



Devonshire House Preparatory School

## Relationships and Sex Education Policy

*This policy is for the whole school including EYFS*

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This policy will be reviewed by Head of PSHE, Lower School PSHE co-ordinator and SLT.	
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## 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 especially in their relationships with others
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- to provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils self-esteem and confidence,
- To help pupils understand their feelings and behaviour so that they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice and assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To provide opportunities for pupils to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities that will prepare them for contributing to school life and living in a diverse society
- To reinforce and develop pupil's understanding of how to stay safe online
- To teach pupils the correct vocabulary to describe themselves and their bodies

## Statutory Requirements

As a school with primary and secondary aged children, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

And as a school with secondary aged students, we must provide RSE to all these pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include 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](#).

At Devonshire House Preparatory School we teach RSE as set out in this policy.

## Policy Development

This policy has been developed in consultation with staff. The consultation and policy development process involved the following steps:

1. Review – members of staff – namely the Head of PSHE and PSHE co-ordinator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent consultation- parents were given access to the documents and comments were invited and then reviewed.

4. Pupil consultation – we will investigate what exactly pupils want from their RSE lessons through a questionnaire
5. Ratification – once amendments are made, the policy will be shared with staff and parents.

## Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

## Curriculum

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental and physical development of pupils, at school and in society.

Devonshire House School is a mixed ability, co-educational school in London. Pupils range from 2 ½ years to 13 years of age and come from a variety of cultural, religious and ethnic backgrounds. This policy is written with the wide variety of religious and cultural backgrounds of pupils, parents and staff in mind and with the understanding that all parents have the right to withdraw their child from any or all of the sessions with regard to sex education and that staff can request permission to be excused from delivery of subjects which they find difficult to deliver. This must be done in consultation with the Head.

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We (will) have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

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

## Delivery of RSE

### Relationships Education

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

In Early Years pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, mission seeking and giving, and the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, books etc.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships which are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of their time at prep school, most children will already be using the Internet. When teaching relationships contexts, teachers address online safety and appropriate behaviour in a way that is relevant to people's lives. Content is included on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding the websites of businesses and how sites may use information provided by users in a way they might not expect.

Devonshire House is made up of families of many forms, providing a nurturing environment for children. Care is taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensibly that some children have a different structure support.

A growing ability to form strong and positive relationships with others depends on deliberate cultivation of character traits and positive personal attributes in the individual. The school encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks.

Alongside understanding the importance of self-respect and sense of self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice. This is achieved in a variety of ways including by providing opportunities for young people to take social action, achieve citizenship and get involved in other whole school involvement.

Fundamental British Values plays a key part in Devonshire House's pursuit in creating a positive learning environment for all its pupils. This includes four key components, Democracy, Rule of law, Individual liberty and Mutual respect and tolerance for those with different faiths.

**Democracy** is encouraged within the school, where everyone is treated equally and has equal rights, and where opportunities are given to encourage discussion and working together. This is where we can hear the Child's Voice. Democracy is embedded in the ethos of the school, and modelled by the teaching staff. It is a behaviour, rather than a lesson taught, and can be best witnessed in children's interactions with one another.

**The Rule of Law** encourages children of all ages at Devonshire House to manage their own feelings and behaviour, learning right from wrong, and behaving within agreed and clearly defined boundaries, and having the understanding of dealing with the consequences. Pupils are set clear expectations, which are tailored to their age group and also to their personal levels of understanding. Courteous and considerate behaviour is promoted throughout the entirety of the school, with Personal, Social and Emotional as a focus in the Early Years and PSHE in the Junior and Upper. Children adhere to memorable Golden Rules set by the school and discussed regularly. Children from Nursery onwards have directed targets, with behavioural strategies in place to help support and encourage children to be kind.

The remaining two values are both embedded within Personal, Social and Emotional Development and Understanding the World. For **Individual Liberty** we focus on children's self-confidence and self-awareness, and people and communities. This is where, as a school, we help children to develop a positive sense of themselves. Our role at Devonshire House is to equip children with the desire to discover more by providing an environment which is enabling and creative. This in turn allows our pupils to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Within the Early Years, the continuous provision allows

children the time and space to explore the language of feelings and responsibility; reflect on their differences, and understand that everyone is free to have different opinions.

