

Relationships, Sex, and Health Education (RSHE) Policy

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

Document History

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust Board, Parents and Pupils
V1.0	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved
V2.0	June 2023	Zack Minton	Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified.
V3.0	August 2025	Zack Minton – Trust head of Safeguarding	Review of structure and refined content to accommodate all phases within the trust and to be in line with KCSIE25 and RSHE Guidance

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1. Aims

The aims of Relationships and Sex Education (RSE) in Discovery Trust are to:

- Provide a safe and respectful framework in which open, age-appropriate, and sensitive discussions can take place
- Prepare pupils for the physical and emotional changes of puberty, and give them a clear understanding of sexual development, health, and hygiene
- Support pupils to develop self-respect, confidence, resilience, and empathy in their relationships with others
- Foster a positive and inclusive culture around relationships, sexuality, and identity, ensuring that all pupils feel a sense of belonging
- Teach pupils accurate and developmentally appropriate vocabulary to describe themselves, their bodies, and their emotions
- Equip pupils with the knowledge and skills to recognise and manage healthy, safe, and respectful relationships, both online and offline
- Ensure that RSE reflects the statutory requirements of the DfE and is aligned with our safeguarding framework of Protect, React, Learn
- Equip pupils with the knowledge and confidence to recognise, challenge, and report inappropriate behaviours of a sexual nature and sexual harassment, supporting prevention of harmful sexual behaviour and child-on-child abuse.

Fairness, Impartiality, and Bias Prevention

Discovery Trust are committed to delivering RSHE in a fair, impartial, and objective way. We actively work to disrupt unconscious and confirmation bias in our teaching and decision-making. Pupils are taught in a manner that supports and empowers them without fostering “victim think”, while ensuring that respect, dignity, and proportionate treatment are at the heart of our approach.

This policy also reflects the Trust’s values of Belonging, Ambition, and Equity, ensuring that RSE promotes inclusivity, aspiration, and fairness for all pupils.

2. Statutory requirements

Discovery Trust is a multi-academy trust comprising primary, secondary, and special schools, including post-16 provision. Our statutory responsibilities are therefore as follows:

- In our primary academies, we must provide Relationships Education to all pupils, as set out in section 34 of the *Children and Social Work Act 2017*.
- In our secondary academies and secondary-age provision within our special schools, we must provide Relationships and Sex Education (RSE) to all pupils under the same Act.
- While academies are not required to follow the National Curriculum in full, we are expected to deliver a curriculum that is broad, balanced, and comparable. This includes teaching science in line with statutory requirements, which incorporates elements of sex education at both primary and secondary level.

In teaching RSE, Discovery Trust is required by its funding agreements to have regard to the statutory guidance issued by the Secretary of State, as set out in section 403 of the *Education Act 1996*.

We also have regard to wider legal duties, including:

- Sections 406 and 407 of the Education Act 1996, requiring political impartiality and balanced presentation of opposing views
- Part 6, Chapter 1 of the Equality Act 2010, prohibiting discrimination and promoting equality
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which requires public bodies to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation, and any other prohibited conduct
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between different groups

At Discovery Trust, we deliver RSE as set out in this policy, ensuring that statutory requirements are met in every setting. RSE is also embedded within our safeguarding framework of Protect, React, Learn, and reflects our Trust values of Belonging, Ambition, and Equity.

3. Policy development

This policy has been developed in full consultation with pupils, parents/carers, colleagues, and trustees. In Discovery Trust, each school has a designated lead with responsibility for RSE, who ensures that consultation is meaningful and consistent across our schools.

The consultation and policy development process involved the following steps:

1. **Review** – Each school's RSE lead, supported by the central education team, reviewed national statutory guidance (Children and Social Work Act 2017; DfE Statutory Guidance 2019), local authority guidance, and the Trust's safeguarding strategy.
2. **Staff consultation** – Colleagues across the Trust were given the opportunity to review and comment on the draft policy to ensure it reflects practice, safeguarding priorities, and curriculum intent.
3. **Parent and carer consultation** – Parents/carers were consulted through information meetings, workshops, or surveys at school level. Their views were considered carefully to ensure the policy reflects the needs of our communities.
4. **Pupil consultation** – Pupil voice activities were carried out in each school to understand what pupils want and need from their RSE, ensuring that the curriculum is engaging, relevant, and age-appropriate.
5. **Ratification** – Following consultation, the final draft of the policy was reviewed at local school level, before being ratified by the Discovery Trust Board of Trustees to ensure compliance, consistency, and alignment with the Trust's safeguarding framework.

