# Relationship and sex education policy

Ducklington C.E Primary School

Nurture, Bloom, Rejoice

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| **Approved by:** | Governing board | **Date:** September 2025 |
| **Last reviewed on:** | September 2025 | |
| **Next review due by:** | September 2026 | |

1 **Nurture. Bloom. Rejoice.** Isaiah 35:2 – Growing in faith, flourishing in learning, celebrating together.

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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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At Ducklington Primary School, our ethos of Nurture, Bloom, Rejoice and our core values of Courage, Compassion, Respect, Kindness, Perseverance and Honesty are at the heart of everything we do. Our RSE curriculum, delivered through the Jigsaw PSHE scheme is fundamental to achieving these values and supporting our pupils' personal development.

**Our Vision**

Our vision is to provide a safe, nurturing environment where children develop a love of learning and are encouraged to be the very best they can be. Our RSE curriculum directly supports this vision by equipping children with the knowledge, skills and confidence they need to form healthy relationships, make informed decisions and navigate the world safely.
**Nurture, Bloom, Rejoice**

Our RSE curriculum embodies our school ethos:
**Nurture –** We recognize that high quality, evidence-based teaching of relationships, sex and health education can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Through Jigsaw, we nurture our pupils by providing them with a safe, supportive environment where they can develop the knowledge and skills to form healthy relationships and make informed decisions about their wellbeing.
**Bloom –** Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness. Our RSE curriculum helps every child to bloom by building their confidence, self-esteem and emotional literacy, enabling them to grow into well-rounded individuals.
**Rejoice -** We celebrate diversity, positive relationships and personal achievements. Our RSE teaching helps pupils to rejoice in healthy friendships, to appreciate difference, and to develop the skills to contribute positively to their communities.
**Supporting our School Values**
Our RSE curriculum directly supports each of our core values:
**Courage –** Through Jigsaw, we help pupils develop the courage to:

- Stand up for themselves and others
- Say no to peer pressure
- Speak out about concerns and ask for help when needed
- Understand and identify when things are not right

**Compassion -** Our RSE teaching develops compassion by helping pupils to:

- Understand and respect others' feelings and experiences
- Recognise that families come in many different forms
- Show empathy and support to those who may be experiencing difficulties
- Understand the importance of treating everyone with dignity

**Respect -** Respect is central to our RSE curriculum. Content must be taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents while always with the aim of providing pupils with the knowledge they need. Pupils learn to:

- Respect themselves, their bodies and their feelings
- Respect others' boundaries, choices and privacy
- Value diversity and difference within our school community
- Understand what respectful behaviour looks like in all relationships
- Appreciate different family structures and beliefs

**Kindness –** Relationships education should equip pupils with the knowledge and skills they need to act with kindness and respect in all their relationships as they grow into adulthood. Through Jigsaw, we teach pupils to:

- Act with kindness in all their relationships
- Consider the impact of their words and actions on others
- Support friends and classmates who may be struggling
- Build positive, caring friendships

**Perseverance –** Our RSE curriculum builds perseverance by:

- Supporting young people to develop resilience
- Teaching pupils strategies to manage difficult emotions and situations
- Helping children to navigate challenges in relationships
- Building confidence to keep trying when things are hard

**Honesty –** We promote honesty through RSE by:

- Creating a culture where pupils feel safe to ask questions and share concerns
- Teaching the importance of honest communication in relationships
- Encouraging pupils to be truthful with trusted adults
- Helping children understand that being a victim of abuse is never their fault

**A whole-school approach to wellbeing**

The curriculum is best delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school policies, including behaviour and safeguarding policies. Our RSE curriculum works alongside our behaviour policy, anti-bullying policy, safeguarding procedures, and SEND provision to create a consistent, supportive environment for our pupils.

