# BOUGHTON-UNDER-BLEAN & DUNKIRK METHODIST PRIMARY SCHOOL

# RELATIONSHIPS AND SEX EDUCATION POLICY

## September 2026

## Review Date: September 2028

## Ratified: 5/10/26

Signed……..Chair of Governors

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# Doing all the good that we can

We aspire for all our children to become confident, happy and caring individuals who achieve personal success and develop a love of learning and a life built upon our school values.

**Boughton-under-Blean & Dunkirk is a Methodist Primary School and our Methodist values are at the heart of everything we do.**

- Forgiveness
- Friendship
- Trust
- Justice
- Perseverance

**These are then underpinned by our learning values.**

- Communication
- Independence
- Aspiration
- Engagement

**Our whole school ethos is built upon and guided by them. Every school policy is written with this in mind and implemented in way that reflects our vision of doing all the good that we can and developing children as life long learners.**

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## 1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and 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

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

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

In teaching RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Boughton-under-Blean and Dunkirk Methodist Primary School, we teach RSE as set out in this policy.

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## 3. Policy development

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

1. Review – 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 – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

## 4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, 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 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum 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 school 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

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

- Families and people who care for me

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- 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 appropriate 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 age 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 school 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). These will be formally assessed by the PSHE lead and class teachers to ensure their suitability.

At all points of delivery of the curriculum, the school 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.

Pupils will be assessed by monitoring pupil progress against learning outcomes using varied evidence, including teacher observation, discussions, and work samples like scenario responses or self-reflections. It is not usually graded, but rather used to identify knowledge gaps, inform future teaching, and track development in understanding friendships, puberty, and health.

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 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 school, 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

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

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- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### 6.2 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 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

## 7. Use of external organisations and materials

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

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

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- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

# 8. Roles and responsibilities

## 8.1 The governing board

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

## 8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

## 8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes

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- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL).

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.

Mrs Cottenden is the member of staff who is the lead teacher for RSE.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child 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 3 of this policy and addressed to the headteacher.

Alternative schoolwork will be given to pupils who are withdrawn from sex 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 school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored by Mrs Cottenden (Deputy DSL and PSHE Lead) through planning scrutinies, learning walks, monitoring of PSHE scrapbooks and pupil voice interviews.

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

This policy will be reviewed by Mrs Cottenden (Deputy DSL and PSHE Lead) at least every 2 years to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current Department for Education advice and guidance. At every review, the policy will be approved by the governing board.

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## Appendix 1: Relationships and sex education curriculum map

| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 1 | Autumn 1 PSHE | Caring Friendships<br>• How to make friends<br>• What makes a good friend<br>• How to manage conflict with a friend |
| Year 1 | Autumn 2 PSHE | General wellbeing<br>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.<br>• Understand that worrying and feeling down are normal and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. |
| Year 1 | Spring 1 PSHE | Families and the people who care for me:<br>• What families do for one another<br>• How families are all different<br>• What families do together |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 1 | Spring 2 PSHE | Being Safe:<br>• Who can help us in different situations<br>• How to respond to adults they don't know<br>• What to do if they feel unsafe or worried<br>• How to get help if there is an accident<br>Personal Safety<br>• What hazards and risks there are in the home<br>• How to reduce risks |
| Year 1 | Summer 1 PSHE | Health Protection and Prevention<br>• How to reduce the risk of sun damage<br>• How good quality sleep is essential for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom<br>• What good oral hygiene is, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist<br>• How handwashing is important to prevent the spread of bacteria and viruses<br>Healthy Eating<br>• What constitutes a healthy diet |
| Year 1 | Summer 2 PSHE | General wellbeing<br>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.<br>• Understand that worrying and feeling down are normal and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 2 | Autumn 1 PSHE | General wellbeing<br>• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations.<br>• Understand that worrying and feeling down are normal and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• That change and loss, including bereavement, can provoke a range of feelings |
| Year 2 | Autumn 2 PSHE | Online Safety and Awareness<br>• How to exercise caution about sharing any information about themselves online<br>• That the internet contains a lot of content that can be inappropriate and upsetting for children<br>• where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online |
| Year 2 | Spring 1 PSHE | Being Safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.<br>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe<br>Developing bodies<br>• About growth and other ways the body can change and develop<br>• About the human life cycle |
| Year 2 | Summer 1 PSHE | Personal Safety<br>• How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 2 | Summer 2<br>PSHE | General Wellbeing<br>• 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<br>• The importance of promoting general wellbeing and physical health.<br>• 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 and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings |
| Year 3 | Autumn 1 PSHE | Caring friendships:<br>• How friendships support wellbeing<br>• What good friendships look like<br>• How to resolve conflict<br>• How to recognise of friendships are making them unhappy and how to seek help<br>Being Safe<br>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe |
| Year 3 | Autumn 2 PSHE | General Wellbeing<br>• 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<br>• The importance of promoting general wellbeing and physical health<br>• 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.<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 3 | Spring 1 PSHE | Physical Health and Fitness<br>• The characteristics and mental and physical benefits of an active lifestyle<br>• 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<br>Healthy Eating<br>• What constitutes a healthy diet (including understanding calories and other nutritional content)<br>• Understanding the importance of a healthy relationship with food<br>• The principles of planning and preparing a range of healthy meals<br>Health Protection and Prevention<br>• About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth and regular check-ups at the dentist<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer |
| Year 3 | Spring 2 PSHE | Wellbeing Online<br>• That for almost everyone the internet is an integral part of life<br>• About positive and negative aspects of the internet<br>• 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<br>Online Safety and Awareness<br>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met<br>• How to recognise harmful content or harmful contact, and how to report this |
| Year 3 | Summer 1 PSHE | Personal Safety:<br>• How to recognise hazards and reduce them<br>• How to keep safe around roads, railways and water<br>Basic first aid:<br>• How to respond in an emergency<br>Health Protection and Prevention<br>• How to reduce the risk of sun damage |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 3 | Summer 2<br>PSHE | Basic first aid:<br>• How to respond in an emergency<br>Personal Safety:<br>• How to recognise hazards and reduce them |
| Year 4 | Autumn 1 PSHE | General Wellbeing<br>• 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<br>• The importance of promoting general wellbeing and physical health<br>• 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 and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• 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 |
| Year 4 | Autumn 2 PSHE | Personal safety<br>• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks<br>• How to recognise risk and keep safe around roads, railways, including level crossings and water, including the water safety code<br>Wellbeing Online<br>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.<br>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive<br>Drugs, alcohol, tobacco and vaping<br>• 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 |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 4 | Spring 1 PSHE | Respectful, kind relationships:<br>• How to be polite and courteous in different situations<br>• How to set and respect personal boundaries<br>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs<br>• How to respond to aggressive or inappropriate behaviour<br>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help<br>Being Safe:<br>• How to recognise when a secret should be kept |
| Year 4 | Summer 1 PSHE | Developing bodies:<br>• How the body can change and develop, particularly during adolescence<br>• What the correct names are for body parts including genitalia<br>• How these parts are private and can express boundaries around them<br>• How physical and emotional changes can take place during the menstrual cycle<br>Health protection and prevention<br>• How to look after your own personal hygiene |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 4 | Summer 2<br>PSHE | Families and people who care for me<br>• That families are important for children growing up safe and happy because they can provide love, security and stability<br>• The characteristics of safe 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<br>• That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care<br>• That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 5 | Autumn 1 PSHE | Caring friendships<br>• How important friendships are in making us feel happy and secure, and how people choose and make friends<br>• That healthy 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<br>• The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br>Respectful, kind relationships<br>• That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs<br>• The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help<br>• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype |
| Year 5 | Autumn 2 PSHE | General Wellbeing<br>• 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<br>• The importance of promoting general wellbeing and physical health<br>• 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 and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• 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 |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 5 | Spring 1 PSHE | Online safety and awareness<br>• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this<br>• 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<br>General wellbeing<br>• 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<br>Wellbeing Online<br>• 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 |
| Year 5 | Spring 2 PSHE | Respectful, kind relationships<br>• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults<br>• How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration<br>• The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests<br>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs<br>Being Safe<br>• The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 5 | Summer 1<br>PSHE | Wellbeing online<br>• 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<br>• 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<br>• 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<br>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online<br>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.<br>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive<br>• 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<br>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults<br>• How to understand the information they find online, including from search engines, and know how information is selected and targeted<br>• That they have rights in relation to sharing personal data, privacy and consent<br>• Where and how to report concerns and get support with issues online |
| Year 5 | Summer 2<br>Science | Developing bodies:<br>• How bodies can change and develop, particularly during adolescence<br>• How puberty is a stage in this process<br>• What the correct names are for body parts including genitalia<br>• How the menstrual cycle can affect someone physically and emotionally |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 5 | Summer 2<br>PSHE | Health protection and prevention<br>• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body<br>• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer<br>Basic first aid<br>• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them<br>• Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries |
| Year 6 | Autumn 1 PSHE | General Wellbeing<br>• 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<br>• The importance of promoting general wellbeing and physical health<br>• 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 and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• 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 |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| Year 6 | Spring 2 PSHE | Developing bodies:<br>• How growth and other ways the body can change and develop, particularly during adolescence including the human life cycle and puberty<br>• How to use the correct names for body parts including genitalia<br>• How these parts are private and have the skills to express their own boundaries around these<br>• How the menstrual cycle affects people, including physical and emotional changes<br>Health protection and prevention:<br>• How to look after your own personal hygiene<br>• 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 |
| Year 6 | Summer 1 PSHE | Drugs, alcohol, tobacco and vaping<br>• 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 |
| Year 6 | Summer 2 PSHE | Wellbeing Online<br>• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online<br>• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted<br>• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive<br>• 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<br>• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults<br>• How to understand the information they find online, including from search engines, and know how information is selected and targeted |