This consultation process ensures that RSE across the Trust is collaborative, transparent, and responsive. It also reflects our values of Belonging, Ambition, and Equity, ensuring that every pupil, parent, and colleague has a voice in shaping how RSE is taught in our schools.

4. Definition

At Discovery Trust, Relationships and Sex Education (RSE) is understood as a core part of safeguarding and personal development. It is about the emotional, social, physical, and cultural development of pupils, and supports them to form safe, healthy, and respectful relationships throughout their lives.

RSE includes:

- Learning about relationships, families, friendships, and respect for others
- Understanding physical and emotional changes as pupils grow, including puberty
- Developing awareness of sexual health, consent, and healthy lifestyles
- Exploring issues of identity, diversity, equality, and respect for difference
- Recognising and managing risks online and offline, including unhealthy or exploitative relationships
- Recognising and understanding inappropriate behaviours of a sexual nature, including harassment, harmful sexual behaviour, and child-on-child abuse, and knowing how to seek help and support.

RSE is delivered through a combination of knowledge-sharing, discussion, exploration of values, and skills development.

RSE is not about the promotion of sexual activity. It is about giving pupils the information, vocabulary, and strategies they need to protect themselves, respect others, and make informed choices in line with our safeguarding framework of Protect, React, Learn.

In Discovery Trust:

- In **primary academies**, we deliver statutory Relationships Education and the science curriculum requirements for health and sex education. We may choose to provide additional age-appropriate sex education where this supports safeguarding and pupil development.
- In **secondary and special schools**, we deliver statutory Relationships and Sex Education, ensuring that content is tailored to the needs of all pupils, including those with SEND or additional vulnerabilities.
- In **post-16 provision**, we continue to reinforce knowledge, skills, and awareness so pupils are prepared for adulthood and independence.

This definition reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil feels included, supported to achieve their aspirations, and treated fairly.

5. Curriculum

Our RSE curriculum is set out in Appendix 1. While the curriculum provides a clear Trust-wide framework, each school may adapt delivery to reflect the age, developmental stage, needs, and context of its pupils.

The curriculum has been developed in consultation with parents/carers, pupils, and colleagues, and is underpinned by statutory guidance (DfE 2019). It is inclusive, accessible, and designed to support all pupils, including those with SEND, to fully participate and benefit.

If pupils ask questions outside the scope of this policy or curriculum, teachers will respond with sensitivity, accuracy, and age-appropriate information. This ensures that pupils feel informed and supported, and are less likely to seek potentially harmful or misleading information online.

Parents and carers are entitled to view curriculum resources and teaching materials on request. Schools will share these in an open and transparent manner to support parental partnership.

Primary Curriculum

In our primary academies, we provide statutory Relationships Education and deliver the science curriculum requirements on human development. While sex education at primary level is not compulsory, Discovery Trust recognises the safeguarding benefits of preparing pupils for later learning. Therefore, we include age-appropriate sex education which focuses on:

- Preparing pupils for the changes that adolescence brings
- Understanding the basic process of conception and birth

Secondary Curriculum

In our secondary academies and secondary-age provision within special schools, we deliver the full statutory Relationships and Sex Education (RSE) curriculum. This includes teaching about:

- Healthy and respectful relationships (including friendships, families, and intimate relationships)
- Sexual health and consent

- The law relating to sexual behaviour and online safety
- Equality, diversity, and respect for difference
- Strategies to manage peer influence, pressure, and harmful relationships (including child-on-child abuse and exploitation)

Post-16 Curriculum

In our post-16 provision, we continue to reinforce RSE themes to prepare pupils for independence and adulthood. This includes relationships, consent, sexual health, and managing risks in adult life.

