

Relationships and Sex Education Policy



Approved by:

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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

At Wrockwardine Wood CE Junior School, our RSE policy supports our Christian vision—rooted in Jesus’s promise of “life in all its fullness” (John 10:10)—and promotes holistic flourishing: spiritual, emotional, physical, relational, and moral. Through RSHE, we seek to embody our values of compassion, friendship, joy, thankfulness, wisdom, and courage, helping pupils to build healthy, caring, wise relationships and make courageous, informed, and compassionate choices

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 Wrockwardine Wood CE Junior School, we teach RSE as set out in this policy.

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, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum aims to ignite the ability in all to 'Love, Laugh and Learn'. This is achieved through recognizing the extraordinary and wondrous in everything that we plan across our curriculum. When coupled with our Christian values and Jesus's promise 'I have come to give life and life in all its fullness' (John 10:10) we are able to provide the children with experiences that will inspire them and ultimately support them to flourish. Our RSE offer supports the pupil's cultural capital as we are able to offer experiences, opportunities and contexts that they perhaps are not exposed to outside of the school community setting. It is with these experiences that we can show our children that we are loving out loud; supporting their development, fostering positive futures and opening their minds to a future without limits.

Our curriculum is set out as per Appendices 1 and 2 but we may need to adapt it as and when necessary. It is underpinned by the statutory expectations as set out by the DfE in Appendix 2. Our RSE curriculum is based on all statutory elements of the curriculum, using a wide range of resources to meet the needs of our children.

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, including biological aspects of RSE, are taught within our personal, social, health and economic (PSHEE) education curriculum. Links to RSE are also made within our science curriculum.

We will make sure that:

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

At Wrockwardine Wood CE Junior School, our Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Our Health Education has a strong focus on emotional and mental health and wellbeing. This is taught through the following content:

- Mental wellbeing
- Internet Safety and harms
- Physical health and fitness
- Healthy Eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

It is important to explain that whilst our Relationship unit covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere across the year, for example, in our Celebrating Difference unit, which helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum. These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Whilst the Healthy Me unit covers most of the statutory Health Education, some of the outcomes are taught elsewhere in our curriculum, through a wide range of resources.

Teaching children about puberty is a statutory requirement, which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand. At Wrockwardine Wood CE Junior School, this is taught as part of our Changing Me unit.

For more information about our RSE curriculum, see Appendix 1.

Our 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.

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

At Wrockwardine Wood CE Junior 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).

Our school is committed to ensuring that all Relationships Education (and, where applicable, Sex Education) resources are accurate, age-appropriate, evidence-based, and consistent with our school's Christian ethos and statutory requirements.

In line with the Department for Education statutory guidance (2025) on Relationships Education, Relationships and Sex Education (RSE) and Health Education, all materials used in the delivery of RSE will be subject to a formal and transparent review process prior to use.

Our RSE materials will:

- Be factually accurate and based on reliable evidence
- Be age-appropriate, recognising the DfE requirement that pupils should not be exposed to content that is inappropriate for their developmental stage
- Reflect safeguarding principles, including those set out in *Keeping Children Safe in Education (2025)*
- Support pupils in understanding healthy relationships, safety, and wellbeing, including online contexts, as emphasised in the updated guidance

- Avoid presenting contested or partisan views as fact, particularly on sensitive topics, in line with DfE expectations
- Be consistent with the Church of England vision and values, promoting dignity, respect, and the worth of every individual

All resources used in the delivery of RSE will be reviewed through the following process:

1. Initial Screening

The subject leader (PSHEE/RSE lead) will assess materials against statutory guidance and school values.

2. Curriculum Alignment Check

Resources will be mapped against the statutory content outlined in the DfE guidance (2025), ensuring coverage is appropriate for primary pupils and reflects the school's planned curriculum progression

3. Safeguarding and Sensitivity Review

Materials will be checked to ensure they:

- Promote safeguarding and pupil wellbeing
- Do not introduce unnecessary or inappropriate detail
- Enable teachers to respond sensitively to pupils' questions

4. Leadership Approval

Final approval will be given by a member of the Senior Leadership Team. Where appropriate, governors (including foundation governors) may be involved in reviewing resources to ensure alignment with the school's ethos.