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| YEAR GROUP | TERM | TOPIC/THEME DETAILS |
|---|---|---|
| All year groups | Autumn 2 Anti-Bullying Week | Caring friendships:<br>• How healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded<br>• How to manage conflict and that resorting to violence is never right<br>Respectful, kind relationships<br>• How to recognise the different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders and how to get help<br>General wellbeing:<br>• How bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others |
| All year groups | Spring 1 Children's Mental Health Week | General wellbeing:<br>• How physical activity, time outdoors and helping others can improve health, wellbeing and happiness<br>• How simple self-care techniques including rest can also support this<br>• What range and scale of emotions they may experience in different situations<br>• How worrying and feeling down are normal and affect everyone at different times<br>• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings<br>• Where and how to seek support |

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## Appendix 2: By the end of primary school 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<br>• The characteristics of safe 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<br>• That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care<br>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up<br>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong<br>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed |
| Caring friendships | • How important friendships are in making us feel happy and secure, and how people choose and make friends<br>• The characteristics of friendships 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<br>• 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<br>• 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<br>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened<br>• About managing conflict with kindness and respect, and that violence is never right<br>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed |

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| 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<br>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults<br>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration<br>• 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<br>• The practical steps they can take in a range of different contexts to improve or support their relationships<br>• The conventions of courtesy and manners<br>• 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<br>• 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.<br>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help<br>• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust<br>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype |

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| 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<br>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous<br>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them<br>• 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<br>• 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<br>• How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met<br>• How information and data is shared and used online, including where pictures or words might be circulated<br>• 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<br>• 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 |
| 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<br>• About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe<br>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact<br>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know<br>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust<br>• 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<br>• Where to get advice, for example from their family, school and/or other sources |

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## 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/carer | | Date | |
| Reason for withdrawing from sex education within relationships and sex education | | | |
| | | | |
| Any other information you would like the school to consider | | | |
| | | | |
| Parent/carer signature | | | |

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


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