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

Linked Policies

This RSHE Policy should be read in conjunction with the [Discovery Trust Safeguarding and Child Protection Policy](#) and the [Harmful Sexual Behaviour \(HSB\) Policy](#), which provide detailed operational guidance on preventing and responding to sexual harassment, inappropriate behaviours of a sexual nature, and child-on-child abuse.

6. Delivery of RSE

RSE at Discovery Trust is delivered as part of a broad, balanced, and safeguarding-led curriculum, which includes PSHE, science, and, where appropriate, religious education (RE). Our approach ensures that pupils receive accurate, age-appropriate, and inclusive teaching that equips them to build healthy, safe, and respectful relationships.

Primary Provision

Across our primary academies, Relationships Education focuses on the fundamental building blocks of positive relationships, including:

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

In addition, where appropriate, our primary schools provide age-appropriate sex education beyond the science curriculum, covering:

- Preparing pupils for the changes of puberty
- How a baby is conceived and born

Secondary Provision

Across our secondary academies and secondary-age provision within our special schools, RSE builds on this foundation and equips pupils with the knowledge and skills to manage more complex relationships. Topics include:

- Families
- Respectful relationships, including friendships
- Online and media influences
- Being safe, including consent and the law
- Intimate and sexual relationships, including sexual health

Post-16 Provision

In our post-16 provision, RSE continues to prepare pupils for independence and adulthood. This includes reinforcing knowledge of healthy relationships, consent, sexual health, and managing risks in adult life.

Teaching the Law

Teachers across all phases explicitly teach the law in an age-appropriate and safeguarding-led way. This includes:

- Consent and the age of consent
- Marriage, civil partnerships, forced marriage, and the illegality of marriage under 18
- Domestic abuse, coercive control, stalking, harassment, rape, and sexual offences
- Harmful sexual behaviour, sexual harassment, image-based abuse, deepfakes, and sextortion
- Female Genital Mutilation (FGM), virginity testing, and hymenoplasty (all illegal)
- Protected characteristics under the *Equality Act 2010*
- Online safety and the law relating to the sharing of sexual images, pornography, and online abuse
- Substance misuse, gambling, knife crime, extremism, and radicalisation

This ensures pupils understand both their rights and responsibilities under the law, are equipped to recognise, challenge, and seek help in response to illegal or harmful behaviours, including sexual harassment and inappropriate sexual behaviours.

Whole Trust Context

All RSE is taught within the context of family life, recognising and celebrating the diversity of families across our Trust. We ensure that no pupil is stigmatised based on their home circumstances. Our teaching reflects the reality that families may include single-parent families, LGBT parents, families headed by grandparents, adoptive or foster families, and many other structures.

We are also mindful of the law, ensuring that teaching does not condone or encourage illegal or harmful activity, including hate crime, extremism, terrorism, substance misuse, or violence.

6.1 Inclusivity

Discovery Trust is committed to delivering RSE in a way that is inclusive, sensitive, and accessible for all pupils, including those with SEND or additional vulnerabilities.

Our academies will:

- Ensure that RSE content is relatable to the diverse backgrounds and experiences of all pupils
- Create safe, supportive learning environments where pupils feel able to ask questions and engage with key messages without fear of judgement
- Provide teaching in a range of formats, depending on need, such as:
 - Whole-class lessons
 - Small-group or targeted sessions
 - One-to-one discussions
 - Digital, visual, or scaffolded resources
- Carefully differentiate content to ensure accessibility and understanding for all pupils

Teaching about Sex, Relationships, and Identity

In line with statutory guidance, safeguarding expectations, and the Equality Act 2010:

- **Same-sex relationships and families** are taught alongside all other family structures, ensuring that no family type is stigmatised
- **Facts about biological sex and gender reassignment** are taught in line with the law, including protection from discrimination under the Equality Act 2010
- **Contested views about gender identity** are not presented as fact. Pupils are taught respectfully about differences of opinion while upholding dignity, equality, safeguarding, and the importance of respectful dialogue

This reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil can engage fully and meaningfully in RSE and is equipped to respect others while also understanding their rights under the law.