## 2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must 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

At Ducklington Primary 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 – the headteacher and PSHE Lead reviewed relevant national guidance, including the DfE statutory guidance for RSE (2025), and evaluated our current Jigsaw PSHE provision

2. Staff consultation – all teaching staff were consulted about the policy content and given the opportunity to review the Jigsaw scheme materials and make recommendations during a staff meeting in September 2025

3. Parent/stakeholder consultation – Parents and carers were invited to provide feedback

4. Pupil consultation – We gathered pupil voice through school council discussions and class discussions to understand what pupils want from their RSE education

5. Ratification – once amendments were made, the policy was presented to the governing body and ratified in September 2025.

## 4. Definition

For the purpose of this policy:
**Relationships education** is about the emotional, social and cultural development of pupils, and involves learning about relationships, healthy lifestyles, diversity and personal identity. It focuses on teaching the fundamental building blocks and characteristics of positive relationships.
**Sex Education** at Ducklington Primary School is limited to what is taught as part of the science curriculum (see below), with additional age appropriate content in Years 5 and 6 to prepare pupils for puberty and the physical and emotional changes in adolescence.
Our **Science curriculum** content includes:

- The main external body parts (Years 1-2)
- The human body as it grows from birth to old age, including puberty (Year 5)
- Reproduction in some plants and animals (Years 5-6)
- A factual description of human conception (Years 5-6)

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 and carers, pupils 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.
Our curriculum is delivered through the **Jigsaw PSHE scheme** with biological aspects taught through our **White Rose Science curriculum**. Details of what is taught in each year group can be found in appendix 1.
We will share all curriculum materials with parents and carers on request.

Primary sex education will focus on:

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

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

## 6. Delivery of RSE

**6.1 Our Approach**
RSE is taught within our personal, social, health and economic (PSHE) education curriculum using the Jigsaw PSHE scheme. Biological aspects of RSE are taught within our science curriculum using the White Rose Science Scheme, and other aspects are included in religious education (RE) where appropriate.
**6.2 The Jigsaw PSHE scheme**
Jigsaw PSHE is a comprehensive, spiral curriculum that revisits key themes throughout the primary years with increasing depth and complexity. The scheme consists of six puzzles (half-termly units):

1. Being Me in My World
2. Celebrating Difference
3. Dreams and Goals
4. Healthy Me

5. Relationships
6. Changing Me

Relationships education is primarily delivered through the 'Relationships' and 'Changing Me' puzzles, though elements appear throughout all six puzzles.

Each lesson follows the Jigsaw approach:

- **Connect us** – establishing a safe, positive learning environment
- **Calm me** – using mindfulness techniques to prepare for learning
- **Open my mind** – introducing new learning
- **Tell me or Show me** – developing understanding through activities
- **Let me reflect** – consolidating learning
- **Help me reflect** – reviewing and celebrating learning

**6.3 White Rose Science Curriculum**

Biological aspects of RSE are taught through our White Rose Science Curriculum, which covers:

**Years 1-2**

- Identifying, naming and describing the basic parts of the human body
- Noticing that animals, including humans, have offspring which grow into adults

**Years 5-6**

- Describing the changes as humans develop to old age, including puberty
- Understanding the life cycle of a human being, including reproduction

**6.4 Teaching Approach**

The school will ensure that:

- Core knowledge is sectioned into units of manageable size through the Jigsaw puzzle structure
- The required content is communicated to pupils clearly, in a carefully sequenced way within the planned Jigsaw 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
- All pupils' views are listened to, and pupils are encouraged to ask questions and engage in discussions
- Questions are answered sensitively, honestly and appropriately for the age of the pupils
- The programme is designed to focus on boys as much as girls, and activities are planned to make sure both are actively involved

**6.5 Content Covered**

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

- **Families and people who care for me** – understanding different family structures, the characteristics of healthy family life
- **Caring friendships** – how to make and maintain friendships, managing friendship difficulties
- **Respectful, kind relationships** – the importance of respect, boundaries, manners and courtesy
- **Online Safety and awareness** – staying safe online, understanding online relationships
- **Being Safe** – recognising unsafe situations, knowing how to get help

**Sex Education (in addition to the science curriculum)**

In Years 5 and 6, we provide additional sex education to prepare pupils for puberty and the changes of adolescence. This includes:

- Preparing boys and girls for both the physical and emotional changes that adolescence brings
- Understanding menstruation and the menstrual cycle
- How a baby is conceived and born (building on the science curriculum)
- Managing the emotional aspects of growing up

Parents/Carers have the right to request withdrawal from this additional sex education content (but not from the science curriculum content or relationships education).

**6.6 Resources and materials**

Throughout each year group we will use appropriate Jigsaw materials to assist learning, including:

- Jigsaw Jerrie Cat stories and characters
- Age-appropriate diagrams and videos
- Jigsaw resource sheets and activity materials
- Discussion prompts and practical activities

For Science lessons, we use White Rose Science resources including:

- Knowledge organisers
- Practical investigation materials
- Age-appropriate scientific diagrams and videos

**6.7 Assessment of resources**

Before using any resources or materials (including those from Jigsaw and White Rose Science), we will ensure they are:

- Aligned with the statutory RSE guidance requirements
- Age-appropriate for the pupils
- Evidence-based and factually accurate
- Compatible with our school values and ethos
- Sensitive to pupils' experiences and backgrounds
- Appropriate for pupils with SEND

All Jigsaw and White Rose Science materials are available for parents/carers to view on request.

**6.8 Meeting the needs of all pupils**

The school will make sure that all teaching and materials are appropriate for the ages and needs of pupils including those with special educational needs and disabilities (SEND).

For pupils with SEND, we will:

- Adapt Jigsaw activities and resources as needed
- Use visual supports, simplified language or additional scaffolding where appropriate
- Work with our SENCO to ensure content is accessible
- Provide additional small group or 1:1 support where needed
- Consider the developmental stage of pupils rather than just their chronological age

**6.9 Inclusivity**

We will teach about these topics in a manner that considers how a diverse range of pupils will relate to them and is sensitive to all pupils' experiences.

During lessons, we will make sure pupils feel:

- Safe and supported
- Able to engage with the key messages
- Respected regardless of their family background or personal circumstances

We will also:

- Make sure that pupils learn about these topics in an environment that's age appropriate for them, including:
    - Whole class Jigsaw lessons
    - Small groups or targeted sessions where needed
    - 1:1 discussion with trusted adults if required
- Give careful consideration to the level of differentiation needed for different pupils

**6.10 Consultation with parents/carers**

At all points of delivery of the curriculum, we will consult parents and carers, and their views will be valued. We will:

- Share our Jigsaw curriculum overview with parents/carers at the start of each year
- Provide advance notice before teaching the 'Changing Me' puzzle (particularly in Years 5 and 6)
- Make all Jigsaw and White Rose Science materials available for parents/carers to view on request
- Hold parent information sessions about RSE content (particularly before teaching sex education in Years 5 and 6)
- Provide resources to support parents/carers in continuing conversations at home

**6.11 Assessment**

Pupils' progress in RSE is assessed through:

- Teacher observations during Jigsaw lessons
- Jigsaw journals and reflection activities
- Pupil self-assessment using the Jigsaw assessment tools
- Discussion and questioning
- Application of learning in real-life situations

**6.12 Responding to emerging needs**

We may need to include new content in RSHE to respond to emerging needs or issues in the school. If we need to adapt our curriculum to address specific issues affecting our pupils we will:

- Inform parents/carers in advance of any content that differs from our published policy

- Share relevant materials on request
- Ensure any additional content is age appropriate and sensitively delivered
- Continue to follow our safeguarding procedures

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

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

### 6.13 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

### 6.14 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

Currently, Ducklington Primary School delivers all RSE teaching through our own staff using the Jigsaw PSHE scheme and White Rose Science curriculum. We do not routinely use external organisations to deliver RSE.
Should we decide to work with external organisations in the future (for example, inviting the school nurse to speak about puberty), we will:

- Make appropriate checks to ensure their approach is balanced and age-appropriate
- Review all materials and content in advance
- Ensure compliance with this policy and relevant legislation
- Share all materials with parents/carers on request
- Ensure a member of school staff is present during any sessions
- Follow our usual safeguarding procedures

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 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

### 8.3 Staff

Staff are responsible for:

- Delivering RSE through the Jigsaw PSHE scheme in a way that is sensitive, high quality and appropriate for each year group.
- Following the Jigsaw lesson structure and using provided resources appropriately
- Modelling positive attitudes to RSE and our school values
- Monitoring pupils' progress through Jigsaw assessment tools
- Responding to the needs of individual pupils, including those with SEND
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from sex education in Years 5 and 6
- 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) Mrs Heidi Bramwell

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.

Ms Alison Hobby, PSHE Lead

Mrs Zoe Wells, SENDCO

### 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 request that their child be withdrawn from some or all of sex education delivered as part of the statutory RSE.
At Ducklington Primary School, sex education beyond the science curriculum is taught in Years 5 and 6 as part of the Jigsaw 'Changing Me' puzzle. This includes:

- Puberty and the physical and emotional changes of adolescence
- Menstruation and the menstrual cycle
- Conception and birth (beyond the science curriculum content)

**Parents/Carers cannot withdraw their child from:**

- Relationships education
- The science curriculum content about puberty, reproduction and human development
- Any other aspects of the Jigsaw PSHE curriculum

Before granting any request for withdrawal, the headteacher will discuss the request with parents/carers, and the child if appropriate, to understand the request and to clarify the nature and purpose of the curriculum.
This will include:

- Discussing the benefits of sex education for the child
- Explaining what will and won't be covered
- Discussing any concerns the parent/carer may have
- Explaining the potential detrimental effects of the withdrawal, including social and emotional impacts
- Discussing the likelihood that the child will hear their peers' version of what was taught

Requests for withdrawal should be made in writing using the form in Appendix 3 and addressed to **Mrs Heidi Bramwell, Headteacher**.
The headteacher will document this process to ensure a record is kept.

**Alternative Provision**
If a pupil is withdrawn from sex education, they will:

- Continue to participate in all relationships education lessons
- Continue to participate in all science curriculum lessons about puberty and reproduction
- Be provided with appropriate, purposeful alternative work during the specific sex education lessons from which they have been withdrawn
- Work independently in the library during these lessons under staff supervision

## 10. Training

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

- **Jigsaw PSHE training** – all teaching staff receive training on using the Jigsaw scheme, including how to deliver sensitive topics appropriately
- **Safeguarding training** – All staff receive regular safeguarding training, including how to respond to disclosures that may arise during RSE lessons
- **SEND and differentiation** – staff receive guidance on adapting Jigsaw materials for pupils with SEND
- **Managing difficult questions** – Staff are trained in how to respond sensitively to unexpected or challenging questions from pupils

The headteacher and RSE lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where appropriate.
Training is revised annually and updated in line with any changes to statutory guidance or the Jigsaw scheme.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Heidi Bramwell, Headteacher through:

- Learning walks
- Pupil voice
- Book looks
- Work scrutiny

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by **Heidi Bramwell, Headteacher**, annually. At every review, the policy will be approved by the governing body.
Governors will receive an annual report on the implementation of this policy, including feedback from staff, pupils and parents/carers.

Appendix 1: Curriculum map

## Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| Reception | Autumn 1 | Being Me in My World<br>- Understanding my place in the class<br>- Feeling special and safe<br>- Rights and responsibilities | RE |
| | Autumn 2 | Celebrating Difference<br>- Identifying similartities and differences<br>- Understanding that we're all unique<br>- What is bullying? | RE |
| | Spring 1 | Dreams and Goals<br>- Setting simple goals<br>- Persevering when things are difficult<br>- Celebrating achievements | PSHE |
| | Spring 2 | Healthy Me<br>- Keeping my body healthy<br>- Understanding feelings<br>- Safe and unsafe | PSHE |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | Summer | Relationships<br>- Different types of families<br>- Making friends<br>- Managing my emotions | RE |
| | Summer 2 | Changing Me<br>- How we grow and change<br>- Naming body parts correctly<br>- Respecting my body<br>- Looking forward to Year 1 | RE/Science |
| Year 1 | Autumn 1 | Being me in My World<br>- Feeling special and safe in my class<br>- Rights and responsibilities<br>- Rewards and consequences | |
| | Autumn 2 | Celebrating Difference<br>- Similarities and differences between people<br>- What is bullying?<br>- Being kind and helping others | |
| | Spring 1 | Dreams and Goals<br>- Setting goals and achieving them<br>- Working well with a partner<br>- Resilience and not giving up | |

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|---|---|---|---|
| | Spring 2 | Healthy Me<br>- Keeping myself healthy<br>- Understanding medicines and drugs<br>- Keeping myself safe | |
| | Summer 1 | Relationships<br>- Different types of families<br>- Making and maintaining friendships<br>- Managing emotions<br>- Appropriate and inappropriate physical contact | |
| | Summer 2 | Changing Me<br>- Life cycles in nature and humans<br>- Changing from baby to adult<br>- Naming body parts appropriately<br>- Respecting my body and others' bodies | |

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| Year 2 | Autumn 1 | Being Me in My World<br>- My rights and responsibilities<br>- Rewards and consequences<br>- Feeling safe in my class | |
| | Autumn 2 | Celebrating Difference<br>- Understanding and celebrating difference<br>- What is bullying?<br>- Making new friends<br>- Standing up for myself and others | |
| | Spring 1 | Dreams and Goals<br>- Achieving my goals<br>- Perseverance and resilience<br>- Working in a group | |
| | Spring 2 | Healthy Me<br>- Healthy lifestyle choices<br>- Hygiene and germs<br>- Medicine safefty | |
| | Summer 1 | Relationships<br>- Different types of families<br>- Conflict with friends and how to resolve it<br>- Physical contact boundaries<br>- Secrets and surprises | |

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| | Summer 2 | Changing Me<br>- Life cycles in animals and humans<br>- Growing from young to old<br>- Naming body parts correctly<br>- Respecting privacy | |
| Year 3 | Autumn 1 | Being Me in My World<br>- Being part of a community<br>- Valuing everyone's contributions<br>- Rights, responsibilities and democracy | |
| | Autumn 2 | Celebrating Difference<br>- Understanding and celebrating differences<br>- Families and family life<br>- What is bullying?<br>- Witnessing bullying | |
| | Spring 1 | Dreams and Goals<br>- Facing challenges<br>- Perseverance<br>- Working in a team<br>- Celebrating success | |
| | Spring 2 | Healthy Me<br>- Healthy choices<br>- Keeping safe<br>- Risks and hazards | |

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| | Summer 1 | Relationships<br>- Family roles and responsibilities<br>- Friendship skills and conflict<br>- Trust and appreciation<br>- Expressing appreciation | |
| | Summer 2 | Changing Me<br>- How babies grow (basic)<br>- Understanding personal space<br>- Family stereotypes<br>- Looking forward to Year 4 | |
| Year 4 | Autumn 1 | Being Me in My World<br>- Understanding democracy<br>- Group dynamics and working together<br>- Being a good citizen | |
| | Autumn 2 | Celebrating Difference<br>- Challenging assumptions<br>- Understanding difference and diversity<br>- Different types of bullying<br>- Being a witness to bullying | |
| | Spring 1 | Dreams and Goals<br>- Overcoming obstacles<br>- Resilience and determination<br>- Celebrating achievements | |