In recognition that the DfE updated RSE guidance (July 2025, statutory from September 2026) requires schools to keep provision under review, the school will:

- Review all RSE resources at least annually
- Update materials in response to new statutory guidance, safeguarding updates, or emerging issues (e.g. online safety)
- Seek feedback from staff, pupils, parents, and governors

In line with DfE expectations for increased transparency:

- Parents/carers will be able to view RSE resources on request
- The school will clearly communicate what is taught and when
- Any concerns about materials will be considered through the school's established procedures

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued.

At Wrockwardine Wood CE Junior School, we recognise that, in line with statutory guidance from the Department for Education (2025), formal examinations are not required for Relationships Education in primary schools. However, assessment remains an important tool to ensure that pupils have understood key knowledge and are developing appropriate skills and attitudes.

Assessment in RSE will:

- Be age-appropriate, proportionate, and supportive of learning, rather than high-stakes
- Focus on pupils' understanding of key concepts, including healthy relationships, respect, boundaries, and personal safety
- Support teachers in identifying misconceptions or gaps in understanding
- Be conducted in a way that is sensitive and respectful, recognising the personal nature of some content
- Reflect our school's Christian ethos, valuing each child as an individual

Teachers will use a range of informal and formative assessment strategies, which may include:

- Class discussions and questioning
- Pupil reflections (spoken or written, where appropriate)
- Scenario-based activities and role play
- Observation of participation and engagement
- Low-stakes quizzes or retrieval activities

These approaches enable teachers to assess whether pupils:

- Understand what constitutes a healthy and respectful relationship
- Can identify trusted adults and sources of support
- Know how to keep themselves safe, including online
- Demonstrate respect for others and an awareness of differences

Assessment outcomes will:

- Be used to inform future teaching and curriculum planning
- Help ensure that content is delivered at the appropriate level of challenge
- Support early identification of any safeguarding concerns, in line with school procedures

Where assessment indicates that pupils have:

- Misunderstood key concepts, or
- Additional questions or needs

teachers will provide clarification, reassurance, and further overlearning in an RSE intervention, delivered at the end of each PSHEE unit. This will enable key learning, concepts and vocabulary to be revisited and overlearnt, using a variety of practical resources to aid retention and understanding.

In all content and delivery, we encourage pupils to:

- Show compassion—understanding differences, supporting peers in emotional struggle (e.g. bereavement, loneliness).
- Foster friendship—practising active listening, respect, and support.

- Experience joy and thankfulness in celebrating diversity, healthy families, loving relationships.
- Seek wisdom—making informed, thoughtful decisions rooted in fact and empathy.
- Demonstrate courage—to uphold personal boundaries, report concerns, and challenge harmful behaviours.

By grounding RSE in these values and our Christian ethos, pupils are equipped not only with factual knowledge, but with moral and spiritual tools to live lives of fullness, integrity and love.

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, pupils will feel:

- Safe and supported
- Able to engage with the key messages

We will also:

Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions
- Digital formats

Give careful consideration to the level of adaptation 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 any materials created by external organisations 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
- 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
- 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): Tracey Cartwright.

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.

Staff responsible for the teaching and delivery of our RSE curriculum are:

Mrs Louise Brindley-Jones (Year 3 teacher)

Miss Ashleigh Husselbee (Year 3 teacher)

Mrs Ivy Mellor (Year 4 teacher)

Mrs Ruth Daily (Year 4 teacher)

Miss Hannah Bryne (Year 5 teacher)

Miss Rachel Gore (Year 5 teacher)

Mrs Kerry Slow (Year 6 teacher)

Miss Kate Steventon (Year 5/6 teacher)

Staff with additional responsibilities relating to the monitoring of our RSHE Curriculum:

Mrs Louise Brindley-Jones – PSHEE Lead, RE Lead

Mrs Ruth Daily – Science Lead

Mrs Kerry Slow – PE lead

Miss A Husslebee – Computing Lead

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.

At Wrockwardine Wood CE Junior School, we conclude that sex education refers to Human Reproduction, which is taught across the school through our PSHEE curriculum. Consequently, parents and carers have the right to request their child be withdrawn from the PSHEE lessons that explicitly teach this.

We will inform parents of this right by a letter sent home during Summer Term 1, prior to the Changing Me unit being taught (see Appendix 4). A Parent/Carer Workshop, led by the RSE Lead will also take place during Summer Term 1. This meeting will further explain the content of the RSHE curriculum. Parents and carers will also have the opportunity to view some of the resources that we will use to teach our RSE curriculum.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

In all cases, the Headteacher/PSHEE/RSE Lead will meet with parents to understand their decision to withdraw and highlight the benefits of receiving this education with their peers. In this way, pupils and students will receive accurate information.