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Fully integrated into the Trust's curriculum map (Appendices 1 and 2)

6.3 Health Education

In line with statutory requirements, Discovery Trust schools deliver Health Education to all pupils in primary, secondary, and special provision. This includes:

- **Mental wellbeing** – understanding emotions, resilience, and positive coping strategies; reducing stigma; recognising when and how to seek help.
- **Physical health and fitness** – benefits of active lifestyles; risks of inactivity; sleep; balanced diet; oral health; personal hygiene.
- **Healthy eating** – knowledge of nutrition, healthy relationships with food, and the risks of poor diet.
- **Drugs, alcohol, tobacco, and vaping** – facts and risks, including nicotine addiction, illicit substances, and the impact on mental and physical health.
- **Health protection** – vaccinations, sun safety, dental care, infection prevention, first aid, and understanding of the healthcare system.
- **Online wellbeing** – safe use of technology, risks of social media, gaming, gambling-like behaviours, and emerging harms such as AI chatbots and deepfakes.
- **Developing bodies** – puberty, menstruation, reproductive health, fertility, menopause, and body changes through adolescence.

Our schools will teach this content sensitively, age-appropriately, and inclusively, ensuring pupils with SEND are fully supported to access the curriculum.

7. Use of external organisations and materials

Across Discovery Trust, external organisations and materials can provide valuable enrichment to our RSE curriculum. However, the Trust retains full responsibility for what is taught and shared with pupils. We will therefore ensure that all external input:

- Is appropriate, accurate, and age-appropriate
- Supports the intent and outcomes of our RSE curriculum
- Upholds the Trust’s safeguarding framework of Protect, React, Learn
- Aligns with our values of Belonging, Ambition, and Equity
- Complies with our legal duties around political impartiality

We will not allow any external organisation, resource, or speaker to undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

Safeguarding and Quality Assurance

Before engaging with an external organisation, our academies will:

- Carry out appropriate checks to ensure the organisation, its approach, and its resources are suitable
- Confirm that all resources and approaches are:
 - Age-appropriate and matched to pupils’ developmental stage
 - Compliant with:
 - This policy
 - The Teachers’ Standards
 - The Equality Act 2010
 - The Human Rights Act 1998

- The Education Act 1996
- Only engage with agencies where there is full confidence in their quality, approach, and materials
- Review any case studies or examples in advance, seeking feedback from other schools where relevant
- Be clear about:
 - What will be delivered
 - The position of the agency on the issues to be discussed
 - The intended outcomes of the session

All external visitors must be named and pre-approved, and schools will follow usual safeguarding and safer recruitment procedures. Teachers must always be present during external sessions and retain the right to intervene, stop, or refuse content that is not appropriate.

Due Diligence

Schools will also:

- Request to see all resources and materials in advance
- Conduct an online search to identify any concerns about the agency
- Check the agency's policies on photography, recording, and data handling
- Share external materials with parents and carers on request, in the interests of transparency

Prohibited Practice

Under no circumstances will our academies:

- Work with external agencies that promote or condone extremist, illegal, or discriminatory views
- Use materials produced by organisations that promote such views, even if the materials appear neutral

8. Roles and responsibilities

8.1 The board of trustees

The Board of Trustees is responsible for:

- Approving the Trust-wide RSE policy
- Holding the Trust Head of Safeguarding and central team to account for ensuring consistency and compliance across all schools
- Receiving assurance that RSE is implemented effectively in every academy in line with statutory requirements and safeguarding duties

8.2 The Trust Head of Safeguarding

The Trust Head of Safeguarding is responsible for:

- Reporting to the Board of Trustees on the implementation, effectiveness, and any challenges in RSE across the Trust

- Providing strategic oversight to ensure RSE is aligned with safeguarding, statutory guidance, and the Trust's values of Belonging, Ambition, and Equity
- Offering guidance, training, and supervision to Named RSE Leads in schools, ensuring that practice is consistent, Ofsted-ready, and firmly linked to the Trust's safeguarding framework of Protect, React, Learn
- Monitoring implementation across schools through self-assessments, policy reviews, and curriculum audits, ensuring continuous improvement and shared learning

8.3 Advisory Boards

Each school's **Advisory Board** is responsible for:

- Supporting and monitoring the effective implementation of RSE at school level
- Ensuring that school leaders are engaging meaningfully with parents, carers, pupils, and colleagues regarding RSE
- Reporting concerns or issues relating to RSE implementation to the Trust Head of Safeguarding and/or the Board of Trustees

8.4 The headteacher

Headteachers are responsible for:

- Ensuring that RSE is taught consistently and effectively in their school, in line with this Trust policy
- Appointing a Named RSE Lead at their school who has responsibility for curriculum development, colleague training, and consultation with parents/carers
- Making sure that parents and carers can access information and resources relating to the RSE curriculum
- Managing requests to withdraw pupils from non-statutory (non-science) components of RSE (see Section 9)

8.5 Colleagues

All colleagues involved in teaching are responsible for:

- Delivering RSE in a sensitive, accurate, and inclusive way
- Modelling positive attitudes and behaviours in line with the Trust's values of Belonging, Ambition, and Equity
- Monitoring pupil progress and understanding within RSE
- Responding appropriately to the needs of individual pupils, including those with SEND or additional vulnerabilities
- Respecting the rights of parents/carers who request withdrawal from non-statutory (non-science) aspects of RSE, in line with legal requirements

Colleagues do not have the right to opt out of teaching RSE. Any colleague who has concerns about delivering RSE is encouraged to discuss these with their headteacher or the school's RSE Lead.

8.6 Pupils

Pupils are expected to:

- Engage fully in RSE lessons and activities
- Approach discussions on RSE with respect, maturity, and sensitivity to others
- Uphold the Trust values of Belonging, Ambition, and Equity in their learning and interactions

9. Parents' right to withdraw

Across Discovery Trust, parents/carers do not have the right to withdraw their children from:

- **Relationships Education** in primary schools
- **Relationships and Sex Education (RSE)** in secondary schools (except for the non-statutory/non-science components)
- **Health Education**, which is statutory across all phases

Parents/carers do have the right to request withdrawal from the non-statutory (non-science) elements of sex education:

- **Primary Academies** – Parents/carers may request withdrawal from any sex education content delivered in addition to the science curriculum (e.g. conception and birth).
- **Secondary Academies and Secondary-age provision within Special Schools** – Parents/carers may request withdrawal from the non-statutory aspects of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education, the school will make arrangements for them to do so.

Process for Withdrawal

- Requests for withdrawal must be made in writing, using the form in Appendix 3, and addressed to the headteacher of the relevant school.
- A copy of each request will be placed on the pupil's educational record.
- The headteacher will meet with the parent/carer to discuss the request, ensuring that they:
 - Understand which elements of the curriculum are statutory and cannot be withdrawn from
 - Are fully aware of the educational and safeguarding implications of withdrawal
 - Have the opportunity to explore alternative ways the school can support their child's learning
- The headteacher will notify the Trust Head of Safeguarding of all withdrawal requests and provide an annual summary to the Board of Trustees.

Alternative, age-appropriate work will be provided for any pupil who is withdrawn from non-statutory elements of sex education.

10. Training

All colleagues delivering RSE receive appropriate training to ensure that provision is accurate, inclusive, and safeguarding-led.

- **Induction** – RSE training is included in the induction programme for all new colleagues so that expectations, statutory requirements, and safeguarding procedures are clear from the outset.
- **School CPD** – Each school incorporates RSE into its own continuing professional development (CPD) calendar. This ensures that colleagues have regular opportunities to build confidence, refresh knowledge, and share effective practice in delivering sensitive content.
- **School-level leadership** – Each school has a Named RSE Lead, supported by the headteacher, who is responsible for ensuring colleagues receive timely training and guidance.
- **Specialist input** – Where appropriate, headteachers (or the RSE Lead) may invite external professionals, such as school nurses, health advisors, or sexual health practitioners, to contribute to training. All external support is subject to the Trust's safeguarding and quality assurance procedures.

Core Training Content

All colleagues delivering RSE will be trained in:

- **Safeguarding procedures** for handling disclosures during RSE lessons
- **Mandatory reporting duties**, including Female Genital Mutilation (FGM) and the forthcoming duty to report known child sexual abuse
- **Managing sensitive discussions**, including the use of distancing techniques, safe classroom practice, and avoiding harmful stereotypes
- **Adapting delivery** to meet the needs of pupils with SEND or vulnerabilities
- **Signposting** pupils to appropriate internal and external support, including Designated Safeguarding Leads, health services, the police, and Childline

The **Trust Head of Safeguarding** provides oversight, guidance, and monitoring of RSE training across all schools, ensuring consistency, safeguarding alignment, and statutory compliance.