Finally, **Mutual Respect and Tolerance** is an underpinning factor seen throughout the school community, amongst pupils and its faculty. This is where we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. This is always an area for growth and discussion within any setting, and at Devonshire House, we embrace differences and always encourage children to talk openly about what makes them unique.

## Dr Tim

We give the students the acronym Dr Tim (Democracy, Rule of Law, Tolerance, Individual Liberty, Mutual Respect) to help them remember the Fundamental British Values.

## Mental Health

Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental well-being, including how friendships can support mental well-being. Through RSE the pupils learn how to recognise and to report abuse, including emotional, physical and sexual abuse. Children learn to understand the boundaries in friendship with peers and also in friendships with family and others in all contexts including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong.

## Sex Education

Sex education is not compulsory for Primary age children.

The science curriculum also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In order to provide the very best grounding as pupils move from Primary to secondary education the school has a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that all students are prepared for the changes that adolescence brings and -drawing knowledge from the human life cycle set out on the national curriculum in science - how are babies conceived and born.

Relationships and Sex Education will reflect the values of the PSHE programme. Relationships and Sex Education is taught in the context of relationships.

In addition, Relationships and Sex Education will promote self-esteem and emotional health and well-being and help children to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

## Physical Health and Mental Well-Being

### Early Years

We aim to support pupils at Devonshire House in the area of Health and Self-care, helping them to meet the Early Learning Goal at the end of Reception:

**"Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently"**

To reach this ELG, extended support may also be needed into Year One and beyond.

Movement and handling is valued within the curriculum, and opportunities are provided each day helping pupils to learn the importance of staying fit. Children's play is active and movement breaks may also be incorporated into structured lessons. Outdoor play happens at intervals through the

day for all year groups, and PE lessons are also offered, teaching children skills and developing abilities.

Children's toileting needs are tended to with sensitivity, whilst respecting their emotions and modesty. Throughout the Early Years, pupils are taught about appropriate behaviour when visiting the bathrooms, and up until Reception are always accompanied by a familiar adult. A helpful link, encouraging children to stay safe: <https://www.youtube.com/watch?v=-lL07JOGU5o>

A mindful attitude is given to promote positive mental health in all our pupils, to the way we adapt the curriculum and routine for each child's personal understanding. Children are nurtured in an environment which allows them to grow in self-confidence and self-esteem, and sensitivity is given to the issues faced. Attachments are built and relationships developed, whilst also providing pupils with opportunities to build resilience and a strong sense of self.

Mindfulness opportunities are given daily, within the routine, allowing children opportunities to reflect upon their experiences, and of the world around them. The senses are used actively, and time is offered to calm down, practicing breathing techniques, also incorporating yoga moves. Each teacher may approach mindfulness in a unique way, best to suit their class. Rather than be a timetabled exercise, we believe that children's wellbeing is best promoted throughout the day, integrated within the routine.

Praising children within the setting for good work, playing nicely, or even sharing resources is an effective way of demonstrating to children that their positive behaviour is being appreciated. This will eventually help to increase a child's confidence and their emotional well-being should also increase alongside this. Pre-Reception and Reception pupils attend an assembly once a week, where achievements are celebrated and targets in relation to wellbeing are set.

Wellbeing is a crucial element of development that can not necessarily be targeted and that each child may respond to differently, depending on their own development at that point in time. By supporting pupils and increasing resilience and emotional development whilst in the nursery environment, practitioners will effectively support children to recognise how to deal with their own well-being. By implementing healthy well-being in a child's early years, practitioners and parents will support a child to learn techniques that may stay with them into their adult lives and impact on their lifestyle.

Yoga is offered as a weekly extra-curricular activity (for PR pupils and upwards), helping to improve focus, memory, self-esteem, academic performance, and classroom behaviour, and can even reduce anxiety and stress in children.

The school teaches physical health and mental wellbeing in order to give pupils the information they need to make good decisions about their own health and well-being. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate resources.