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 Louise Brindley-Jones (PSHEE and RSE Lead) through: lesson visits, planning and book scrutinites, learning walks and pupil voice.

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

This policy will be reviewed by Louise Brindley-Jones (PSHEE and RSE Lead) annually.

At every review, the policy will be approved by the governing body and Tracey Cartwright (Headteacher).

Appendix 1: Curriculum map Relationships and sex education curriculum map



RSHE Content Overview



	Healthy Me	Relationships	Changing Me
<p>Year 3 Focuses on building foundational knowledge and skills, including developing emotional literacy, understanding friendships and trust, recognising and managing feelings, and beginning to build positive social skills and respectful relationships.</p>	<ul style="list-style-type: none"> • Know that worrying and feeling down are normal, effect everyone at different times and are not in themselves a sign of a mental health condition • Understand the importance of respect for myself and others • Know who to go to when asking for help • How to report concerns about something seen online or experienced in real life • Know when something feels safe or unsafe • How to report feeling bad about an adult because they have made us feel unsafe • Know that there are things, places and people that can be dangerous • Know how to make healthy and safe choices when outdoors • Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks • Know how to stay safe around water, roads and railways – including level crossings and the water safety code • Know the basics of emergency first aid • Know how to make a clear and efficient call to the emergency services including knowing the 	<ul style="list-style-type: none"> • Understand the importance of personal space, boundaries and consent and how these might differ for different people or in different relationships (physical contact, privacy). – identify trusted adults • Know that it is okay to say 'NO' and to develop some strategies to do this. • Begin to understand that people can sometimes be exploited and manipulated to make choices they would not have otherwise made • Begin to understand the meaning of the term 'grooming' and that it can happen online and offline. • Know the skills for developing caring, kind friendships • Know what sorts of boundaries are appropriate in friendships with peers and others (including online) • Know it is okay to seek support if friendships or relationships are making them feel uncomfortable or unhappy. • Understand how to manage conflict and that resorting to violence is never right. • Understand how to pay attention to the needs and preferences of others, 	<ul style="list-style-type: none"> • Know that it's okay to say NO and to develop some strategies to do this • Understand appropriate and inappropriate touch • Know that in animals and humans lots of changes happen when growing up • Know how babies grow • Know that in nature it is usually the female that carries the baby • Know that babies need love and care from their parents/carers • Know some of the changes that happen between being a baby and a child. • Know some of the outside body changes that happen during puberty • Know some of the changes on the inside that happen during puberty • Begin to understand the menstrual cycle and how inside body changes make this happen • Understand the importance of personal hygiene • Know the correct anatomical language for body parts • Preparing for transition