This approach reflects the Trust's values of Belonging, Ambition, and Equity, ensuring that every colleague feels confident in delivery and every pupil receives high-quality, safe, and inclusive RSE.

11. Monitoring arrangements

The delivery of RSE is monitored within each school by the headteacher (or the Named RSE Lead, where delegated). Monitoring may include:

- Curriculum planning scrutiny
- Learning walks and lesson observations
- Pupil voice activities
- Work sampling
- Feedback from colleagues, parents/carers, and Advisory Boards

Pupils' development in RSE is monitored by class teachers and RSE Leads as part of the school's internal assessment and personal development systems.

Each school will:

- Publish this RSE policy on its website, in line with statutory guidance

- Share representative samples of RSE and Health Education materials proactively with parents and carers
- Provide all materials to parents on request, ensuring that no contractual restrictions prevent transparency

This Trust policy will be reviewed annually by the Trust Head of Safeguarding and approved by the Board of Trustees.

Relationships, Sex and health education will be monitored through the school year by SLT and the PSHE leader to ensure that the content taught is appropriate to the age of the child and follows the school long term aims document.

Relationships and sex education curriculum map

YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn... Statutory RSE Content: Relationships, Health Core Content in BOLD
Autumn 1	Zones of Regulation (Transition Week)	Introduction to Zones of Regulation based on the whole school approach and lessons. - a range of words to describe how they are feeling - how to use the zones of regulation check-in in the classroom and when to do this - some simple strategies they can use to regulate their feelings (see zones of regulation toolkit)
Autumn 1 What is the same and different about us?	Relationships Ourselves and others; similarities and differences; individuality; our bodies PoS refs: H21, H22, H23, H25, R13, R23, L6, L14	- what they like/dislike and are good at H23 - what makes them special and how everyone has different strengths R23/H21 - how their personal features or qualities are unique to them R23/H22 - how they are similar or different to others, and what they have in common R23 to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private R13
Autumn 2 Who is special to us?	Relationships Ourselves and others; people who care for us; groups we belong to; families PoS refs: L4, R1, R2, R3, R4, R5	- that family is one of the groups they belong to, as well as, for example, school, friends, clubs R1 - about the different people in their family / those that love and care for them R1 - what their family members, or people that are special to them, do to make them feel loved and cared for R2 - how families are all different but share common features – what is the same and different about them R2 - about the same and different features of family life, including what families do/enjoy together R4 that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried R5

Spring 1 What helps us stay healthy?	Health and wellbeing Being healthy; hygiene; medicines; people who help us with health PoS refs: H1, H5, H6, H7, H10, H37	- what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) H1/7 - that things people put into or onto their bodies can affect how they feel H37 - how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy H6/H10 - why hygiene is important and how simple hygiene routines can stop germs from being passed on H5 - what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing H7
Spring 2 What can we do with money?	Living in the wider world Money; making choices; needs and wants PoS refs: L10, L11, L12, L13	- what money is - that money comes in different forms - how money is obtained (e.g. earned, won, borrowed, presents) - how people make choices about what to do with money, including spending and saving - the difference between needs and wants - that people may not always be able to have the things they want - how to keep money safe and the different ways of doing this
Summer 1 Who helps to keep us safe?	Health and wellbeing Keeping safe; people who help us PoS refs: H33, H35, H36, R15, R20, L5	- that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people H33 - who can help them in different places and situations; how to attract someone's attention or ask for help; what to say H35 - how to respond safely to adults they don't know R15 what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard R20 PB how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say H36
	Protected Behaviours	Four lessons in line with protective behaviour planning resource - Lesson 1: Feelings - Lesson 2: Unsafe feelings and body awareness - Lesson 3: Body Privacy and secrets - Lesson 4: Telling and networks

