L.E.A.D. Academy Trust
Lead • Empower • Achieve • Drive

Sir Edmund Hillary Academy

Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy

Primary

Policy/Procedure management log

Document name	RSE and Health Education Policy
Date approved	Trust approval Autumn Term 2026 AGB approval Autumn Term 2026
Date issued	**Autumn Term 2026 post consultation final draft**
Date of review	**Spring Term 2027**

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Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationships Education and Relationships and Sex Education (RSE) and Health Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationship Education and Relationships and Sex Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the Relationships Education and Relationships and Sex Education (RSE) and Health Education guidance 2025.

RSE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Relationships Education and Relationships and Sex Education (RSE) and Health Education will be taught in an age-appropriate manner throughout each Academy within the Trust.

1. Aims

- The aims of relationships and sex education (RSE) in our trust are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

At Sir Edmund Hillary we must provide relationships education to all 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. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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 Sir Edmund Hillary we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance

2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Consultation with community groups – including faith groups so that we can ensure that the RSE policy reflects the views and needs of the whole academy community.
6. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 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 community groups, including faith groups and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers on request.

6. Delivery of RSE

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).

The trust will make sure that:

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

At Sir Edmund Hillary relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

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

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

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

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources utilise in the delivery of the curriculum will undergo thorough vetting and require approval from the Headteacher. This encompasses resources provided by any external visitors and speakers.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

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

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

6.1 Inclusivity

Our academy 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 and backgrounds
- During lessons, makes pupils feel:
  - Safe and supported to participate and interact
  - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

They 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
  - Same sex groups, if appropriate
- The academy will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

6.2 Use of resources, including digital resources

The academies will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils

- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

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

When vetting materials used by external organisations, the academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see 10 days in advance any materials that the agency may use and cross reference to the curriculum, the academy should feedback to the agency both verbally and followed up in writing with any key points within 48 hours after receipt of materials, this is so that materials can be adapted, and shared with parents
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people

- Conduct a basic online search and address anything that may be of concern to the academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives)
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Our academy won't, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme
  - Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

Key Staff	
Full name of Academy Contact details	Sir Edmund Hillary Academy T: 01909 473982 Email: office@siredmundhillaryacademy.co.uk
R.S.E Lead	Email: HollyFitzakerley@siredmundhillaryacademy.co.uk
Designated safeguarding Lead	Deboarh Eccles T: 01909 473982 Email: deboraheccles@siredmundhillaryacademy.co.uk

8.1 The board of trustees

The board of trustees will approve the RSE policy and hold the headteacher to account for its implementation through local governing bodies.

8.2 EMT

The executive management team will

- Consult with leaders about the policy and curriculum
- Review the trust policy
- Work with headteachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees through the governance team, if they occur.

8.4 The headteacher

The headteacher is responsible for making sure that Relationship Education and Relationship and sex education(RSE) and health education is taught consistently well across their academy and in age-appropriate way. The headteacher should also make sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling and maintaining positive attitudes to Relationship Education and Relationship and sex education(RSE) and health education
- Monitoring progress of pupils through the Relationship Education and Relationship and sex education(RSE) and health education curriculum
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory] components of RSE
- Modelling and maintaining positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

At primary all of our teaching staff will teach relationship education. In years 5 and 6, the following teaching staff will be responsible for teaching the RSE elements of the curriculum

Year Group	Staff
Year 5	Holly Fitzackerly and Ethan Darnell

Year 6	Fiona Clearly and Sharon Craik

8.6 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

At Sir Edmund Hillary parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the academy.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. In this circumstance the headteacher should discuss this decision with the Director of School before finalising this decision.

Pupils who are withdrawn from RSE lessons will be assigned alternative work, which should focus on the topics of relationship or health education.

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.

The headteacher will also invite visitors from outside the academy, such as the school nurse to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by SLT through:

Activities such as planning scrutinies, learning walks and book scrutiny.

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

This policy will be reviewed by Headteacher annually. At every review, the policy will be approved by governing body.

