positive attitudes	▪ Healthier friendships ▪ Group dynamics ▪ Smoking ▪ Alcohol ▪ Assertiveness ▪ Peer pressure ▪ Celebrating inner strength	▪ Jealousy ▪ Love and loss ▪ Memories of loved ones ▪ Getting on and Falling Out ▪ Girlfriends and boyfriends ▪ Showing appreciation to people and animals	▪ Being unique ▪ Girls and puberty ▪ Confidence in change ▪ Accepting change ▪ Preparing for transition ▪ Environmental change

Year 5	- Planning the forthcoming year - Being a citizen - Rights and responsibilities - Rewards and consequences - How behaviour affects groups - Democracy, having a voice, participating	- Cultural differences and how they can cause conflict - Racism - Rumours and name-calling - Types of bullying - Material wealth and happiness - Enjoying and respecting other cultures	- Future dreams - The importance of money - Jobs and careers - Dream job and how to get there - Goals in different cultures - Supporting others (charity) - Motivation	- Smoking, including vaping - Alcohol - Alcohol and anti-social behaviour - Emergency aid - Body image - Relationships with food - Healthy choices - Motivation and behaviour	- Self-recognition and self-worth - Building self-esteem - Safer online communities - Rights and responsibilities online - Online gaming and gambling - Reducing screen time - Dangers of online grooming - SMARRT internet safety rules	- Self- and body image - Influence of online and media on body image - Puberty for girls - Puberty for boys - Conception (including IVF) - Growing responsibility - Coping with change - Preparing for transition
Year 6	- Identifying goals for the year - Global citizenship - Children's universal rights - Feeling welcome and valued - Choices, consequences and rewards - Group dynamics - Democracy, having a voice - Anti-social behaviour - Role-modelling	- Perceptions of normality - Understanding disability - Power struggles - Understanding bullying - Inclusion/exclusion - Differences as conflict, difference as celebration - Empathy	- Personal learning goals, in and out of school - Success criteria - Emotions in success - Making a difference in the world - Motivation - Recognising achievements - Compliments	- Taking personal responsibility - How substances affect the body - Exploitation, including 'county lines' and gang culture - Emotional and mental health - Managing stress	- Mental health - Identifying mental health worries and sources of support - Love and loss - Managing feelings - Power and control - Assertiveness - Technology safety - Take responsibility with technology use	- Self-image Body image - Puberty and feelings - Conception to birth - Reflections about change - Physical attraction - Respect and consent - Boyfriends/girlfriends - Sexting - Transition

Sex Education sessions within RSHE

(parents may withdraw their child from these)

Year 5	Conception (including IVF)	Understanding that sexual intercourse can lead to conception and that is how babies are usually made, also understanding that sometimes people need help from doctors to help them have a baby.
Year 6	Conception to birth	Learning about how a baby develops from conception through the nine months of pregnancy, and how it is born.

To be completed by parent/carer

Name of child:

Class:

Name of parent/carer:

Date:

Reason for withdrawal:

Parent/Carer signature:

Headteacher signature:

Date:

Appendix 3: Sex Education Withdrawal Form

Appendix 4: Vocabulary used in each year group

	Changing Me
Year 1	adult, adulthood, anus, anxious, baby, change, coping, curious, excited, feelings, female, grow, growing up, growth, happy, learn, life cycle, male, nervous, penis, proud, testicles vulva, worried
Year 2	adult, anus, anxious, baby, change, child, cope, comfortable, control, dislike, elderly, excited, female, freedom, fully grown, growing up, independent, life cycle, looking forward, male, nervous, older, penis, physical, private, public, respect, responsibilities, teenager, testicles, texture, toddler, touch, uncomfortable, vagina, vulva, young, assertive
Year 3	animals, babies, birth, breasts, care, challenge, change, control, egg, family, female, genitals, growing up, looking, forward, male, mother, ovaries, ovum, penis, personal hygiene, puberty, pubic hair, roles, scrotum, sperm, stereotype, task, testicles, vagina, womb, uterus, worries
Year 4	acceptance, anxious, belonging, care, characteristics, change, choices, circle, control, family, fallopian tube, hobbies, hormone, identity, inner circle, interests, love, looking forward, menstrual cup, menstrual cycle, menstrual pads, menstrual towel, menstruation, ovaries, panty liner, period products, period, personality, proud, proportionate, puberty, reliable, support, tampons, trusted adult, trustworthy, unique, vagina, vulva, womb
Year 5	aspects, authentic, body image, change, characteristics, cope, conception, contraception, consent, erection, edited, embryo, emotions, excitement, facial hair, fallopian tube, filter, growth spurt, influences, making love, larynx, manage, media, menstrual cycle, menstrual pads, menstrual towels, menstruation, mental wellbeing, opportunities, ovary, perception, mental health, milestone, oestrogen, ovaries, periods, pregnancy, relationships, puberty, reliable sources, responsibilities, self-esteem, sexual intercourse, sperm, testicles, testosterone, vulva, scrotum, self-image, semen, teenager, testes, vagina, wet dream, affirmation, hormone, anxious, hope, womb, uterus
Year 6	Adolescent, attraction, caesarean, assertive, baby, celebrity, cervix, choice, consent, embryo, emotions, challenge, contractions, criticize, feelings, foetus, freedom, identity, independence, journey, labour, looking forward, love, mental health, midwife, negative body-talk, opportunities, placenta, pregnancy, pressure, puberty, real self, relationship, responsibilities, secondary, self-esteem, self-image, transition, sexting, umbilical cord, values, worries

Appendix 5: Learning outcomes for each year group

	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 1	I can explain why my class is a happy and safe place to learn.	I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.	I can explain how I feel when I am successful and how this can be celebrated positively.	I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.	I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.	I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.
Year 2	I can explain why my behaviour can impact on other people in my class.	I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.	I can explain how I played my part in a group and the parts other people played to create an end product. I can explain how our skills complemented each other.	I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.	I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.	I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private. I can explain why some types of touches feel OK and others don't.
Year 3	I can explain how my behaviour can affect how others feel and behave.	I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.	I can explain the different ways that help me learn and what I need to do to improve.	I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.	I can explain how my life is influenced positively by people I know and also by people from other countries.	I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.

Year 4	I can explain why being listened to and listening to others is important in my school community.	I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.	I can plan and set new goals even after a disappointment	I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.	I can recognise how people are feeling when they miss a special person or animal.	I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.
Year 5	I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.	I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.	I can compare my hopes and dreams with those of young people from different cultures.	I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.	I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.	I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.
Year 6	I can explain how my choices can have an impact on people in my immediate community and globally.	I can explain ways in which difference can be a source of conflict or a cause for celebration.	I can explain different ways to work with others to help make the world a better place.	I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.	I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.