



Relationships & Sex Education Policy

2026 - 2027

Due for next review in: Summer Term 2027

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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 children for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Help children develop feelings of self-respect, confidence and empathy
- › Create a positive culture around issues of sexuality and relationships
- › Teach children the correct vocabulary to describe themselves and their bodies

At Woodside School, we will provide age-appropriate relationships and health education (RHE) to all pupils as part of the school’s statutory curriculum. Our school aims to assure parents, carers and children that all aspects of RHE will be delivered in a safe space, allowing time and compassion for questions at a level that every child understands. Sensitive topics relating to RHE will be delivered in a sensitive manner as part of a whole-school approach where families and teachers work in partnership.

RHE is compulsory in all primary schools in England. The key topics applicable for all key stages have been carefully planned. Parents are given the opportunity to discuss this policy at any time and staff will be provided with accurate training and further resources to deliver lessons to pupils.

We understand that our children must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which is required to be delivered to every primary-aged pupil.

Relationships education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and ensures can talk to a trusted adult if there is anything worrying them. Health education focusses on equipping pupils with the knowledge they need to make informed decisions about their own health and ensures they

receive factual information about the changes they will experience emotionally and physically during puberty.

We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health education (RSHE) for all our pupils. This policy sets out the framework for our RSHE curriculum, providing clarity on how it is informed, organised and delivered. Any sex education included within the curriculum consists of age-appropriate content which covers how babies are conceived and how they are born. **Sex education does not go above and beyond the focus of reproduction.**

Mission statement

At Woodside we strive to ensure that our children are happy, confident and aspirational, always trying their best. Woodside children are encouraged to be respectful, resilient and to take responsibility for their own actions, making positive contributions that are recognised and celebrated by the wider community.

Our values

Creativity

Aspiration

Respect

Empathy

2. Legal framework

This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- DfE 'Science programmes of study: key stages 1 and 2'
- DfE 'Relationships Education, Relationships and Sex Education (RSE) and Health Education'
- DfE 'Teaching about relationships, sex and health'
- DfE 'Keeping children safe in education'

This policy operates in conjunction with the following school policies:

- Child Protection and Safeguarding Policy
- Behaviour Policy
- SEND Policy
- Equality, Equity, Diversity and Inclusion Policy
- Online Safety Policy
- School Strategic Plan

At Woodside School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, children, parents and carers. The consultation and policy development process involved consulting with representatives from staff, parents/carers and children. Once the policy was finalised, it was shared with trustees and ratified.

4. Definition

RSE is about the emotional, social and cultural development of children, 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.

At Woodside we teach RSE through PSHE (Personal Social Health and Economic) and the science curriculum. We teach PSHE through six key areas:

1. Family and relationship
2. Health and wellbeing
3. Safety and the changing body
4. Citizenship
5. Economic wellbeing
6. Identity (Year 6)

5. Curriculum

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

We have developed the curriculum taking into account the age, developmental stage, needs and feelings of our children. If children ask questions outside the scope of this policy, teachers will liaise with parents/carers and respond in an appropriate manner so that children are fully informed and don't seek answers online.

Sex education is not compulsory in primary schools, beyond what is laid out in the National Curriculum for Science:

Year 1: Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2: Notice that animals, including humans, have offspring which grow into adults.

Year 5: Describe the life process of reproduction in some plants and animals; describe the changes as humans develop to old age (they should learn about the changes experienced in puberty).

At our school sex education will focus on:

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

Overview of the RSE curriculum

Families and people who care for me

Through the curriculum, pupils will be taught:

- That families are important for them growing up safe and happy because they can provide 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 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.
- 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 two people to each other which is intended to be lifelong.
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Through the curriculum, pupils will be taught:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- Skills for developing caring and 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.
- 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Through the curriculum, pupils will be taught:

- How to pay attention to the needs and preferences of others, including in families and friendships – including discussions around how to balance the needs and wishes of different people in relationships and why this can be complicated.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 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.
- The difference between being assertive and controlling, and the difference between being kind to other people and neglecting personal needs – including opportunities to discuss such issues.
- That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different, make other choices, or have different preferences or beliefs.
- About the practical steps they can take and skills they can develop 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 – including opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity through developing skills and interests.
- About the different types of bullying, including online, the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative, destructive, or lead to bullying and how to challenge a stereotype.
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Through the curriculum, pupils will be taught:

- That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous.
- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met.
- How to recognise harmful content or harmful contact, and how to report this.
- That there is a minimum age for joining social media sites which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- About the importance of exercising caution about sharing any information about themselves online.
- About online risks, including that any material provided online might be circulated, and that once a picture or word 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.