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Rec	**Families and people who care for me** • Who Am I? • What do good relationships look like? **Caring friendships** • How can I manage my feelings over time? **Respectful, kind relationships** • How can I celebrate and respect others? **Being safe** • How can I keep safe in my amazing world? How do I change and grow?	

Y1	**Families and people who care for me** • Summer 1 How are families Different? I know about the roles different people play in our lives. I know the people who love and care for me. I know about different types of families including those that are different to me. I know the common features of family life. **Caring friendships** • Autumn1 How can I make my class a happy and safe place to learn? I know about what kind and unkind behaviour is and how this affects others. I know how to treat myself and others with respect and how to be polite and courteous. I know about what rules are, why they are needed and why different rules are needed for different situations **Respectful, kind relationships** • Autumn 2 How should I treat other people? I know about how people may feel if they experience hurtful behaviour or bullying. I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. I know how to treat myself and others with respect and how to be polite and courteous.	High vis jackets, Whistle, Crossing patrol image, teddy, images of school staff, worry monster, unsafe images. https://www.twinkl.co.uk/resource/ks1-belonging-ppt-t-tp-2660290 https://www.twinkl.co.uk/resource/2020-kind-and-unkind-sorting-activity-t-tp-2660176 https://www.twinkl.co.uk/resource/how-to-stay-safe-and-happy-in-school-powerpoint-ks1-t-tp-2550019 Jigsaw – review content for relevant resources https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack-2021 https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBjGlDX/anti-bullying-week-resources https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources Jigsaw – review content for relevant resources https://www.twinkl.co.uk/resource/t-t-29304-who-can-help-me-cut-and-stick-activity-sheet https://www.twinkl.co.uk/resource/pshe-and-citizenship-ks1-aiming-high-lesson-4-jobs-for-all-lesson-pack-t-lf-2549183 https://www.tes.com/teaching-resources/blog/people-who-help-us-collection Jigsaw – review content for relevant resources https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe/health-and-wellbeing-pshce-subjects-key-stage-1 NSPPC keeping pants private guidance. Let's talk PANTS with Pantosaurus! | NSPCC

	I know how to recognise the ways they are the same as, and different to, other people. • Spring 2 What does it mean to be healthy and safe and why is it imp ortant? I know about how the internet and digital devices can be used safely to find things out and to communicate with others. I know about the role of the internet in everyday life. I know that not all information seen online is true. I know basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if I come across something that scares me. **Being safe** • Spring 2 What does it mean to be healthy and safe and why is it imp ortant? I know how to respond safely to adults I don't know. I know about situations when I should ask for permission and also when my permission should be sought. • Summer 2 Why should you keep your privates private? I know that it is important to tell someone (such as my teacher) if something about my family makes me unhappy or worried. I know how to recognise that some things are private and the importance of respecting privacy; that parts of my body covered by underwear are private. I know about how to respond if physical contact makes me feel uncomfortable or unsafe. I know about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually).	

	I know what to do if I feel unsafe or worried for myself or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until I am heard.	

Y2	**Caring friendships** • Autumn 1 How does my behaviour impact others in my class? I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. I know the basic techniques for resisting pressure to do something I don't want to do and which may make me unsafe I know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. I know how to recognise the ways in which they are the same and different to others. I know about the different groups I belong to. **Respectful, kind relationships** • Summer 1 How can we be good friends? I know how people make friends and what makes a good friendship. I know how to recognise when I or someone else feels lonely and what to do. I know some simple strategies to resolve arguments between friends positively. I know how to ask for help if a friendship is making them feel unhappy. • Autumn 2 What is Bullying? I know how to recognise what makes me special. I know how to recognise the ways in which we are all unique. I know how to identify what I am good at, what I like and dislike. I know that bodies and feelings can be hurt by words and actions; that people can say hurtful things online. I know about how people may feel if they experience hurtful behaviour or bullying. • Autumn 1 How does my behaviour impact others in my class? I know how to listen to other people and play and work cooperatively.	https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe https://pshe-association.org.uk/resources-landing Behaviour chart Values https://pshe-association.org.uk/resources-landing https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack-2021 https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBjGlDX/anti-bullying-week-resources https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resources https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe/relationships https://pshe-association.org.uk/resources-landing https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe/health-and-wellbeing-pshce-subjects-key-stage-1 https://www.pshevillage.org.uk/year-1 https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/resources https://pshe-association.org.uk/resources-landing https://www.twinkl.co.uk/resources/home-key-stage-1-subjects/pshe/relationships https://www.tes.com/teaching-resource/pshe-friends-3011936 Let's talk PANTS with Pantosaurus! | NSPCC https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