	<p>importance of reporting incidents rather than filming them</p> <ul style="list-style-type: none"> • Know a range of strategies to keep themselves safe - online and offline • Know how exercise, healthy eating and sleep affects their bodies and mental health • Understand the importance of keeping good personal hygiene • Know the benefits of dental health and good oral hygiene – brushing twice a day with fluoride toothpaste, cleaning between teeth, regular <u>check ups</u> at the dentist • Know that there are different types of drugs • Understand food labelling and know that the <u>amount</u> of calories, fat and sugar that they put into their bodies will affect their health • Know and understand how to make healthy food swaps and alternatives • Know why their hearts and lungs are such important organs • Know that their bodies are complex and need taking care of 	<p>including in families and friendships.</p> <ul style="list-style-type: none"> • Understand how we balance the needs and wishes of different people and how this can be complicated. • Know some strategies for keeping themselves safe online - Recognize hurtful behaviour: online and offline and know who to go to for help • Understand the importance of not sharing personal information online • Understand the importance of privacy and location settings to protect information online • Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers • Know the risks relating to online gaming: scams / fake and misleading information • Know that media can influence how I feel and what I think about different things. • Know that they and all children have rights (UNCRC) • Know that different family members carry out different roles or have different 	
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		<p>responsibilities within the family</p> <ul style="list-style-type: none"> • Understand diversity within families and what different families can look like • Know some of the skills of friendship, e.g. taking turns, being a good listener • Understand how my choices affect others • Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc and challenge these • Know how some of the actions and work of people around the world help and influence my life • Know the lives of children around the world can be different from their own • Know my place in the world as a global citizen • Know that isolation and loneliness can affect children and the benefits of seeking support. • Know that change and loss, including bereavement, can provoke a range of feelings. • Know that grief is a natural response and everyone grieves differently. 	
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<p>Year 4 Early context building: Introduction to puberty and changes in preparation for year 5. Builds on prior learning by deepening understanding of relationships, including respect, empathy, and healthy friendships. Pupils begin to explore boundaries, personal space, and the importance of consent in simple terms, alongside developing greater self-awareness and emotional regulation.</p>	<ul style="list-style-type: none"> • Know that worrying and feeling down are normal, <u>effect everyone at different times and are not in themselves a sign of a mental health condition</u> • Know how different friendship groups are formed and how they fit into them • Know which friends they value most • Know ways to resist when people are putting pressure on them - including peer pressure and peer influences • Recognise and celebrate inner strength • Know that there are leaders and followers in groups • Know what they think is right and wrong • Know that they can take on different roles according to the situation • Know the facts about smoking and vaping and its effects on health • Know the facts about alcohol and its effects on health, particularly the liver • Know some of the reasons some people start to smoke and vape • Know some of the reasons some people drink alcohol • Understand hazards (including fire risks) that may cause harm, 	<ul style="list-style-type: none"> • Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults (including online) • Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships. • Know the pros and cons of different ways of using online connection. • Know how to seek support with relationships if feeling lonely or excluded. • Understand bullying and peer pressure • Understand stereotypes: gender and roles • Know the features of positive, healthy relationships • Begin to know the difference between a friendship and a boyfriend / girlfriend relationship • Know that people can be sometimes exploited and manipulated to make choices they would not have otherwise made • Understand the meaning of the term 'grooming' and that it can happen online and offline • Recognise hurtful or negative behaviours online and offline and feel able to seek help 	<ul style="list-style-type: none"> • Know that they are unique • Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults • Know most of the outside body changes that happen during puberty • Know most of the changes on the inside that happen during puberty • Understand the menstrual cycle and how this relates to puberty and adolescence. • Understand appropriate and inappropriate touch • Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm • Know that babies are made by a sperm joining with an ovum • Know the names of the different internal and external body parts that are needed to make a baby • Know how the female and male body change at puberty • Know that change can bring about a range of different emotions • Know that personal hygiene is important during puberty and as an adult
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	<p>injury or risk and ways to reduce those risks</p> <ul style="list-style-type: none"> • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know the basics of emergency first aid • Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them 	<ul style="list-style-type: none"> • Understand what inappropriate contact looks like online • Understand the importance of managing screen time • Know the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms • Know that gaming can become addictive • Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • Know that grief and loss are a normal part of relationships • Know that negative feelings are a normal part of grief and loss and understand strategies to help them through loss and grief • Know that memories can support us when we lose a special person or animal • Know some reasons why people feel jealousy • Know that jealousy can be damaging to relationships 	<ul style="list-style-type: none"> • Know that change is a normal part of life and that some cannot be controlled and have to be accepted. • Know the correct anatomical language for body parts • Preparing for transition • Feel confident and accepting of change
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<p>Year 5 Introduces more complex concepts around relationships and personal development, including managing peer influence, developing resilience, and understanding the physical and emotional changes associated with puberty. This includes age-appropriate sex education as human reproduction and how a baby is conceived and born, alongside promoting respect, responsibility, and awareness of diversity, including in online contexts.</p>	<ul style="list-style-type: none"> • Understand mental health: anxiety, self-esteem, coping with worries • Know basic emergency procedures, including the recovery position • Know how to get help in emergency situations • Know how to make a clear and efficient call to the emergency services including knowing the importance of reporting incidents rather than filming them • Understand hazards (including fire risks) that may cause harm, injury or risk and ways to reduce those risks • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know that the media, social media and celebrity culture promotes certain body types • Know the different roles food can play in people's lives and know that people can develop eating problems/disorders related to body image pressure • Know the health risks of smoking, nicotine and vaping • Know how smoking tobacco affects the lungs, liver and heart • Know some of the risks linked to misusing alcohol, including antisocial behaviour 	<ul style="list-style-type: none"> • Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults (including online) • Know how online relationships can <u>compliment</u> and support meaningful in-person relationships but also how they may be in tension • Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships. • Know the pros and cons of different ways of using online connection. • Know the difference between being assertive and being controlling; being kind to other people v neglecting your own needs • Revision of consent • Understand how to pay attention to the needs and preferences of others, including in families and friendships. • Understand how we balance the needs and wishes of different people and how this can be complicated. • Understand how different families look and what different relationships can look like • Know online risks: any material that is provided online might be 	<ul style="list-style-type: none"> • Know the importance of setting and respecting boundaries in relationships with friends, family, peers and adults • Know the difference between being assertive and being controlling; being kind to other people v neglecting your own needs • Understand the influence of the media on body image • Know their body is theirs • Understand that it is okay to say NO to unwanted touch • Know that becoming a teenager involves various changes and also brings growing responsibility • Understand appropriate and inappropriate touch • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know that sexual intercourse can lead to conception • Know the basic biological facts about conception and birth – understand how babies are made • Know that some people need help to conceive and might use IVF