It is important the pupils understand that good physical health contributes to good mental well-being, and vice versa

The school promotes pupil self-control and the ability to self-regulate, and strategies for doing so. This enables them to become confident in their ability to achieve well and persevere even when they encounter setbacks when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school encourages an atmosphere of openness where pupils feel they can check their understanding and seek any necessary health and advice as they gain knowledge about how to promote good health and well-being.

Appendix A is a copy of the schools' scheme of work for the delivery of Relationships and Sex Education. This shows when key information is covered and the language used.

Relationships and Sex Education is delivered through Science, RE, PSHEE, circle and form time. It is taught by class teachers, the science department and, if appropriate, outside visitors such as the school nurse.

A range of teaching methods which involve the children's full participation are used to teach Relationships and Sex Education. These may include the use of video, discussion, looking at case studies, drama and role play. SRE is usually delivered in mixed groups however there may be occasions when single gender groups are more appropriate and relevant.

Resources are included within the PSHEE and science schemes of work. Relationship and Sex Education is monitored by the Senior Leadership team through the PSHEE co-ordinators and as part of the school development plan. Changes will be made as appropriate and the Policy is subject to an annual review.

## **Specific Information**

### **Parental Consultation**

The school includes information on Relationship and Sex Education on the website and full details are available to parents on request and via the VLE.

The school informs parents when aspects of the Relationship and Sex Education programme are being taught and provides opportunities for parents to view the videos and resources being used. Parents have the right to withdraw their child from the sex education aspects of Relationships and Sex Education and alternative work will be set.

### **Child Protection / Confidentiality**

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In this situation the teacher will inform the DSL in line with school procedures.

A member of staff cannot promise confidentiality if concerns exist.

### **Dealing with Difficult Questions**

Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the child's needs or advice sought.

### **Children with Special Needs**

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education

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).

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

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships

- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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

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

## **Roles and Responsibilities**

### **Governance**

Governance will approve the RSE policy, and hold the Senior Deputy Head to account for its implementation.

### **The Senior Deputy Head**

The Senior Deputy Head is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

### **Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. If there is a specific reason why a member of staff should not deliver any aspect of the curriculum this will be discussed with the Head who will make the decision.

### **Pupils**

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

### **Parents' Right to Withdraw**

Devonshire House School aims to keep parents informed about all aspects of the RSE curriculum and urges parents to read this policy. A summary of the contents of the programme is attached to this Policy. It is, however, a statutory right of parents or carers to withdraw the children in their care from the sex education aspects of RSE. This excludes withdrawal from the elements on human growth and reproduction which fall under the National Curriculum for Science.

Any parent who has concerns about any part of the Relationships and Sex Education programme and its teaching should raise the matter with the school.

Parents have the right to withdraw their child from the sex education aspects of the RSE lessons only. Before doing so, parents should talk to either the Senior Deputy Pastoral, Head of Year or the Head of PSHE in order to inform any decision about withdrawing their child.



Requests for withdrawal should be sent on the Firefly form. A copy of withdrawal requests will be on the year group PSHE firefly page and a copy will be placed in the pupil's educational record. Alternative work will be given to pupils who are withdrawn from RSE.

Where a pupil's parent requests that the pupil is wholly or partly excused from sex education provided as part of relationships and sex education, the pupil is so excused until the request is withdrawn, unless or to the extent that the Head considers that the pupil should not be so excused.

Once those discussions have taken place, except in exceptional circumstances, the school will respect the parents' request to withdraw the child.