Summer 2 How can we look after each other and the world?	Living in the wider world Ourselves and others; the world around us; caring for others; growing and changing PoS refs: H26, H27, R21, R22, R24, R25, L2, L3	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively; how to talk about and share their opinions on things that matter to them R21/R22/R24 • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old H26 • how to manage change when moving to a new class/year group H27
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YEAR 2 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes a good friend?	Relationships Friendship; feeling lonely; managing arguments PoS refs: R6, R7, R8, R9, R25	• how to make friends with others R6 • how to recognise when they feel lonely and what they could do about it R6 • how people behave when they are being friendly and what makes a good friend R7 • how to resolve arguments that can occur in friendships R8 • how to ask for help if a friendship is making them unhappy R9
Autumn 2 What is bullying?	Relationships Behaviour; bullying; words and actions; respect for others PoS refs: R10, R11, R12, R16, R17, R21, R22, R24, R25	• how words and actions can affect how people feel R10/11/21/22 • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe R12/R17 • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable R12 • how to respond if this happens in different situations R12 • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so R12/R16

Spring 1 What jobs do people do?	Living in the wider world People and jobs; money; role of the internet PoS refs: L15, L16, L17, L7, L8	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life
Spring 2 What helps us to stay safe?	Health and wellbeing Keeping safe; recognising risk; rules PoS refs: H28, H29, H30, H31, H32, H34, R14, R16, R18, R19, R20, L1, L9	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) H28 • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them H29/30/32 PB • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets R18/R19 PB • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not R14 • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them R20 PB
	Protected Behaviours	Three lessons in line with protective behaviour planning resource • Lesson 1: Right, responsibilities and feelings • Lesson 2: Unsafe Feelings and Problem Solving • Lesson 3: Body Awareness and personal space • Lesson 4: Networks and using them
Summer 1 What can help us grow and stay healthy?	Health and wellbeing Being healthy: eating, drinking, playing and sleeping PoS refs: H1, H2, H3, H4, H8, H9	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest H1 • that eating and drinking too much sugar can affect their health, including dental health H2 • how to be physically active and how much rest and sleep they should have everyday H3/4 • that there are different ways to learn and play; how to know when to take a break from screen-time H9 • how sunshine helps bodies to grow and how to keep safe and well in the sun H8

Summer 2 How do we recognise our feelings?	Health and wellbeing Feelings; mood; times of change; loss and bereavement; growing up PoS refs: H11, H12, H13, H14, H15, H16, H17, H18, H19, H20, H24, H27	Make explicit links to teaching these lessons using Zones of Regulation. • how to recognise, name and describe a range of feelings that they or other may have H11/12 ZR • what helps them to feel good, or better if not feeling good H13/17 ZR • how to recognise what others might be feeling and that different things / times / experiences can bring about different feelings for different people at different times (including loss, change and bereavement or moving on to a new class/year group) H12/14/15/27 • to learn about change and loss (including death); identifying feelings associated with this and recognise what helps people feel better H20 • how feelings can affect people in their bodies and their behaviour H13 ZR • ways to manage big feelings and when they find things difficult and the importance of sharing their feelings with someone they trust H18/24 ZR • how to recognise when they might need help with feelings and how to share their feelings and ask for help when they need it H16/19 ZR • how to prepare to move to a new year group H27
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YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 How can we be a good friend?	Relationships Friendship; making positive friendships, managing loneliness, dealing with arguments PoS refs: R10, R11, R13, R14, R17, R18	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded R10 • how to recognise if others are feeling lonely and excluded and strategies to include them R14 • how to build good friendships, including identifying qualities that contribute to positive friendships R11 • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences R17 • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support R13/R18