	I know how to talk about and share my opinions on things that matter to me. I know about what rules are, why they are needed and why different rules are needed for different situations. **Being safe** • Summer 2 How do we change as we grow? **I know how feelings can affect people's bodies and how they behave.** **I know how to recognise what others might be feeling.** **I know how to recognise that not everyone feels the same at the same time, or feels the same about the same things.** **I know how to share feelings; a range of words to describe feelings.** **I know about the things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).** **I know the different things they can do to manage big feelings, to help calm myself down and/or change my mood when I don't feel good.** **I know how to recognise when I need help with feelings; that it is important to ask for help with feelings; and how to ask for it.** **I know about change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.** **I know how to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles).** **I know about growing and changing from young to old and how people's needs change.**	

Y3	**Families and people who care for me** **Caring friendships** • Summer 1 How can we have healthy friendships? I know how to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). I know about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing. I know what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships. I know how to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. I know the importance of seeking support if feeling lonely or excluded. I know that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. I know some strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. I know how friendships can change over time, about making new friends and the benefits of having different types of friends. I know that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. • Autumn 2 What is the impact of bullying? I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. I know how to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. **Respectful, kind relationships**	Emotion mats Reasonable adjustments Regulation stations Behaviour charts Mirrors https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://plprimarystars.com/resources/do-the-right-thing https://www.tes.com/teaching-resource/understanding-how-your-actions-affect-yourself-and-others-6395168 https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack-2021 https://www.bbc.co.uk/programmes/articles/5w7nscs7JM5r7GPvTBjGlDX/anti-bullying-week-resources https://learning.nspcc.org.uk/research-resources/schools/anti-bullying-resource https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://campaignresources.phe.gov.uk/schools/topics/our-healthy-year/resources https://www.foodafactoflife.org.uk/5-7-years/healthy-eating/ https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://www.tes.com/teaching-resource/pshe-year-3-friendship-11283470 http://www.greatexpectations.org/resources/life-principles/friendship/resources-on-friendship/ NSPPC keeping pants private guidance. Let's talk PANTS with Pantosaurus! | NSPCC https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

	• Autumn 1 Why do people behave differently? I know how to recognise reasons for rules and laws; consequences of not adhering to rules and laws. I know how to recognise there are human rights that are there to protect everyone. I know about the relationship between rights and responsibilities. **Online safety and awareness** • Autumn 2 What is the impact of bullying? I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. I know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. I know that personal behaviour can affect other people; to recognise and model respectful behaviour online. **Being safe** • Summer 2 What should I do if I feel Uncomfortable? I know how to recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. I know about seeking and giving permission (consent) in different situations. I know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. I know about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes.	

Y4	**Families and people who care for me** • Summer 1 What does it mean to experience loss? To know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement. To know some problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. To know about how to manage setbacks/perceived failures, including how to re-frame **Caring friendships** • Autumn 1 How can I make a positive difference in my school? To know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things. To know ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment . To know about the different groups that make up my community; what living in a community means. To know how to value the different contributions that people and groups make to the community. **Respectful, kind relationships** • Autumn 2 How does prejudice affect our actions? / What is Bullying? To know about prejudice; how to recognise behaviours/actions which discriminate against others. To know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. To know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying,	School council images- quotes https://www.cypcs.org.uk/rights/uncrc/articles/article-29/#:~:text=Article%2029%20of%20the%20UNCRC%20says%20children%20and%20young%20people,are%20provided%20by%20the%20State. https://www.tes.com/teaching-resource/prejudice-and-discrimination-12492091 https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination https://rights4children.org.uk/feeling-safe/ Article 39 https://www.stmatthews.cumbria.sch.uk/dealing-with-grief-and-loss/ NSPPC keeping pants private guidance. Let's talk PANTS with Pantosaurus! | NSPCC https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/