RSE is a vital part of the school curriculum and supports child development and we strongly urge parents to carefully consider their decision before withdrawing their child from this aspect of school life. However, it is acknowledged that the final decision on the issue is for the parent to take.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Nursery Pre Reception Reception	Autumn Spring	<p><b>Understanding the World</b>  <u>People and Communities</u>  <i>Children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</i></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>• To be able to talk about past and present events in their own life and their family life</li> <li>• To understand that others have different likes and dislikes</li> <li>• To understand that they are the same as some people but are different from others</li> <li>• To begin to understand about other people's customs and traditions</li> </ul>
Nursery Pre Reception Reception	Autumn Spring	<p><b>Personal, Social and Emotional Development</b>  <u>Self-Confidence and Self-Awareness</u>  <i>Children are confident to try new activities, and to say why they like some activities more than others. They are confident to speak in a familiar group, will talk about their ideas, and will choose the resources they need for their chosen activities. They say when they do or don't need help.</i></p> <p><u>Managing Feelings and Behaviour</u>  <i>Children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</i></p> <p><u>Making Relationships</u>  <i>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</i></p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
		<p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>To begin to have identified some of their feelings and recognised some of the ways they express them.</li> <li>To recognise how our feelings can influence our friendships</li> <li>To realise that their behaviour (words and actions) can affect other people</li> <li>To use correct vocabulary for name parts of the body</li> <li>To use correct vocabulary for hygiene routines and equipment</li> <li>To have identified family members and friends and the roles that they play.</li> <li>To know who they can talk to at home and in school.</li> <li>To understand who is in our family and who is a friend</li> <li>To identify and name people who are special in their lives</li> <li>To understand how to ask for help</li> <li>To understand who can help us</li> </ul>
Nursery Pre Reception Reception	Summer	<p><b>Physical Development</b>  <u>Health and Self-Care</u>  <i>Children know the importance for good health of physical exercise and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</i></p> <p>Learning Objectives:</p> <ul style="list-style-type: none"> <li>To understand why hygiene is important</li> <li>To explain why it is important to keep clean.</li> <li>To understand some basic hygiene routines</li> <li>To know that our parents/carers help us to keep clean but that as we grow we learn to do a lot ourselves to keep clean</li> <li>To understand some areas in which they can look after themselves e.g. dressing and undressing independently, going to the toilet independently.</li> <li>To appreciate and value their body, its capabilities and uniqueness</li> <li>To know that humans produce babies that grow into children and then into adults</li> <li>To consider the ways they have changed physically since they were born</li> <li>To be able to describe some of the functions of some of the parts of the body</li> <li>To begin to recognise the proper names for the external parts of the body and understand which parts of their body is private (Reception Summer Term).</li> </ul>

YEAR GROUP	RELATIONSHIPS (RSE) SPRING 2	CHANGING ME (RSE) SUMMER 2	HEALTHY ME SUMMER 1
Year 1	Belonging to a family Making friends/being a good friend	Life cycles – animal and human Changes in me Changes since being a baby	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe

YEAR GROUP	RELATIONSHIPS (RSE) SPRING 2	CHANGING ME (RSE) SUMMER 2	HEALTHY ME SUMMER 1
	Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition	Medicine safety/safety with household items Road safety Linking health and happiness
Year 2	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	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food
Year 3	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 Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition	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
Year 4	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends, partners, significant others and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength
Year 5	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	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour
Year 6	Mental health Identifying mental health worries and sources of support Love and loss	Self-image Body image Puberty and feelings Conception to birth	Taking personal responsibility How substances affect the body

YEAR GROUP	RELATIONSHIPS (RSE) SPRING 2	CHANGING ME (RSE) SUMMER 2	HEALTHY ME SUMMER 1
	Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition	Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress
Year 7	Characteristics of healthy relationships Consent Relationships and change Emotions within friendships Peer on peer abuse Rights and responsibilities Being discerning Assertiveness Sexting	Puberty changes Reproduction facts FGM Breast flattening/ironing Responsibilities of parenthood IVF Types of committed relationships Media and self-esteem Self-image Brain changes in puberty Factors affecting moods Sources of help and support	Stress and anxiety Managing mental health Physical activity and mental health Effects of substances Legal consequences Nutrition Sleep Vaccination and immunisation Importance of information on making health choices
Year 8	Positive relationship with self Social media and relationship with self. Negative self-talk Managing a range of relationships Peer on peer abuse Personal space Online etiquette Online privacy Bullying and personal safety Social media issues and the law Coercion Unhealthy balance of power in relationships Sources of support	Types of close intimate relationships Physical attraction Love Legal status of relationships Behaviours in healthy and unhealthy romantic relationships Pornography Sexuality Alcohol and risky behaviour	Long-term physical health Responsibility for own health Dental health Stress triggers and help tips Substances and mood Legislation associated with substances Exploitation and substances County lines Medicine Vaccinations Immunisation

