



RELATIONSHIPS AND SEX EDUCATION POLICY

Approved On:	2 nd December 2025
Staff:	PSHE / Science / RE Lead
Notes:	Statutory Annual Review
Next Review Date:	Autumn 2026

Headteacher: Mrs Kate Collins



1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a primary academy school, we continue to provide **relationships education** to all pupils, as required under **Section 34 of the Children and Social Work Act 2017**.

We are not required to follow the National Curriculum, but we must offer all pupils a curriculum broadly similar to it, including **science teaching** that covers statutory elements of sex education (e.g., reproduction in plants and animals).

- In teaching RSHE, we are 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 406 and 407 of the Education Act 1996**
 - **Part 6, Chapter 1 of the Equality Act 2010**
 - **The Public Sector Equality Duty (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 Sandfield Primary School we teach RSE as set out in this policy.

3. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health (e.g. periods), sexuality (e.g. different types of families), healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

4. Policy development

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

1. Review – a member of staff or working group 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/stakeholder consultation – families were sent our policy and asked to feedback
4. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff. 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 1.

6. Delivery of RSE

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

Pupils also receive stand-alone sex education sessions.

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

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).

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

Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed.
- Please refer to the SEND policy and SEND Information report for further information about special education needs provision: <https://sandfield.surrey.sch.uk/policy-library/>.

Use of resources

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

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

Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources, are in line with the Equalities Act 2010, to ensure people with protected characteristics are respected. Also that resources used, do not undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **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 we 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 in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, 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 session
- Make sure that the teacher is in the room during any sessions with external speakers

We **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

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

The headteacher 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).

7.3 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.

It is the responsibility of all teaching staff to teach RSE.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE. It is included in the school's professional development calendar.

The headteacher or teaching staff will also invite visitors from outside the school, such as school nurses, to provide support to staff teaching RSE.


10. Monitoring arrangements

The delivery of RSE is monitored by the PSHRE Lead through:

- Learning walks
- Pupil voice (through questionnaires and classroom visits)

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the PSHCE Lead. At every review, the policy will be approved by the governing body and the headteacher.

Appendix 1: Curriculum map - This overview links to the PSHRE skills and progression document (available on website)

	<p><u>Sandfield Primary School</u></p> <p>Subject area: PSHEC</p> <p>To ensure that all children develop a strong foundational understanding of Health and Wellbeing, Relationships and Living in the Wider World, learning is embedded across the curriculum through assemblies, cross-curricular activities and class discussions. This approach equips children with the skills and attributes they need to confidently navigate a range of real-life situations and thrive in modern society.</p> <p>NB: All topics are covered throughout the year. Some may be taught at different times depending on the needs of the cohort or to align with curricular themes, helping to embed knowledge more effectively.</p>								
Topics	KEEPING AND STAYING SAFE	KEEPING AND STAYING HEALTHY	RELATIONSHIPS	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	OUR WORLD	CHANGE AND TRANSITIONS	
EYFS	Identifying risks to keep ourselves and others safe. Understand that rules help to keep ourselves and others safe	Develop an understanding of the importance of making healthy choices (for example: health, allergies, diet, sleep, screentime, germs, oral health)	Managing friendships and social interactions. Being aware of our own needs and having empathy for and understanding of others	Understand that sometimes we have to do things that we don't like doing. Developing a sense of responsibility	Understanding emotions. Develop strategies for managing feelings. Understand that it is OK to ask for help.	Understand the risks and how to stay safe when using technology.	Understand similarities and differences. Identify people who help us in our local community. Respecting the local environment.	Managing new experiences. Taking on new challenges. Building confidence. Managing changes at home.	
VOCABULARY	Risk, rules, consequence, safe, choices	Parts of the body words, sleep, healthy, unhealthy, germs	Friends, kind choices, take a break, respect	roles, tidy up, helpful, good choices	Happy, sad, worried, angry, calm, emotions, feelings that come up in discussions*	technology, internet, good tablet, being safe	world, countries, travelling, different, same	Change, new, adventure, tricky, ask for help	
Topics 5-8 MODULES	KEEPING AND STAYING SAFE	KEEPING AND STAYING HEALTHY	RELATIONSHIPS	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	OUR WORLD	HAZARD WATCH	FIRE SAFETY SPECIAL
YEAR 1	Understand what I need to keep safe from. Be able to recognise what may put me or others at risk. Understand why it is important to stay safe when crossing the road. Be able to recognise a range of safe places to cross the road. Understand the differences between safe and risky choices. Know different ways to help us stay safe.	Understand what we can do to keep healthy. Understand why we need to wash our hands. Know how germs are spread and how they can affect our health. Be able to practise washing your hands. Know the differences between healthy and unhealthy choices.	Understand different types of relationships. Understand how to be a good friend. Be able to recognise kind and thoughtful behaviours. Understand the importance of caring about other people's feelings. Be able to see a situation from another person's point of view.	Understand what we are responsible for. Be able to recognise how responsibilities will change as we grow. Know how you can help people around you. Understand the types of things you are responsible for. Know how and understand the importance of preventing accidents. Be able to recognise the differences between being responsible and being irresponsible.	Understand a range of emotions and how they make us feel physically and mentally. Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feelings can be communicated with and without words.	Understand computers, the internet, and rules to keep safe. Understand how your online activity can affect others. Be able to identify the positives and negatives of using technology. Know who and how to ask for help. Be able to recognise kind and unkind comments.	Understand how we care for others. Understand the needs of a baby. Be able to recognise what you can do for yourself now you are older. Be able to describe the common features of family life. Be able to recognise the ways in which your family is special and unique.	Know what items are safe to play with and what items are unsafe to play with. Be able to name potential dangers in different environments. Know what food and drink items are safe or unsafe to eat or drink. Be able to name dangers that can affect others, for example younger siblings.	Know what a 'hoax call' is and why it can be risky. Understand why our emergency services are an important part of our community. Be able to show my knowledge of fire safety to others. Be able to practise simple ways of staying safe and finding help. Be able to recognise how drivers can be distracted. Understand the importance of being responsible and how our actions/choice can affect others.