	trolling, harassment or the deliberate excluding of others); how to report concerns and get support. • Summer 2 What is the same and different about us? I know a varied vocabulary to use when talking about feelings; about how to express feelings in different ways. I know some strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. I know how to recognise warning signs about mental health and wellbeing and how to seek support for myself and others. I know how to recognise my individuality and personal qualities. I know to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. I know about the physical and emotional changes that happen when approaching and during puberty. NOT MENSTRUATION/ERECTIONS/WET DREAMS ETC. know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. **Being safe** • Spring 2 How can I keep safe? I know how to recognise pressure from others to do something unsafe or that makes me feel uncomfortable and strategies for managing this. **I know where to get advice and report concerns if worried about my own or someone else's personal safety (including online).**	

Y5	**Families and people who care for me** • Autumn1 How can I make a positive difference in my local community? I know how to recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own. I know how to discuss and debate topical issues, respect other people's point of view and constructively challenge those I disagree with. **Respectful, kind relationships** • Autumn 2 Why is discrimination unacceptable? I know about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes). I know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. I know some strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. I know about discrimination: what it means and how to challenge it. I know how to recognise the importance of self-respect and how this can affect my thoughts and feelings about myself; that everyone, including me, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships. I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.	Let's talk PANTS with Pantosaurus! | NSPCC https://www.twinkl.co.uk/resources/keystage2-ks2/ks2-subjects/ks2-pshe https://pshe-association.org.uk/resources-landing https://www.nspcc.org.uk/keeping-children-safe/support-for-parents/pants-underwear-rule/ https://www.thinkuknow.co.uk/8_10/ https://www.un.org/en/about-us/universal-declaration-of-human-rights https://www.tes.com/teaching-resource/pshe-drug-and-alcohol-awareness-11080341 https://www.tes.com/teaching-resource/prejudice-and-discrimination-12492091 https://www.equalityhumanrights.com/en/secondary-education-resources/lesson-plan-ideas/lesson-6-discrimination Images of people being good citizens Images of different groups https://www.cypcs.org.uk/rights/uncrc/articles/article-29/#:~:text=Article%2029%20of%20the%20UNCRC%20says%20children%20and%20young%20people,are%20provided%20by%20the%20State.

	I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own. **Online safety and awareness** • Summer 1 How do online relationships differ from real life relationships? I know about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of myself and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. I know what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. I know about why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns. I know how to respond safely and appropriately to adults I may encounter (in all contexts including online) whom I do not know. I know that personal behaviour can affect other people; to recognise and model respectful behaviour online. I know some ways in which the internet and social media can be used both positively and negatively. I know how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. I know about some of the different ways information and data is shared and used online, including for commercial purposes. I know about how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. I know how to recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images. I know about how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. **Being safe** • Spring 2 How can I respect and value my body?	

	I know how to maintain good oral hygiene (including correct brushing and flossing);why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health. I know about the risks and effects of legal drugs common to everyday life (e.g. .cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. I know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. I know about why people choose to use or not use drugs (including nicotine, alcohol and medicines). I know about the mixed messages in the media about drugs, including alcohol and smoking/vaping. I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns. I know what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. • Summer 2 How will we grow and change? I know about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, NOT erections and wet dreams). know about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. I know about where to get more information, help and advice about growing and changing, especially about puberty. I know about the new opportunities and responsibilities that increasing independence may bring. **I know some strategies to manage transitions between classes and key stages.**	