Being safe

By the end of primary school, pupils will know:

- What sorts of boundaries are appropriate in friendships with peers and others, including online.
- About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe.

- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not 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 abuse, concerns 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.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard, and where to get advice, e.g. family, school or other sources.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

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

We organise our curriculum through a cycle of topics which give all our children access to a broad curriculum differentiated to meet their needs. It is a spiral curriculum that develops and progresses as the child moves through the school. The theme of growing up is revisited throughout the child's education and the knowledge, skills and concepts they experience.

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

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

6.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

- Make sure that children 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 children in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our children
- 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 childrens' experiences and won't provoke distress

7. Use of external organisations and materials

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

The school remains responsible for what is said to children. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with children's 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
- Make any resources produced by such agencies available for parents/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

8. Roles and responsibilities

The Trustee Board will be responsible for:

- Playing an active role in monitoring, developing and reviewing the policy and its implementation in school
- Ensuring all pupils make progress in achieving the expected educational outcomes
- Ensuring the curriculum is well led, effectively managed and well planned
- Evaluating the quality of provision through regular and effective self-evaluation
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations
- Ensuring this policy is up-to-date and is published on the school's website and provided free of charge to anyone who requests it
- Ensuring that all staff receive ongoing training on issues relating to PSHE and RHE and how to deliver lessons on such issues
- Ensuring that all staff are up to date with policy changes, and familiar with school policy and guidance relating to RHE.

The Headteacher will be responsible for:

- The overall implementation of this policy

- Ensuring adequate time on school timetable to deliver RHE as a statutory curriculum subject
- Providing support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RHE to pupils; for example, if staff do not feel that their training has been adequate or that aspects of the curriculum conflict with their religious beliefs
- Ensuring that parents are fully informed of this policy and the RHE resources are available to parents beforehand
- Reviewing requests from parents to withdraw their children from the subjects
- Discussing requests for withdrawal with parents
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful
- Reporting to the Trustee Board on the effectiveness of this policy
- Reviewing this policy on an annual basis.

The RHE subject leader will be responsible for:

- Overseeing the delivery of the subjects
- Ensuring that staff values and attitudes will not prevent them from providing a balanced RHE in school
- Providing the agreed vocabulary to be used during the lessons to ensure a consistent approach
- Ensuring the subjects are age-appropriate and high-quality and up-to-date
- Ensuring teachers are provided with adequate resources to support teaching of the subjects
- Ensuring the school meets its statutory requirements in relation to the relationships, and health curriculum
- Ensuring the relationships and health curriculum, as well as any optional sex education, is inclusive and accessible for all pupils
- Working with other subject leaders to ensure the relationships and health curriculum complements, but does not duplicate, the content covered in the national curriculum
- Liaising and working in partnership with parents and carers to support further conversations at home and to share the resources ahead of teaching upon request
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the Headteacher.

The SENCOs will be responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of support staff in order to meet pupils' individual needs
- Ensuring that the needs of vulnerable pupils are taken into consideration in designing and teaching these subjects

Teachers will be responsible for:

- Delivering a high-quality and age-appropriate relationships and health curriculum in line with statutory requirements
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils

- Ensuring they do not express personal views or beliefs when delivering the programme
- Modelling positive attitudes to relationships, sex and health
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy
- Acting in accordance with planning, monitoring and assessment requirements for the subjects
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND
- Working with the RHE subject leader to evaluate the quality of provision.

Parents/carers are responsible for:

- Enabling their children to grow and mature and to form healthy relationships
- Supporting their children through their personal development and the emotional and physical aspects of growing up
- Ensuring that they are aware of aspects of the curriculum, including when it is going to be delivered and the content
- Supporting their children's personal, social and emotional development, by working with the school to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHE
- Seeking additional support in this from the school where they feel it is needed.

9. Parents' right to withdraw

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

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

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

Alternative school work will be given to children 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 as necessary.

11. Monitoring arrangements

The delivery of RSE is monitored by PSHE subject leader Claire Jones, and by the Headteacher and Deputy Headteacher through:

- planning scrutiny
- learning walks
- work scrutiny
- pupil voice

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

This policy will be reviewed by the Headteacher annually. At every review, the policy will be approved by the Trustee Board.