VOCABULARY	Community, discuss, choice, pedestrian, zebra crossing, pelican crossing, puffin crossing, toucan crossing, avoid, situation, imaginary	Hygiene, health, well-being, fitness	Relationship, love, security, stability, disagree	Responsibility, responsible, accident, honesty, dishonest	Recognising, loneliness, frustration, experience, jealousy	Online, positive, negative	Planet, world, environment, humans, reproduce, protect, unique, common	Potential, sibling, community, hazard, danger	Burgled, collapsed, flammable, distraction, emergency, hoax, declaration
YEAR 2	Know the reasons to make sure your laces are tied. Learn how to tie up laces properly. Know rules to keep yourself and others safe. Understand the differences between safe and risky choices.	Know that food is needed for our bodies to be healthy and to grow. Understand that some foods are better for good health than others. Be able to list different types of healthy food. Understand how to keep yourself and others healthy. Know the differences between healthy and unhealthy choices. Understand why we need to brush our teeth. Be able to practise brushing your teeth. Know the differences between healthy and unhealthy choices. Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.	Be able to name a range of feelings. Understand why we should care about other people's feelings. Be able to see and understand bullying behaviours. Know how to cope with these bullying behaviours. Be able to recognise and name a range of feelings. Understand that feelings can be shown without words. Be able to see a situation from another person's point of view. Understand why it is important to care about other people's feelings.	Be able to name ways you can improve in an activity or sport. Understand the importance of trying hard and not giving up. Be able to see the benefits of practising an activity or sport. Be able to learn ways to set goals and work to reach them. Know how you can help other people. Be able to recognise kind and thoughtful behaviours and actions. Understand the risks of talking to people you don't know very well in the community. Be able to identify the differences between being responsible and being irresponsible.	Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feelings can be communicated with and without words. Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feelings can be communicated with and without words.	Understand how your online actions can affect others. Be able to name the positive and negative ways you can use technology. Know the risks of sharing images without permission. Understand the types of images that you should and should not post online. Understand how your online activity can affect others. Be able to identify the positives and negatives of using technology. Know who and how to ask for help. Be able to list rules for keeping and staying safe.	Understand why we should look after living things. Be able to identify how we can look after living things both inside and outside of the home. Recognise why it is important to keep our communities and countryside clean. Be able to encourage others to help keep their communities and countryside clean. Understand different ways we can receive money. Know how to keep money safe. Be able to describe the skills you may need in a future job or career. Be able to recognise the differences between wants and needs.	Know what items are safe to play with and what items are unsafe to play with. Be able to name potential dangers in different environments. Know what food and drink items are safe or unsafe to eat or drink. Be able to name dangers that can affect others, for example younger siblings.	Know what a 'hoax call' is and why it can be risky. Understand why our emergency services are an important part of our community. Be able to show my knowledge of fire safety to others. Be able to practise simple ways of staying safe and finding help. Be able to recognise how drivers can be distracted. Understand the importance of being responsible and how our actions/choice can affect others.
VOCABULARY	Laces, buckle, Velcro, accident, rules, unsafe	Ingredients, energy, repair, vitamins, natural, saturated fat, decay	Bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying	Abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve	Fidgety, annoyed, worry, anger, manage, control, trust	Permission, opinion, rules, declaration	Wildlife, community, credit card, debit card, spend, receive, save	Potential, sibling, community, hazard, danger	Burgled, collapsed, flammable, distraction, emergency, hoax, declaration
	Know ways to keep yourself and others safe. Be able to recognise risky situations. Be able to identify trusted adults around you.	Know, understand, and be able to practise simple safety rules about medicine.	Understand the difference between appropriate and inappropriate touch. Know why	Understand the differences between borrowing and stealing. Be able to describe	Be able to recognise and name emotions and their physical effects. Know the difference between pleasant and unpleasant	Be able to identify possible dangers and consequences of talking to	Be able to explain the meaning of reduce, reuse, and recycle. Recognise	Know what items are safe to play with and what items are unsafe to play with. Be able	Know what a 'hoax call' is and why it can be risky. Understand why our emergency services are an important part of our