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	<ul style="list-style-type: none"> • Know what makes a healthy lifestyle and the impact this has on physical and mental health and wellbeing 	<p>circulated, and once it is, there is no way of deleting it or no control over where it ends up</p> <ul style="list-style-type: none"> • Know digital rights • Understand privacy and location settings and how they protect information online • Know the risks relating to online gaming: gaming addiction, hoaxes, privacy, loot boxes, data • Understand what assertive and controlling behaviour looks like (online and offline) • Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers, including other children and adults • Begin to understand that grooming can happen to any child, whatever their age or gender • To begin to understand that a range of tactics can be used to groom and exploit someone • To begin to understand that grooming can take place over a long or short period of time. • To understand what peer pressure is and how they can respond to it. 	<ul style="list-style-type: none"> • Know what perception means and that perceptions can be right or wrong • Know the correct anatomical language for body parts • Growing responsibility • Coping with change • Preparing for transition
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		<ul style="list-style-type: none">• Know that there are rights and responsibilities in an online community or social network• Know how to stay safe when using technology to communicate with friends• Know that belonging to an online community can have positive and negative consequences• Know that there are rights and responsibilities when playing a game online• Know that too much screen time isn't healthy• Know that a personality is made up of many different characteristics, qualities and attributes: self-recognition and self-worth, building self-esteem	
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<p>Year 6 Prepares pupils for transition to secondary school by consolidating knowledge of healthy relationships, including a more developed understanding of consent, communication, and responsibility. There is a stronger focus on puberty, personal safety (including online safety), and developing independence, critical thinking, and emotional maturity.</p>	<ul style="list-style-type: none"> • Mental health: loneliness, loss, self-harm: signposting help, NOT PROMOTING • Understanding of body image and peer pressure • Understand the consequences of inappropriate sharing online • Know that some people can be exploited and made to do things that are against the law • Know why some people join gangs and the risk that this can involve - including county lines and gang culture • Know how to take responsibility for their own health • Know what it means to be emotionally well • Know how to make choices that benefit their own health and well-being • Know and understand the importance of good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as no screens in the bedroom • Understand the impact of poor sleep on weight, mood and the ability to learn • Know the facts and scientific evidence relating to vaccination and immunization – aligned with when vaccinations are offered to pupils 	<ul style="list-style-type: none"> • Understand the legal definitions of sex/gender: the difference between biological sex and gender identity, including AI risks and social pressures • Know that gender reassignment is protected by the law. • Understand that not all people share the same beliefs about gender identity. • To know that grooming can happen to any child, whatever their age or gender • To understand that a range of tactics can be used to groom and exploit someone • To know that grooming can take place over a long or short period of time • Compare the features of healthy and unhealthy relationships • Know how online relationships can <u>compliment</u> and support meaningful in-person relationships but also how they may be in tension • Know some reasons why online relationships are unlikely to be a good substitute for high-quality, in-person relationships. • Know the pros and cons of different ways of using online connection. 	<ul style="list-style-type: none"> • Recap: respect, boundaries and consent • Know the correct anatomical language for body parts • Know how a baby develops from conception through the nine months of pregnancy and how it is born • Understand menstrual health at a deeper level, including heavy bleeding, irregular periods and conditions like PCOS • Know how being physically attracted to someone changes the nature of the relationship • Understand the term 'sexting' and the impact of this • Know the importance of self-esteem and what they can do to develop it • Understand self and body-image • Understand appropriate and inappropriate touch • Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally • Know what they are looking forward to and what they are worried about when thinking
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	<ul style="list-style-type: none"> • Know about different types of drugs and their uses • Know how these different types of drugs can affect people's bodies, especially their liver and heart • Know that stress can be triggered by a range of things • Know that being stressed can cause drug and alcohol misuse • Know how to stay safe around water, roads and railways including level crossings and the water safety code • Know basic first aid 	<ul style="list-style-type: none"> • Understand how to pay attention to the needs and preferences of others, including in families and friendships. • Understand how we balance the needs and wishes of different people and how this can be complicated. • Explain how to seek help for themselves or a friend • Understand the concept of coercion and what coercive behaviour might look like • Feel able to challenge unwanted behaviours within a relationship • Know that sometimes people can try to gain power or control them • Know the minimum age for joining social media sites (currently 13) and that this protects them from inappropriate content or unsafe contact with other social media users, who may be strangers, including other children and adults • Know digital rights • Understand privacy and location settings and how they protect information online • Know some of the dangers of being 'online' 	<p>about transition to secondary school/moving to their next class</p>
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		<ul style="list-style-type: none">• Know online risks: any material that is provided online might be circulated, and once it is, there is no way of deleting it or no control over where it ends up• Understand how to resist pressure online• Know how to critically evaluate their online relationships and sources of information: AI generated content• How to recognise harmful content or harmful contact and how to report this• Know that it is important to take care of their own mental health• Identify mental health worries and sources of support• Know ways that they can take care of their own mental health• Know the stages of grief and that there are different types of loss that cause people to grieve• Know how to use technology safely and positively to communicate with their friends and family	
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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	<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 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• 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• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> • The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data is shared and used online, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example • About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • Where to get advice, for example from their family, school and/or other sources