Appendix 1: Curriculum map

	<i>Autumn 1</i>	<i>Autumn 2</i>	<i>Spring 1</i>	<i>Spring 2</i>	<i>Summer 1</i>	<i>Summer 2</i>
Year 1 Optional lessons Compulsory extra lessons	Full Plan – Family and Relationships Class charter – rules, expectations etc. Lesson 1: What is family? Lesson 2: What are friendships? Lesson 3: Recognising other people's emotions Lesson 4: Working with others NSPCC Speak Out. Stay Safe.	Full Plan – Family and Relationships Lesson 5: Friendship problems Lesson 6: Healthy friendships Lesson 7: Gender stereotypes End of Unit Quiz Bonfire Night Diwali Remembrance Anti-Bullying Week Children in Need	Condensed Plan – Health and Wellbeing Lesson 1: Understanding my emotions Lesson 3: Ready for bed Lesson 5: Handwashing & personal hygiene Lesson 6: Sun safety Lesson 7: Allergies Lunar New Year Children's Mental Health Week Comic Relief	Condensed Plan – Citizenship Lesson 1: Rules Lesson 4: Similar, yet different Ramadan (Changes annually) National Fly A Kite Day (Part of the School Council's 20 things) Down Syndrome Awareness Day	Condensed Plan – Economic Wellbeing Lesson 1: Introduction to money Lesson 4: Saving and spending British Values School Values Earth Day	Condensed Plan – Safety and the Changing Body Lesson 1: Adults in school Lesson 2: Adults outside school Lesson 4: Making an emergency phone call Lesson 5: Appropriate contact Lesson 6: Safety with substances Summer Solstice
Year 2	Full Plan – Family and Relationships Class charter – rules, expectations etc. Lesson 1: Families offer stability and love Lesson 2: Families are all different Lesson 3: Other peoples' feelings Lesson 4: Unhappy friendships NSPCC Speak Out. Stay Safe.	Full Plan – Family and Relationships Lesson 5: Introduction to manners and courtesy Lesson 6: Change and loss Lesson 7: Gender stereotypes: Careers and jobs End of Unit Quiz Bonfire Night Diwali Remembrance	Condensed Plan – Health and Wellbeing Lesson 1: Experiencing different emotions Lesson 5: Developing a growth mindset Lesson 6: Healthy diet Lesson 7: Looking after our teeth Lunar New Year Children's Mental Health Week	Condensed Plan – Citizenship Lesson 1: Rules beyond school Lesson 5: Similar yet different – my local community Lesson 7: Giving my opinion Ramadan (Changes annually) National Fly A Kite Day (Part of the	Condensed Plan – Economic Wellbeing Lesson 2: Exploring wants Lesson 3: Exploring needs Lesson 4: Bank cards and accounts British Values School Values Earth Day	Condensed Plan – Safety and the Changing Body Lesson 2: Communicating online Lesson 3: Secrets and surprises Lesson 4: Appropriate contact: My private parts Lesson 5: Appropriate contact: My private parts are private Lesson 8 Staying safe

		Anti-Bullying Week Children in Need	Comic Relief	School Council's 20 things) Down Syndrome Awareness Day		with medicine Summer Solstice
Year 3	Full Plan – Family and Relationships Class charter – rules, expectations etc. Lesson 1: Healthy families Lesson 2: Friendship conflict Lesson 3: Friendship: conflict versus bullying Lesson 4: Effective communication Lesson 5: Learning who to trust NSPCC Speak Out. Stay Safe.	Full Plan – Family and Relationships Lesson 6: Respecting differences in others Lesson 7: Stereotyping: Gender Lesson 8: Stereotyping: Age End of Unit Quiz and Knowledge Catcher Bonfire Night Diwali Remembrance Anti-Bullying Week Children in Need	Condensed Plan – Health and Wellbeing Lunar New Year Children's Mental Health Week Comic Relief Lesson 1: My healthy diary Lesson 3: Health and wellbeing Lesson 5 Resilience: breaking down barriers Lesson 6: Diet and dental health	Condensed Plan – Citizenship Ramadan (Changes annually) National Fly A Kite Day (Part of the School Council's 20 things) Down Syndrome Awareness Day Lesson 1: Rights of the child Lesson 5: Charity Lesson 6: Local democracy	Condensed Plan – Economic Wellbeing Lesson 1: Ways of paying Lesson 5: Jobs and careers Earth Day British Values School Values	Condensed Plan – Safety and the Changing Body Summer Solstice Lesson 1: First Aid: emergencies and calling for help Lesson 4: Cyberbullying Lesson 7: Influences Lesson 8: Keeping safe out and about