YEAR	VOCABULARY FOR RSE			
<b>OTN</b>	names of people in their family names of people who look after them (mother/father)	caring	body parts	exercise terms: skip, run, hop
<b>PRE-R</b>	hygiene cleanliness germs/bugs	bacteria hand gel (squig) routines	clean/dirty sneeze cough	body parts exercise terms: skip, run, hop
<b>R</b>	boy girl	differences shape	size vocabulary used at home for body parts (e.g. 'willie')	penis vagina
<b>ALL EY</b>	hygiene daily routine hygiene routine order of dressing	names of different types of clothing different skills/strategies	dressing/undressing skills coordination	decision problem-solving

YEAR VOCABULARY FOR RSE				
<b>P1</b>	penis vagina male female	body responsibility feelings private	privacy trust clean germ	hygiene skills activities favourite
<b>P2</b>	baby adult grow	develop able	development responsible capable	help needs
<b>P3</b>	penis vagina testicle breast personal hygiene responsibility	dentist washing clothes shampooing hair brushing teeth combing hair	illness bacteria virus head lice immunity clean germs	physical characteristic inherit difference special beauty
<b>U4</b>	lifecycle adolescent baby	child middle-age old age	growing up gender roles	stereotyping responsibilities
<b>U5</b>	body image peer pressure individuality self-esteem penis	testicles & testes vagina vulva scrotum breast & nipple	scrotum pubic hair menstruation erection marriage	divorce single-sex parents second marriage foster parents extended families
<b>U6</b>	penis testes testicles vagina vulva scrotum pubic hair outer labia inner labia urethra	clitoris sperm duct anus prostate gland ovary fallopian tube uterus cervix zygote anxiety	hygiene deodorant sanitary towel tampon genitals responsibility independence attitude maturity puberty	emotions hormones love affection respect attraction trust behaviour commitment
<b>U7</b>	friendship peer pressure sexuality gay lesbian bisexual penis vagina testicles	hormones ovulation media manipulation ovum uterus ejaculation body image	puberty physical emotional behaviour transgender homophobia media	manipulation menstruation acne voice breaking erection independence
<b>U8</b>	love attraction marriage arranged marriage safer sex abstinence STI	contraception pregnancy condom gonorrhoea herpes syphilis symptoms	chlamydia genital warts erections wet dream partner legal age sex	contraception consequences consent underage divorce separation

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
Mental wellbeing	<ul style="list-style-type: none"> <li>• That mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>• That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• How to judge whether what they're feeling and how they're behaving is appropriate and proportionate</li> <li>• The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests</li> <li>• Isolation and loneliness can affect children and that it's very important for children to discuss their feelings with an adult and seek support</li> <li>• That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they're worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• It's common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> <li>• That for most people the internet is an integral part of life and has many benefits</li> <li>• About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• Why social media, some computer games and online gaming, for example, are age restricted</li> <li>• That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• Where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• The characteristics and mental and physical benefits of an active lifestyle</li> <li>• The importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> <li>• The risks associated with an inactive lifestyle (including obesity)</li> <li>• How and when to seek support including which adults to speak to in school if they're worried about their health</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• What constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• The principles of planning and preparing a range of healthy meals</li> <li>• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body</li> <li>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• About personal hygiene and germs including bacteria, viruses, how they're spread and treated, and the importance of handwashing</li> <li>• The facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• How to make a clear and efficient call to emergency services if necessary</li> <li>• Concepts of basic first aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent bodies	<ul style="list-style-type: none"> <li>• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• About menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>



TOPIC	PUPILS SHOULD KNOW
Sex education expectations	<ul style="list-style-type: none"> <li>• Make sure boys and girls are prepared for the changes that adolescence brings</li> <li>• Draw on knowledge of the human life cycle set out in science lessons to explain how a baby is conceived and born</li> </ul>