Y6	**Families and people who care for me** • Summer 2 What are the qualities of a healthy relationship? I know about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. I know about where to get more information, help and advice about growing and changing, especially about puberty. I know about the new opportunities and responsibilities that increasing independence may bring. I know some strategies to manage transitions between classes and key stages. I know that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. I know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong. I know that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. I know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. I know that a feature of positive family life is caring relationships; about the different ways in which people care for one another. I know other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty. I know when to recognise that family relationships are making me feel unhappy or unsafe, and how to seek help or advice. **Caring friendships** • Autumn 1 How can others' influence hinder our decision making?	https://rshp.scot/ www.thinkuknow.co.uk www.childline.org.uk www.nspcc.org.uk www.nhs.uk/Livewell/puberty/Pages/Pubertyinfoforchildren.aspx www.kidshealth.org/kid/ www.bbc.co.uk/education/topics/z3xxsbx https://www.winstonswish.org/wp-content/uploads/2020/12/Teaching-and-Learning-about-Loss-and-Bereavement-in-PSHE-Education.pdf https://campaignresources.phe.gov.uk/schools/resources/physical-mental-wellbeing-year6-lesson-plan https://natwest.mymoneysense.com/teachers/resource-finder/ https://www.begambleaware.org/sites/default/files/202012/chancing%20it%20PSHE%20lesson%202.pdf https://healthyschoolscp.org.uk/wpcontent/uploads/2021/04/PSHE-KS2-How-we-can-manage-risk-Lesson-1-and-2.pdf https://talkingtreebooks.com/teaching-resources-catalog/definitions/what-is-respect.html#:~:text=Respect%20is%20caring%20enough%20to,how%20your%20actions%20impact%20others. Images/ videos of anti-social behaviour https://www.bbc.co.uk/bitesize/articles/zrsbn9q https://www.nidirect.gov.uk/articles/being-greener-school https://www.bbc.co.uk/newsround/59317670 https://www.tes.com/teaching-resource/climate-change-11634251

	I know the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. I know some of the ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices). I know about the different groups that make up my community; what living in a community means. I know how to value the different contributions that people and groups make to the community. I know that people's spending decisions can affect others and the environment (e.g.Fair trade, buying single-use plastics, or giving to charity).. **Respectful, kind relationships** • Autumn 2 Is it socially acceptable to be different?/ why should difference be celebrated? I know about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities. I know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. I know how to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to my own. **Online safety and awareness** • Spring 2 How can I keep myself mentally and emotionally well?/ How can I respect and value my body? I know how to maintain good oral hygiene (including correct brushing and flossing);why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking). I know how and when to seek support, including which adults to speak to in and outside school, if I am worried about my health. I know about the risks and effects of legal drugs common to everyday life (e.g. .cigarettes, e-cigarettes/vaping, alcohol and medicines) and	

their impact on health; recognise that drug use can become a habit which can be difficult to break.
I know that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.
I know about why people choose to use or not use drugs (including nicotine, alcohol and medicines).
I know about the mixed messages in the media about drugs, including alcohol and smoking/vaping.
I know about the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.
I know what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

Being safe

- Spring 2
  How can I keep myself mentally and emotionally well?

I know that mental health, just like physical health, is part of daily life; the importance of taking care of mental health.
I know about some strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.
I know that feelings can change over time and range in intensity.
I know about everyday things that affect feelings and the importance of expressing feelings.

- Summer 1
  How do I manage loss or change?

I know that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.
I know about change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.
I know some problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.
I know about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

Appendix 2: By the end of primary academy pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in academy or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • 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 • How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, academy and/or other sources

TOPIC	PUPILS SHOULD KNOW
General well being - Health	• The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. • The importance of promoting general wellbeing and physical health. • The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. • Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • That it is common to experience mental health problems, and early support can help.

TOPIC	PUPILS SHOULD KNOW
Well being online - Health	• That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. • The benefits of limiting 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. • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. • How to understand the information they find online, including from search engines, and know how information is selected and targeted. • That they have rights in relation to sharing personal data, privacy and consent. • Where and how to report concerns and get support with issues online.

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular physical activity 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, moderate and/or vigorous physical activity. • The risks associated with an inactive lifestyle, including obesity. • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • 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).
Drugs, alcohol, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

TOPIC	PUPILS SHOULD KNOW
Health protection and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

TOPIC	PUPILS SHOULD KNOW
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carers signature			

TO BE COMPLETED BY THE ACADEMY	
Agreed actions from discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken. E.g: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the year 5 classroom

TO BE COMPLETED BY THE ACADEMY	