Year 4	Full Plan – Family and Relationships Class charter – rules, expectations etc. Lesson 1: Respect and manners Lesson 2: Healthy friendships Lesson 3: How my behaviour affects others Lesson 4: Bullying Lesson 5: Stereotypes: Gender NSPCC Speak Out. Stay Safe.	Full Plan – Family and Relationships Lesson 6: Stereotypes: Disability Lesson 7: Families in the wider world Lesson 8: Change and loss End of Unit Quiz and Knowledge Catcher Bonfire Night Diwali Remembrance Anti-Bullying Week Children in Need	Condensed Plan – Health and Wellbeing Lunar New Year Children’s Mental Health Week Comic Relief Lesson 1: Looking after our teeth Lesson 3: Celebrating mistakes Lesson 5: My happiness Lesson 6: Emotions Lesson 7: Mental health	Condensed Plan – Citizenship Ramadan (Changes annually) National Fly A Kite Day (Part of the School Council’s 20 things) Down Syndrome Awareness Day Lesson 1: What are human rights? Lesson 5: Diverse communities	Condensed Plan – Economic Wellbeing Earth Day British Values School Values Lesson 2: Keeping track of money Lesson 4: Influences on career choices	Condensed Plan – Safety and the Changing Body Summer Solstice Lesson 1: Internet safety: Age restrictions Lesson 2: Share aware Lesson 4: Privacy and security Lesson 7: Introducing puberty Lesson 8: Tobacco
Year 5	Full Plan – Family and Relationships Class charter – rules, expectations etc. Lesson 1: Build a friend Lesson 2: Friendship skills Lesson 3: Marriage Lesson 4: Respecting yourself Lesson 5: Family life NSPCC Speak Out. Stay Safe.	Full Plan – Family and Relationships Lesson 6: Bullying Lesson 7: Stereotyping: Gender Lesson 8: Stereotypes: Race and religion End of Unit Quiz and Knowledge Catcher Bonfire Night Diwali Remembrance Anti-Bullying Week	Condensed Plan – Health and Wellbeing Lunar New Year Children’s Mental Health Week Lesson 2: The importance of rest Lesson 5: Taking responsibility for my feelings Lesson 6: Healthy meals Lesson 7: Sun safety	Condensed Plan – Citizenship Ramadan (Changes annually) National Fly A Kite Day (Part of the School Council’s 20 things) Down Syndrome Awareness Day Lesson 1: Breaking the law Lesson 6: Parliament	Condensed Plan – Economic Wellbeing Earth Day British Values School Values Lesson 1: Borrowing Lesson 2: Income and expenditure Lesson 3: Risks with money Lesson 4: Prioritising spending	Condensed Plan – Safety and the Changing Body Summer Solstice Lesson 1: Online friendships Lesson 2: Staying safe online Lesson 3: Puberty Lesson 4: Menstruation Lesson 6 First Aid: Bleeding Lesson 7: Alcohol, drugs and tobacco: Making decisions

		Children in Need				
Year 6	Full Plan – Family and Relationships Class charter – rules, expectations etc. Lesson 1: Respect Lesson 2: Respectful relationships Lesson 3: Stereotypes: Attitudes NSPCC Speak Out. Stay Safe.	Full Plan – Family and Relationships Lesson 4: Challenging stereotypes Lesson 5: Resolving conflict Lesson 6: Change and loss End of Unit Quiz and Knowledge Catcher Bonfire Night Diwali Remembrance Anti-Bullying Week Children in Need	Condensed Plan – Health and Wellbeing Lunar New Year Children’s Mental Health Week Lesson 3: Taking responsibility for my health Lesson 4: The impact of technology on health Lesson 5 Resilience toolkit Lesson 6: Immunisation Lesson 8: Physical Health concerns	Condensed Plan – Citizenship Ramadan (Changes annually) National Fly A Kite Day (Part of the School Council’s 20 things) Down Syndrome Awareness Day Lesson 1: Human rights Lesson 4: Prejudice and discrimination Lesson 6: National democracy	Condensed Plan – Economic Wellbeing and Identity Earth Day British Values School Values Lesson 4: What jobs are available (Economic Wellbeing) Lesson 2: Identity and body image (Identity)	Condensed Plan – Safety and the Changing Body Summer Solstice Lesson 1 Alcohol Lesson 3: Social media Lesson 4: Physical and emotional changes of puberty Lesson 5: Conception Lesson 6: Pregnancy and birth Lesson 8: First Aid: Basic life support

Appendix 2: By the end of primary school children should know

TOPIC	CHILDREN SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	CHILDREN SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	CHILDREN SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.