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| | Spring 2 | Healthy Me<br>- Healthy friendships<br>- Managing peer pressure<br>- Smoking and alcohol awareness | |
| | Summer 1 | Relationships<br>- Jealousy in relationships<br>- Love and loss<br>- Memories<br>- Managing change and transitions | |
| | Summer 2 | Changing Me<br>- Introcution to puberty<br>- Changing emotions<br>- Male and female changes (basic)<br>- Looking forward to Year 5 | |
| Year 5 | Autumn 1 | Being Me in My World<br>- Planning for the year ahead<br>- Being a role model<br>- Rights and responsibilities | |
| | Autumn 2 | Celebrating Difference<br>- Cultural differences and diversity<br>- Racism and discrimination<br>- Rumours and name-calling<br>- Celebrating difference | |

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| | Spring 1 | Dreams and Goals<br>- Personal learning goals<br>- Working in teams<br>- Resilience and determination | |
| | Spring 2 | Healthy Me<br>- Healthy lifestyles choices<br>- Smoking and alcohol<br>- Managing peer pressure and influences | |
| | Summer 1 | Relationships<br>- Manging different feelings<br>- Grief and loss<br>- Building positive relationships<br>- Recognising when relationships are unhealthy | |
| | Summer 2 | Changing Me<br>- Puberty for girls and boys (detailed)<br>- Physical and emotional changes<br>- Menstruation and the menstrual cycle<br>- Conception (basic understanding)<br>- Changing relationships<br>- Looking forward to Year 6 | |
| Year 6 | Autumn 1 | Being Me in My World<br>- Understanding rights and responsibilities<br>- Global citizenship<br>- Democracy and making a difference | |

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| | Autumn 2 | Celebrating Difference<br>- Perceptions and reality<br>- Understanding difference<br>- Disability and diversity<br>- Power and control in relationships | |
| | Spring 1 | Dreams and Goals<br>- Personal goals and aspirations<br>- Resilience and determination<br>- Future careers and dreams | |
| | Spring 2 | Healthy Me<br>- Taking responsibility for my health<br>- Managing pressure<br>- Emotional and mental health | |
| | Summer 1 | Relationships<br>- Mental health and emotional wellbeing<br>- Managing difficult feelings<br>- Love and loss<br>- Managing change | |
| | Summer 2 | Changing me<br>- Puberty (detailed version)<br>- Menstruation and hygiene<br>- Conception and birth (detailed)<br>- Pregnancy and IVF (awareness)<br>- Transition to secondary school<br>- Self-image and body image | |

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| Science<br>Years 1 -2 | | Animals including Humans: identifying, naming and describing the basic parts of the human body<br>Animals including humans: noticing that animals, including humans, have offspring which grown into adults | |
| Years 5-6 | | Animals including humans: describing the changes as humans develop to old age, including puberty<br>Animals including humans: understanding the life cycle of a human being<br>Living things and their habitats: reproduction in plants and animals (basic) | |

## Appendix 2: 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<br>• 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<br>• 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<br>• 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<br>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties<br>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded<br>• 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<br>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed |
| Respectful relationships | • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs<br>• Practical steps they can take in a range of different contexts to improve or support respectful relationships<br>• The conventions of courtesy and manners<br>• The importance of self-respect and how this links to their own happiness<br>• 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<br>• 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<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive<br>• 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<br>• 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<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Being safe | • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)<br>• 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<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know<br>• How to recognise and report feelings of being unsafe or feeling bad about any adult<br>• How to ask for advice or help for themselves or others, and to keep trying until they are heard<br>• How to report concerns or abuse, and the vocabulary and confidence needed to do so<br>• Where to get advice e.g. family, school and/or other sources |
| Intimate and sexual relationships, including sexual health | • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship<br>• That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing<br>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women<br>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others<br>• That they have a choice to delay sex or to enjoy intimacy without sex<br>• The facts about the full range of contraceptive choices, efficacy and options available<br>• The facts around pregnancy including miscarriage<br>• That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)<br>• How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing<br>• About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment<br>• How the use of alcohol and drugs can lead to risky sexual behaviour<br>• How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |

## Appendix 3: Parent/carer form: 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 | | | |
| | | | |
| Parent signature | | | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Agreed actions from discussion with parents/carers | |
| | |