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	

Appendix 4: Parent/carers letter informing them of upcoming RSE lessons

Dear Parents and Carers,

Upcoming Sex Education in PSHEE – Information and Parent Rights

I am writing to inform you about the upcoming Relationships, Sex and Health Education (RSHE) lessons that will be taking place as part of our Personal, Social, Health and Economic Education (PSHEE) curriculum during this term.

In line with the 2025 Department for Education statutory guidance, we are committed to delivering high-quality, age-appropriate RSHE that supports the holistic development of every child. These lessons will help equip our pupils with the knowledge, skills, and values they need to make informed decisions about their wellbeing, relationships, and health as they grow.

As a Church of England junior school, our approach to RSHE is rooted in our Christian values of:

- **Compassion** – respecting and caring for others, especially in discussions around empathy, boundaries, and personal safety.
- **Friendship** – understanding healthy, respectful relationships and how to be a good friend.
- **Joy** – celebrating the uniqueness of each individual and fostering self-worth.
- **Thankfulness** – appreciating our bodies and the care we owe to ourselves and others.
- **Wisdom** – making safe, respectful choices in relationships and recognising right from wrong.
- **Courage** – having the confidence to ask questions, seek help, and stand up for oneself and others.

What Will Be Covered?

In upcoming PSHEE lessons, we will be covering content appropriate to the age and stage of our children. Lessons will cover:

- Understanding different types of relationships, including friendships and family structures
- The importance of personal boundaries and privacy
- How to recognise and report concerns about safety
- Basic understanding of how bodies change as we grow (as part of health education)
- Respecting others, including differences in beliefs, backgrounds, and family setups

Age-appropriate sex education will be taught in Year 5, to support our children's growing maturity in preparation for their transition to secondary school. This may include discussions about reproduction, the emotional aspects of growing up, and changes during puberty, delivered sensitively by our well trained and supportive staff.

Your Right to Withdraw

Parents and carers have the right to withdraw their child from the non-statutory sex education elements of RSHE. This does not include the statutory relationships education and health education, which all pupils must take part in.

If you would like to view the teaching materials in advance, we warmly invite you to an **RSHE Parent workshop on**

During this session, we will share teaching resources from each year group and you will have an opportunity to view our curriculum coverage in more detail. This will also be an opportunity to discuss any questions or concerns you may have.

If you wish for your child to be withdrawn from the PSHEE lessons that teach human reproduction, you will be required to submit this in writing to Mrs Cartwright using the form within the RSHE Policy (Appendix 3) which can be found on our school website.

Working Together

We believe that teaching about relationships and health is a shared responsibility between home and school. With the guidance of our Christian ethos, we aim to nurture a learning environment where children feel safe, respected, and confident in their journey to adulthood.

Thank you for your continued support in helping us provide a thoughtful, inclusive, and values-led education for your child.

Thank you for your continued support,

L Brindley-Jones

PSHEE and RSHE Lead