YEAR 3	Understand the differences between safe and risky choices. Be able to recognise a range of warning signs. Be able to spot the dangers we may find at home. Know the importance of listening to our trusted adults. Be able to understand ways we can keep ourselves and others safe at home. Know the differences between safe and risky choices.	Understand when it is safe to take medicine. Know who we can accept medicine from. Understand the differences between healthy and unhealthy choices.	it is important to care about other people's feelings. Understand personal boundaries. Know who and how to ask for help. Be able to name human body parts.	how you might feel if something of yours is borrowed and not returned. Know why it is wrong to steal. Be able to understand the differences between being responsible and irresponsible.	emotions. Learn a range of skills for coping with unpleasant/uncomfortable emotions. Understand that feelings can be communicated with and without words.	strangers online. Know how to keep safe in online chatrooms. Be able to name the positives and negatives of using technology. Understand the difference between safe and risky choices online.	how we can help look after our planet. Be able to identify how to reduce the amount of water and electricity we use. Understand how we can reduce our carbon footprint.	to name potential dangers in different environments. Know what food and drink items are safe or unsafe to eat or drink. Be able to name dangers that can affect others, for example younger siblings.	community. Be able to show my knowledge of fire safety to others. Be able to practise simple ways of staying safe and finding help. Be able to recognise how drivers can be distracted. Understand the importance of being responsible and how our actions/choice can affect others.
VOCABULARY	PCSO, appliances, dangerous, chemicals, warning sign, pressured, permission	Medicine, allergies, vaccination, antibodies, research, immune system, doctor	Communicate, situation, penis, testicles, vagina, vulva, anus, private parts, appropriate	Borrowing, stealing, consequence, Irresponsible, responsible	Grief, confusion, memory box	Chatroom, report, reply, respond, childline	Reduce, re-use, recycle, environment, carbon footprint, carbon dioxide, global warming	Potential, sibling, community, hazard, danger	Burgled, collapsed, flammable, distraction, emergency, hoax, declaration
TOPICS 8-II MODULES	KEEPING AND STAYING SAFE	KEEPING AND STAYING HEALTHY	GROWING AND CHANGING	BEING RESPONSIBLE	FEELINGS AND EMOTIONS	COMPUTER SAFETY	THE WORKING WORLD	A WORLD WITHOUT JUDGEMENT	FIRST AID SPECIAL
YEAR 4	Identify strategies we can use to keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident. Identify what is a risky choice. Create a set of rules for and identify ways of keeping safe.	Explain what is meant by a balanced diet and plan a balanced meal. Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older. Understand nutritional information on packaged food and explain what it means. Describe different ways to maintain a healthy lifestyle.	Identify the different types of relationships we can have and describe how these can change as we grow. Explain how our families support us and how we can support our families. Identify how relationships can be healthy or unhealthy. Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.	Recognise the importance of behaving in a responsible manner in a range of situations. Describe a range of situations where being on time is important. Explain the importance of having rules in the home. Describe ways that behaviour can be seen to be sensible and responsible.	Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good. Describe how we can support others who feel lonely, jealous, or upset. Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people. Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.	Recognise the key values that are important in positive online relationships. Identify the feelings and emotions that may arise from online bullying. Develop coping strategies to use if we or someone we know is being bullied online. Identify how and who to ask for help.	Identify ways in which we can help those who look after us. Explain the positive impact of our actions. Describe the ways in which we can contribute to our home, school, and community. Identify the skills we may need in our future job roles.	Recognise positive attributes in others. Explain why being different is okay. Recognise your own strengths and goals, and understand that these may be different from those around you. Identify some of the ways we can overcome barriers and promote equality.	Identify and name situations that may require first aid. List reasons why someone may struggle to breathe. Identify the signs of an asthma attack or choking. Identify the signs of an allergic reaction and anaphylactic shock. Understand the correct steps for seeking immediate emergency help. Provide first aid treatment to someone who is struggling to breathe.
VOCABULARY	Statement, opinion, fact, strategies, junction, cycle safety	Lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie	Nervous, scared, inappropriate, connection, civil partnership, marriage	Punctual, responsible, irresponsible, appointment	Feelings, emotions, physical health, mental health, strategies	Online relationship, online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours	Income tax, VAT, contribution, HM Revenues and Customs, society, chore, independence, self-motivation, apprenticeship,	Judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful	Treatment, emergency, severe, clinical advisor, life-threatening, conscious, asthma, anaphylaxis, allergic, prescribed, obstruction

							volunteer, stereotype		
YEAR 5	Identify strategies we can use to keep ourselves and others safe. Recognise ways to manage peer pressure. Explain the potential outcomes that may happen when we take risks. Recognise the impact and possible consequences of an accident or incident.	Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. Describe how smoking can affect your immediate and future health and wellbeing. Give reasons why someone might start and continue to smoke. Identify and use skills and strategies to resist any pressure to smoke.	Explain what puberty means. Describe the changes that boys and girls may go through during puberty. Identify why our bodies go through puberty. Develop coping strategies to help with the different stages of puberty. Identify who and what can help us during puberty.	Recognise why we should take action when someone is being unkind. Describe caring and considerate behaviour, including the importance of looking out for others. Demonstrate why it is important to behave in an appropriate and responsible way. Identify how making some choices can impact others' lives in a negative way.	Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant. Explain how feelings can be communicated with or without words. Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people. Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger.	List reasons for sharing images online. Identify rules to follow when sharing images online. Describe the positive and negative consequences of sharing images online. Recognise possible influences and pressures to share images online.	Understand and explain why people might want to save money. Identify ways in which you can help out at home. Budget for items you would like to buy. Recognise ways to make money and the early stages of enterprise.	Identify some of the ways in which we are different and unique. Explain some of the elements which help us to have a diverse community. Describe strategies to overcome barriers and promote diversity and inclusion.	Complete a primary survey for first aid. Demonstrate the recovery position for an unresponsive breathing casualty. Know when to deliver CPR. Demonstrate how to do CPR. Know when to call for emergency help.
VOCABULARY	Peer pressure, encourage, risk, risk assessment, support network	Nicotine, addictive, illegal, respiratory system, cardiovascular disease, cigarette, e-cigarette, tobacco	Puberty, hormone, anonymous question, vagina, vulva, ovaries, fallopian tube, penis, testicles, bladder	Considerate, inconsiderate	Displeasure, annoyance, hostility	Application, survey, kind action, image sharing, illegal	Enterprise, priority, fundraising	Inclusion, acceptance, discrimination, unique, anti-social, hate crime	Unresponsive, underlying, casualty, compressions, unconscious
YEAR 6	Identify a range of danger signs. Develop and name strategies that can help keep ourselves and others safe. Recognise the impact and possible consequences of an accident or incident.	Identify what is a risky choice. Identify the risks associated with alcohol (+ drugs - extension). Describe how alcohol can affect your immediate and future health. Develop and recognise skills and strategies to keep safe.	Explain the terms 'conception' and 'reproduction'. Describe the function of the female and male reproductive systems. Identify the various ways adults can have a child. Explain various different stages of pregnancy. Identify the laws around consent.	Explain what consent means. Recognise the importance of being honest and not stealing. Explain why it is important to have a trusting relationship between friends and family. Identify how making some choices can impact others' lives in a negative way.	Recognise our thoughts, feelings, and emotions. Identify how we can reduce our feeling of worry. Explain how we can support others who feel worried. Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people.	List the key applications that we may use now and in the future. Know and understand why some applications have age restrictions. Identify ways to keep yourself and others safe in a range of situations online and offline. Recognise that people may not always be who they say they are online.	Know and understand various money-related terms. Recognise some of the ways in which we can spend money via technology. Describe the potential impact of spending money without permission. Identify strategies to save money.	Understand that there are a wide range of religions and beliefs in the UK. Explain each of the British values. Create a range of values for your educational setting. Explain how all religions can live in cohesion.	PART 1 Identify a range of situations that may require first aid. Understand how to support someone with a minor or serious head injury. Understand how to support someone who is having a seizure. Understand how to support someone with a severe bleed. Know when to call for medical help. PART 2 Identify a range of situations that may require first aid. Understand how to support someone with a minor burn or scald. Understand how to support someone who is having a heart attack. Understand how to support someone with

VOCABULARY	Danger, consequences, water safety, water pollution, hidden currents, warning flags	Alcohol, ethanol, fermentation, unit, legal age limit, alcohol poisoning Extenson Vocab Cannabis, illegal drugs, mental illness, criminal offence, substances	Conception, reproduction, consent, conceived, caesarean, foreskin, cervix, womb (uterus), fertilised, IVF	Consent, possesston, permission, trust, borrowing, stealing, responsible, irresponsible	Worry, anxious, troubled, positive action, prepare for change, mindfulness, strategies, managing emotions	Application, pretending, age restriction, online activity, social media sites, password	Bank account, loan, tax, interest, debit card, credit card, wages, debt, in-app purchases, budget, comparison, fair trade, gambling	Democracy, rule of law, individual liberty, mutual respect, tolerance of those with different faiths and beliefs, stereotype, British values, cohesion, equal rights	PART 1 AND 2 VOCAB Minor, <u>seizure</u> , nauseous, incidents

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"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● How to report concerns or abuse, and the vocabulary and confidence needed to do so ● Where to get advice e.g. family, school and/or other sources

Appendix 3:

Key Vocabulary that will be used during science, PSHCE and SRE lessons (biological /statutory/non-science)

Reception: private parts, dress, undress, clean, smelly, flannel, sponge, towel, hands, toothpaste, hairbrush, comb, family, mum, dad, brother, sister, grandma/grandad or nan/grandad, stepmum, stepdad.

Year 1: private parts, clean, similar, different, family, boy, girl, male, female.

Year 2: private parts, penis, vagina, breasts, similar, different, gender roles, stereotypes, boy, girl, male, female.

Year 3: private parts, penis, testicles, vagina, womb, stereotypes, gender roles, similar, different, male, female, family, fostering, adoption, relationship.

Year 4: puberty, lifecycle, reproduction, physical changes, breasts, sperm, egg, pubic hair, emotional, feelings.

Year 5: puberty, physical changes, emotional changes, moods, menstruation, periods, tampons, sanitary towels, wet dreams, semen, erection, sweat, breasts, spots, pubic hair, facial hair, underarm hair, feelings.

Year 6: womb, sperm, egg, conception, fertilization, pregnancy, sexual intercourse, twins, fostering, relationships, friendships, love, consent, intimacy, communication, personal/private information, internet safety.

Please note that some of this vocabulary will sometimes overlap in some years based on the science curriculum and our two year rolling programme.

Appendix 4: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS

Name of child		Cl a s s	
Name of parent		Dat e	
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
Date:	