### Appendix 3: By the end of Y8 pupils should know

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

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The impact of viewing harmful content</li> <li>• That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>• That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>• How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>• How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>• 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</li> <li>• 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</li> <li>• The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>• That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>• The facts about the full range of contraceptive choices, efficacy and options available</li> <li>• The facts around pregnancy including miscarriage</li> <li>• 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</li> <li>• How the use of alcohol and drugs can lead to risky sexual behaviour</li> </ul>
Self-concept	<ul style="list-style-type: none"> <li>• How we are all unique; that recognising and demonstrating personal strengths build self-confidence, self-esteem and good health and wellbeing</li> <li>• To understand what can affect wellbeing and resilience (e.g. life changes, relationships, achievements and employment)</li> <li>• The impact that media and social media can have on how people think about themselves and express themselves, including regarding body image, physical and mental health</li> <li>• Simple strategies to help build resilience to negative opinions, judgements and comments</li> <li>• To recognise and manage internal and external influences on decisions which affect health and wellbeing</li> </ul>
Mental Wellbeing	<ul style="list-style-type: none"> <li>• How to identify and articulate a range of emotions accurately and sensitively, using appropriate vocabulary</li> <li>• The characteristics of mental and emotional health and strategies for managing these</li> <li>• The link between language and mental health stigma and develop strategies to challenge stigma, myths and misconceptions associated with help-seeking and mental health concerns</li> <li>• Strategies to understand and build resilience, as well as how to respond to disappointments and setbacks</li> <li>• A range of healthy coping strategies and ways to promote wellbeing and boost mood, including physical activity, participation and the value of positive relationships in providing support</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> <li>• The causes and triggers for unhealthy coping strategies, such as self-harm and eating disorders, and the need to seek help for themselves or others as soon as possible INB It is important to avoid teaching methods and resources that provide instruction on ways of self-harming, restricting food/inducing vomiting, hiding behaviour from others etc., or that might provide inspiration for pupils who are more vulnerable (e.g. personal accounts of weight change)</li> <li>• How to recognise when they or others need help with their mental health and wellbeing; sources of help and support and strategies for accessing what they need.</li> </ul>
Healthy Life-styles	<ul style="list-style-type: none"> <li>• The importance of, and strategies for, maintaining a balance between school, work, leisure, exercise, and online activities</li> <li>• The benefits of physical activity and exercise for physical and mental health and wellbeing</li> <li>• The importance of sleep and strategies to maintain good quality sleep</li> <li>• To recognise and manage what influences their choices about physical activity</li> <li>• The role of a balanced diet as part of a healthy lifestyle and the impact of unhealthy food choices</li> <li>• What might influence decisions about eating a balanced diet and strategies to manage eating choices</li> <li>• The importance of taking increased responsibility for their own physical health including dental check-ups, sun safety and self-examination (especially testicular self-examination in late KS3); the purpose of vaccinations offered during adolescence for individuals and society.</li> <li>• Strategies for maintaining personal hygiene, including oral health, and prevention of infection</li> <li>• How to access health services when appropriate</li> <li>• The risks and myths associated with female genital mutilation (FGM), its status as a criminal act and strategies to safely access support for themselves or others who may be at risk, or who have already been subject to FGM</li> </ul>
Drugs and alcohol	<ul style="list-style-type: none"> <li>• The positive and negative uses of drugs in society including the safe use of prescribed and over the counter medicines; responsible use of antibiotics</li> <li>• To evaluate myths, misconceptions, social norms and cultural values relating to drug, alcohol and tobacco use</li> <li>• Strategies to manage a range of influences on drug, alcohol and tobacco use, including peers</li> <li>• Information about alcohol, nicotine and other legal and illegal substances, including the short-term and long-term health risks associated with their use</li> <li>• The personal and social risks and consequences of substance use and misuse including occasional use</li> <li>• The law relating to the supply, use and misuse of legal and illegal substances</li> <li>• About the concepts of dependence and addiction including awareness of help to overcome addictions</li> </ul>
Managing Risk and Personal Safety	<ul style="list-style-type: none"> <li>• How to identify risk and manage personal safety in increasingly independent situations, including online</li> <li>• Ways of assessing and reducing risk in relation to health, wellbeing and personal safety</li> <li>• The risks associated with gambling and recognise that chance-based transactions can carry similar risks; strategies for managing peer and other influences relating to gambling</li> <li>• How to get help in an emergency and perform basic first aid, including cardio-pulmonary resuscitation (CPR) and the use of defibrillators</li> </ul>

#### Appendix 4: Parent form: withdrawal from sex education within RSE (Found on Year Group PSHE Firefly pages)

TO BE COMPLETED BY PARENTS/GUARDIANS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom		