

Thornton Primary School



Relationships and Sex Education (RSE) Policy

This policy is reviewed every three years and was agreed by the Governing Body of Thornton Primary School in Spring 2026 **and will be reviewed again in Spring 2029.**

Signed: _____ Chair of Governors

Date: _____



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Section 1 - The Context of our Relationships and Sex Education Policy

a) Our Shared Beliefs about RSE

We believe RSE is learning about emotional, social and physical aspects of growing up and about ourselves and our relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships and staying safe, both on and off line. **It should equip children with age-appropriate information about their bodies, growth, reproduction (as required by the science curriculum), and relationships, with a focus on health, wellbeing and safety.** It will help young people to develop skills to keep themselves and others safer, both physically and emotionally. RSE will enable young people to explore their own attitudes and those of others respectfully.

b) Entitlements

We, together with our community partners, are committed to working towards the implementation and development of the following entitlements.

Children are entitled to:

- Accurate, up-to-date, useful and appropriate information delivered in a way that meets their individual needs
- A well-planned, well-delivered RSE programme, which is flexible to cater for their changing needs over time
- Know where and how to access information, support and local services
- Be informed about issues of confidentiality and how it affects them
- Have their views and ideas received in a respectful and non-judgmental manner
- Be involved in developing and evaluating the content of their RSE programme.

Adults working with children are entitled to:

- Access to high quality, up-to-date, accurate information, resources and training
- Mutual understanding of roles and responsibilities in relation to the planning and delivery of RSE
- Contribute their views and ideas in support of the development of RSE for children
- Professional guidance and support
- Opportunities to share good practice
- Be informed about issues of confidentiality and procedures to be followed.

Parents, carers and other adults in the community are entitled to:

- Accessible, accurate, up-to-date, information delivered in a way which meets their needs
- A safe and supportive environment for their children
- Information on how and when RSE is taught
- Understand their rights and responsibilities in relation to RSE policy and curriculum
- Be informed about issues of confidentiality and how it affects them and their children
- Have their views and ideas received in a respectful, non-judgmental manner.

c) The Wider Agenda

RSE is part of the wider agenda of promoting positive relationships and sexual health for young people to which many individuals and organisations in our community contribute. Our RSE Policy contributes to meeting local and national priorities as described in strategies such as:

[Forthcoming statutory status of RSE and Health Education](#) Autumn 2020

[Sexual Health Enquiry – Health and Social Care Committee](#) Oct 2018

[Sexual Health Improvement Framework](#) 2013

[Transforming Children and young people’s Mental Health Provision](#) July 2018

[Keeping Children Safe in Education 2022](#) including duties to prevent female genital mutilation (FGM), child sexual exploitation (CSE) and child on child abuse.

[The link between pupil health and wellbeing and attainment 2014](#) Public Health England

This policy draws on and is informed by the following national and local documents:

[Sex and Relationships Education for the 21st Century’](#) (Brook, PSHE Association, Sex Education Forum)

[Sex Education Forum Guidance & Resources](#) (Sex Education Forum)

[National Curriculum](#) (DfE 2014)

[Sex and Relationship Education Guidance](#) (DfEE 2000)

[Not Yet Good Enough \(Ofsted 2013\)](#) (report on PSHE)

[Programme of Study for PSHE Education](#) (PSHE Association)

[Young People, Relationships and Sex – The New Norms](#) (IPPR 2014)

[Health-Related Behaviour Survey](#) 2016 SHEU

[Shhh....No Talking – LGBTQ Inclusive RSE in the UK](#) 2016

[Digital Romance Report](#) December 2017

[‘It’s just everywhere’ Sexism in Schools](#) Report December 2017

[Sexting in schools and colleges: Responding to incidents and safeguarding young people](#) UKCISS

[International technical guidance on sexuality education](#) UNESCO

Section 2

Our Relationships and Sex Education Policy

a) Introduction

Our work in RSE is set in the wider context of our school values and ethos:

- *We promote a healthy, safe and caring environment for all pupils and staff.*
- *We provide a broad and balanced curriculum for all our pupils, which values their diverse backgrounds and needs.*
- *We promote pupils' self-esteem and emotional wellbeing and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community.*
- *We prepare our pupils to confidently engage with the challenges of adult life.*
- *We provide sufficient information and support to enable our pupils to make safe choices.*
- *Through an enriched curriculum, we provide children, with opportunities to develop the necessary skills to manage their lives effectively.*
- *We help our children to learn to respect themselves and others and move safely from childhood, through adolescence, into adulthood.*
- *We create a wider awareness of religious and moral values within a framework that includes societal and British values and respect for other races, religions and ways of life.*

Other school policies are relevant to our provision of RSE: PSHE and Citizenship, Safeguarding and Child Protection, Science, Confidentiality, Behaviour, Anti-Bullying, Inclusion, Equality, Physical Education, Staff Health and Wellbeing, and Healthy Schools.

In primary school, Relationships Education and Health Education are statutory. Sex education, beyond the requirements of the science curriculum, is not compulsory and parents retain the right to withdraw their child from any non-statutory elements

This RSE Policy will be made available to staff in the Symphony Learning Trust in their policy folders and on the Symphony Learning Trust's website.

This policy is consistent with current national legislation (Education Act 2002, Academies Act 2010, Equalities Act). **It takes account of the statutory requirements for Relationships Education and Health Education (DfE, 2020), alongside the updated RSHE guidance published July 2025.** It is also consistent with current national guidance '[Sex and Relationship Education Guidance](#)' (DfEE 2000) and '[Sex and Relationships Education for the 21st Century](#)'.

We are engaged in the following areas of work, which support this policy and the delivery of effective RSE: Social and Emotional Aspects of Learning (SEAL) Programme, continuing work within the Primary Personal Development Programme, developing as a health promoting school, Route 2 Resilience and/or P4C and/or Protective Behaviours.

Our RSE policy is the responsibility of the governing body for each trust school and has been developed through discussion with a working party representing staff within the trust, parents and governors, by the PSHE/RSE Co-ordinator, Head Teacher and reviewed by staff. It was discussed and ratified by the school governors on 27.4.20

Our Policy also reflects recommendations from [OfSTED](#) and the [Sex Education Forum](#).

We believe that provision of high quality RSE supports us in fulfilling other statutory duties:

- Education and Inspection Act 2006 describes our duty to promote pupil wellbeing
- Keeping Children Safe in Education sets out our responsibilities for safeguarding and the requirement to be alert to signs of female genital mutilation (FGM), child sexual exploitation (CSE) and child on child abuse, including sexual abuse and sexual harassment.
- The Equality Act 2010 describes our duty to ensure that teaching is inclusive for all students.

b) Our Aims for RSE

All adults will work towards achieving these aims for RSE in our school. We seek to enable our children to:

- *develop interpersonal and communication skills*
- *develop positive values and a moral framework that will guide their decisions and behaviour*
- *develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children*
- *respect themselves and others, their views, backgrounds, cultures and experiences*
- *develop loving, caring relationships based on mutual respect*
- *name the parts of the body confidently and communicate with trusted adults to keep themselves safe*
- *understand the process of human reproduction*
- *encourage, recognise and understand the reasons for and benefits of healthy and respectful relationships*
- *be prepared for puberty and the emotional and physical effects of body changes*
- *understand the attitudes and skills needed to maintain their physical and mental health*
- *recognise and avoid exploitative relationships*

- *have opportunities throughout their schooling to address RSE in an age-appropriate way*
- *value, care for and respect their bodies*
- *access additional advice and support.*
- *Understand safe and unsafe online interactions*
- *Knowing how to seek help if something feels uncomfortable online*

c) Delivering our RSE curriculum

Our RSE Curriculum (see appendix A) is wholly consistent with the National Curriculum (2014), DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. Some elements of our RSE curriculum are part of the compulsory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses) and some parts are based on non-statutory guidance from the PSHE Association (2013). In September 2020, our RSE programme was covered by the new statutory status of RSE and Health Education. We will review our curriculum, as the guidance on statutory RSE is announced.

We consider RSE to be a continuous process of learning, which begins well before the children enter our school and continues into adulthood. We have planned a progressive curriculum appropriate to each age group. All adults working with children have a part to play in supporting the delivery of RSE.

The objectives of the RSE Curriculum will be taught in different ways:

For example -

- PSHE through designated lessons, circle time, focused events, health weeks/days
- Other Curriculum areas, especially Science, English, RE and PE
- Enrichment activities may include our assembly programme, SEAL programme, visits from the Life Education Centre, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health promoting school, through Route 2 Resilience work and via the School Council.

We will ensure there are positive educational reasons for each method of delivery.

d) Responsibilities for Curriculum Delivery and Policy Implementation

- We regard it as the shared responsibility of all adults working in the school to respond appropriately to a child's request for information and advice. All staff are encouraged to access support from colleagues where necessary.

- The RSE curriculum will primarily be delivered by class teachers.
- Those delivering RSE will have responsibility for assessing children's needs and selecting appropriate activities and methodologies to meet these needs, supported by the PSHE/RSE Co-ordinator.
- The PSHE/RSE Co-ordinator is responsible for reviewing and evaluating RSE at our school. The PSHE/RSE Co-ordinator will report to the Head Teacher in this task.
- Staff will be assisted in their planning and delivery of the 'Curriculum for RSE' by the PSHE/RSE Co-ordinator who will, with support, provide lesson plans and activities for colleagues, collate assessments, liaise with PSHE/RSE advisors, plan INSET to meet staff needs and liaise with visitors who support the RSE curriculum.
- Governors hold responsibility for the RSE Policy and will be assisted in monitoring its implementation by the PSHE/RSE Co-ordinator/ Head Teacher/ Staff.

e) Teaching Methodologies

Ground Rules: RSE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected. Specific ground rules or a Working Together Agreement will be established at the beginning of any RSE work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Example of a Working Together Agreement:

- To be kind to each other;
- To listen to each other;
- To respect our rights to share different views;
- To take care with information we share about ourselves;

- To remember that we can always ask about things in private with an adult in school, but the adult may have to share information if they are worried about our safety;
- Not to ask personal questions.

Answering Questions: We acknowledge that sensitive and complex issues will arise in RSE, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content for RSE. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will encourage any questions beyond the planned curriculum, to be discussed with an adult at home. Question Boxes may be used to allow children to ask questions anonymously if preferred.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the designated person for child protection in line with the school Safeguarding and Child Protection policy.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we may use fiction, puppets, case studies, role-play, videos, theatre in education to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

f) Inclusion

We understand the importance of ensuring that all children in our school receive their entitlement to RSE. We will carefully consider special educational needs or disability, gender, sexual orientation and age, nationality, vulnerability, religion, cultural and linguistic background when planning and delivering RSE.

In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding.

In order to ensure the RSE Curriculum meets the needs of all:

- We will not promote one particular lifestyle over another.
- We will not seek to gain consensus, but will accept and celebrate difference.
- We will encourage respect and discourage abuse and exploitation.

- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

In relation to those with special educational needs or disability, we will review our RSE programme to ensure that provision is made for those with additional needs. We will consider:

- their level of vulnerability (including safeguarding)
- their need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils.

g) Resources

We will use appropriate schemes for each Symphony Learning Trust school and the resources recommended within it when planning and delivering the RSE Curriculum. We will avoid a 'resource-led' approach to delivering RSE, instead focusing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will carefully evaluate teacher resources, leaflets and videos, before using them. We will select resources which:

- are consistent with our Curriculum for RSE
- relate to the aims and objectives of this Policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to adults and children
- are up-to-date in factual content
- are produced by a reputable organisation
- avoid racial, gender and sexual stereotyping
- encourage active and participative learning
- conform to the legal requirements for RSE.

h) Use of visitors to support RSE

We believe that RSE is most effectively taught by those who know our pupils well and are aware of their needs. We encourage visitors to our school who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in liaison with the PSHE/RSE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHE/RSE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

i) Confidentiality

In our school we have a clear and explicit Confidentiality Policy, which is shared with staff, pupils and parents/carers. This Policy is communicated to parents/carers on the Symphony Learning Trust website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (unless the child is very young or has significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality to children than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned RSE programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with them.

1) Safeguarding and Child Protection

We recognise that because effective RSE may alert children to what is appropriate and inappropriate sexual behaviour, there is an increased possibility that a disclosure relating to abuse may be made. All staff are aware of the Safeguarding and Child Protection procedures and will report the disclosure to the designated person for child protection immediately.

2) Safeguarding Concerns Relating to Sexual Behaviour

There are extremely rare occasions when a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding and Child Protection Procedures and seek advice from the relevant agency.

j) Staff Training

Teaching RSE can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop the knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes about RSE. We will discuss relevant issues and, where appropriate, arrange training to enable staff members to feel confident in delivering the Curriculum for RSE. We will also encourage the sharing of good practice.

k) Role of Governors

This Policy describes the governors' views on how RSE will be delivered in addition to requirements of the National Curriculum.

It is the responsibility of the governors to ensure, through consultation, that the RSE Policy considers the views of the parents and the community. It is the responsibility of governors to ensure that the Policy is made available to parents.

In order to facilitate this process, the RSE Policy will be reviewed as required on the agenda of a governors' meeting.

l) Pupil Participation

We will involve children in the evaluation and development of their RSE in ways appropriate to their age.

a. *We will engage the children in assessment activities to establish their development needs, for example 'Draw and Write' activities*

- b. We will encourage children to ask questions as they arise by providing anonymous question boxes.*
- c. We will ask children to reflect on their learning and set goals for future learning.*
- d. We will consult children (e.g. through School Council) about their perception of the strengths of our RSE programme and the areas to be further developed.*

m) Working with Parents/Carers and our School Community

Parents and carers are the key figures in supporting their children through the emotional and physical aspects of growing up and relationships education. We recognise that many children would prefer to receive information about RSE from their parents and carers. Therefore, we seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- a. Informing parents and carers about the RSE programme within each Symphony Learning Trust school
- b. Gathering parents' views on the RSE Policy and taking these into account when it is being reviewed if appropriate
- c. Encouraging parents to discuss their views and concerns about RSE on an informal basis.

Parents and carers will be given access to this Policy on request. It will be available on the school and Trust website and in the school Office.

Parents and carers currently have the right to withdraw their children only from all or part of those elements of RSE which are not included in the statutory national curriculum Programmes of Study for Science (see Appendix A). The school will make alternative arrangements for children whose parents or carers withdraw them, which will include supporting parents in finding ways to deliver the content at home.

Any parent or carer who wishes to withdraw their child from non-statutory elements of RSE should, in the first instance, contact the Head Teacher to discuss this further. Appendix B will be used to guide the discussion to explain clearly which areas of RSE are currently statutory and which are non-statutory. We will enable parents wishing to withdraw their children from the non-statutory elements of RSE to develop their understanding the learning objectives and approaches taken. Parents or carers will be asked to reconfirm their decision in writing to withdraw as appropriate and a record of any child's withdrawal will be kept.

n) Monitoring, Evaluating and Reviewing our RSE Policy

Monitoring and evaluation of the Policy is the responsibility of the governing body. Information will be gathered from the Head Teacher, appropriate co-ordinators and parents to inform judgements about effectiveness.

We are committed to working towards the delivery of the Entitlements (1b) and the provision of the 'Curriculum for RSE' (4a).

- We will reflect on our contribution to the provision of the Entitlements for RSE and seek to develop this.

- We will continue to work in partnership with parents/carers and members of our community to ensure the delivery of high quality RSE for our children.

The Policy will be formally reviewed every three years. The next review will take place in Spring 2026.

Appendix A – Thornton Primary School

Relationships and Health Education Curriculum

Bold specifics – any writing in bold is non- statutory within the RSE curriculum.

Year Group	Relationships and Health Specifics taught	Vocabulary	Science Specifics taught
Reception	<p>My Body and Growing Up</p> <ul style="list-style-type: none"> - To describe their own appearance and name external body parts including using agreed names for the sexual parts. - To understand ways in which their body has changed since they were a baby - To understand how members of their family and other trusted people care for and look after them. - To recognise similarities and differences between the bodies of boys and girls. - To understand ways of looking after their body and keepings it clean. - To understand and value what their bodies can do. - To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others. - To recognise how growing up makes them feel. 	<p><u>From reception the children may be exposed to the following vocabulary:</u></p> <p>range of simple external body parts</p> <p>e.g. penis</p> <p>testicles</p> <p>vagina</p> <p>bottom</p>	<p><u>In Understanding The World</u></p> <p>Children develop an understanding of growth, decay and changes over time.</p> <p>Children look closely at similarities, differences, patterns and change.</p> <p>Children make observations of animals and plants, and explain why some things occur and talk about changes.</p> <p><u>In Physical Development and Managing Self</u></p> <p>Children observe the effects of activity on their bodies.</p> <p>Children eat a healthy range of foodstuffs and understand that good practices with regards to exercise, eating, sleeping and hygiene can contribute to good health.</p> <p>Children know the importance for good health of physical exercise, and a healthy diet and can talk about ways to keep healthy and safe.</p>

			<p><u>In PSED – Building Relationships & Self Regulation</u></p> <p>Children can demonstrate friendly behaviour, initiate conversations and forming good relationships with peers and familiar adults.</p> <p>Children can show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p>
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Year 1/ Year 2

- To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.
- To know how to keep themselves clean.
- To understand the importance of basic hygiene practices e.g. washing hands, using a tissue, and how these prevent the spread of disease.
- To know that humans produce babies that grow into children and then into adults.
- To understand the needs of babies and young children.
- To describe what their bodies can do.
- To consider the ways, they have changed physically since they were born.
- To consider their responsibilities now and compare these with when they were younger.
- To understand that they have responsibility for their body's actions and that their body belongs to them.
- To appreciate how amazing their body is.

Children should be taught to - identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Non-statutory guidance - Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Children should be taught to - notice that animals, including humans, have offspring which grow into adults.

Non-statutory guidance - The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, caterpillar, pupa, butterfly. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Children should recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. *Caterpillar/butterfly at a basic level*

Year 2

Non-statutory guidance - The focus at this stage should be on helping pupils to recognise growth; they should not be expected to understand how

			<p><i>reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>
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<p>Year 3/Year 4</p>	<ul style="list-style-type: none"> - To understand the physical differences between males and females. - To recognise the main external parts of the bodies of humans, including scientific names for sexual parts. - To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death. - To understand a range of ways illness and disease e.g. colds, chickenpox, head lice, might be spread and how they are able to reduce this. - To understand the benefits of carrying regular personal hygiene routines. - To consider their responsibilities and how these have changed and how they will change in the future. - To consider who is responsible for their personal hygiene now, and how this will change the future. - To value their own body and recognise its uniqueness. - To consider the responsibilities that parents and carers have for babies and children. - To investigate perceptions of being 'grown up'. 	<p>breast nipple anus</p>	<p>Children should be taught to - identify how plants and animals, including humans, resemble their parents in many features.</p> <p><i>Non-statutory guidance - Pupils should be introduced to the idea that characteristics are passed from parents to their offspring, for instance by exploring the family trees and family resemblances of historical personalities such as the Tudors or the Hapsburgs.</i></p> <p>Note: At this stage, pupils are not expected to understand how genes and chromosomes work.</p> <p>Year 4</p> <p>Children should be taught to - describe the life cycles common to a variety of animals, including humans (birth, growth, development, reproduction, death), and to a variety of plants (growth, reproduction and death).</p>
<p>Year 5</p>	<ul style="list-style-type: none"> - To identify male and female sexual parts and describe their functions. - To know appropriate terminology for use in different situations. - To know and understand about the physical changes that take place at puberty, why they happen and how to manage them. - To understand that physical change happens at different rates for different people. - To know about new aspects of personal hygiene relevant to puberty. - To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively. 	<p>Puberty development period menstruation cervix fallopian tube ovary ovum</p>	<p>Children should be taught to - recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.</p> <p><i>Non-statutory guidance – Children should know that growing into adults can include reference to baby, toddler, child, teenager, adult.</i></p>

	<ul style="list-style-type: none"> - To have a basic awareness of responsible choices. - To understand how the media, families, and friends can influence attitudes to their bodies. - To consider how they have some responsibility for the feelings and well-being of others. - To consider the need for trust and love in marriage and established relationships. - To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families. 	vagina uterus ovulation pubic hair voice breaking	
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Relationships, Sex and Health Education Curriculum

Year Group	RSE Specifics taught	Vocabulary	Science Specifics taught
Year 6	<ul style="list-style-type: none"> - Coverage of the Year 5 RSE specifics plus <ol style="list-style-type: none"> 1. To know and understand that safe routines can stop the spread of viruses and bacteria. 2. To know about the facts of the human lifecycle, including sexual intercourse. 	sperm sperm duct uretha erection sexual intercourse ejaculate conception pregnancy	Children should be taught to: <ul style="list-style-type: none"> - describe the life process of reproduction in some plants and animals - describe the changes as humans develop from birth to old age <p><i>Non-statutory guidance- They should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals</i></p> <ul style="list-style-type: none"> - recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents <p><i>Non-statutory guidance - They should be introduced to the idea that variation in offspring over time can make animals more or less able to</i></p>

			<i>survive in particular environments and lead to evolutionary change. Pupils might find out about Charles Darwin's work on evolution.</i>
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Appendix B

B1 Statutory Guidance on Relationships and Health Education for Primary Schools (taken from DfE 2019)

Relationships education (Primary)

By the end of primary school:

Families and people who care for me	<p>Pupils should know</p> <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 ¹³ represents a formal and legally recognized 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.
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Caring friendships

Pupils should know

- 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.

Respectful relationships

Pupils should know

- 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	<p>Pupils should know</p> <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 recognize 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.

	<ul style="list-style-type: none">• how information and data is shared and used online.
Being safe	<p>Pupils should know</p> <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.

	<ul style="list-style-type: none"> • 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.
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Physical health and mental wellbeing (Primary)

By the end of primary school:

<p>Mental wellbeing</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge
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	<p>whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <ul style="list-style-type: none"> • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on

	<p>electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <ul style="list-style-type: none"> • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.
<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity).

	<ul style="list-style-type: none"> • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	<p>Pupils should know</p> <ul style="list-style-type: none"> • what constitutes a healthy diet (including understanding calories and other nutritional content). • 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 and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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 good health and that a lack of

	<p>sleep can affect weight, mood and ability to learn.</p> <ul style="list-style-type: none">• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups 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 science relating to allergies, immunisation and vaccination.
Basic first aid	<p>Pupils should know</p> <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary.• concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Appendix B

B2 Guidance on Sex Education for Primary Schools (taken from DfE 2019)

Sex Education (Primary)

65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (see below). It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born. As well as consulting parents more generally about the school's overall policy, primary schools should consult parents before the final year of primary school about the detailed content of what will be taught. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Meeting 24 these objectives will require a graduated, age-appropriate programme of sex education. Teaching needs to take account of the developmental differences of children.

68. Where a maintained primary school chooses to teach aspects of sex education (which go beyond the national curriculum for science), the school must set this out in their policy and all schools should consult with parents on what is to be covered. Primary schools that choose to teach sex education must allow parents a right to withdraw their children. Unlike sex education in RSE at secondary, in primary schools, head teachers must comply with a parent's wish to withdraw their child from sex education beyond the national curriculum for science. Schools will want to draw on the good practice for conversations with parents around the right to withdraw as set out in paragraphs 45 and 46. Schools must also ensure that their teaching and materials are appropriate having regard to the age and religious backgrounds of their pupils. Schools will also want to recognise the significance of other factors, such as any special educational needs or disabilities of their pupils.

National curriculum – Science

KS1 - Identify the main parts of the human body

KS1 - Know that animals, including humans have offspring which grow into adults

KS2 - Describe the changes as humans develop into old age