Autumn 2 What keeps us safe?	Health and wellbeing Keeping safe; at home and school; our bodies; hygiene; medicines and household products PoS refs: H9, H10, H39, H40, H43, H44, R25, R26, R28, R29	• how to recognise hazards (including fire) that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe H39 • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable R25/26 PB • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) R28/29 PB • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines and take them correctly, such as for allergies and asthma, and other household products, responsibly) H9/H10/H40 • how bacteria and viruses can affect health and that some diseases can be prevented by vaccinations and immunisations H9/H10 • how to react and respond if there is an accident and how to deal with minor injuries (basic first aid) e.g. scratches, grazes, burns H33 • what to do in an emergency, including calling for help and Speaking to the emergency services H44
	Protected Behaviours	Four lessons in line with protective behaviour planning resource • Lesson 1: Right, responsibilities and feelings • Lesson 2: Unsafe Feelings • Lesson 3: Body Awareness and telling • Lesson 4: Networks and using them
Spring 1 What are families like?	Relationships Families; family life; caring for each other PoS refs: R5, R6, R7, R8, R9	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) R7 • how common features of positive family life often include commitment, care and spending time together and shared experiences, e.g. celebrations, special days or holidays R8 • how people within families should care for each other and the different ways they demonstrate this R6 • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe R9

Spring 2 What makes a community?	Living in the wider world Community; belonging to groups; similarities and differences; respect for others PoS refs: R32, R33, L6, L7, L8	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards (and listen and respond to) people who may live differently to them (different traditions, beliefs and lifestyles), recognising what they have in common R32
Summer 1 Why should we eat well and look after our teeth?	Health and wellbeing Being healthy: eating well, dental care PoS refs: H1, H2, H3, H4, H5, H6, H11, H14	• how to eat a healthy diet and the benefits of nutritionally rich foods H1 • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist H1/H11 • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health H6 • how people make choices about what to eat and drink, including who or what influences these H1/H3/H6 • how, when and where to ask for advice and help about healthy eating and dental care H1/H14

YEAR 4 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What strengths, skills and interests do we have ?	Health and wellbeing Self-esteem: self-worth; personal qualities; goal setting; managing set backs PoS refs: H27, H28, H29, L25	• how to recognise personal qualities and individuality H27 • to develop self-worth by identifying positive things about themselves and their achievements H28 • how their personal attributes, strengths, skills and interests contribute to their self-esteem H28 • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking H29 ZR (links to ZR)

Autumn 2 How do we treat each other with respect?	Relationships Respect for self and others; courteous behaviour; safety; human rights PoS refs: R19, R20, R21, R22, R25, R27, R29, R30, R31, L2, L3, L10	• how people's behaviour affects themselves and others, including online R19 • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* R27 • the rights that children have and why it is important to protect these • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination R20/21 • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns R20
Spring 1 How can we manage our feelings?	Health and wellbeing Feelings and emotions; expression of feelings; behaviour PoS refs: H17, H18, H19, H20, H23	• how everyday things can affect feelings H18 • how feelings change over time and can be experienced at different levels of intensity H17 • the importance of expressing feelings and how they can be expressed in different ways (building a vocabulary of emotions) • how to respond proportionately to, and manage, feelings in different circumstances H20 • ways of managing feelings at times of loss, grief and change H23 • how to access advice and support to help manage their own or others' feelings H21
Spring 2 How will we grow and change?	Health and wellbeing Growing and changing; puberty PoS refs: H31, H32, H34	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams H31 • how puberty can affect emotions and feelings H31 • how personal hygiene routines change during puberty H32 • how to ask for advice and support about growing and changing and puberty H34

Summer 1 How can our choices make a difference to others and the environment?	Living in the wider world Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions PoS refs: L4, L5, L19, R34	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues, respecting others' points of view and constructively challenge those they disagree with R34 • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
Summer 2 How can we manage risk in different places?	Health and wellbeing Keeping safe; out and about; recognising and managing risk PoS refs: H12, H37, H38, H41, H42, H47, R12, R15, R23, R24, R28, R29, L1, L5, L15	• how to recognise, predict, assess and manage risk in different situations; how to respond safely and appropriately to adults they may encounter (including online) whom they do not know H38/R24 • how to recognise risk in relation to friendships (how knowing someone online differs from knowing someone face-to-face) and keeping safe R12 • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) H12/H41 • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to recognise the pressure from others to do something unsafe or that makes them feel uncomfortable and strategies to manage this influence R28/R15 • how people's online actions can impact on other people; why someone may behave differently online (pretending to be someone they are not) H42/R23 • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online H42 • how to report concerns, including about inappropriate online content and contact H42/R23 • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law (drugs are covered later in Y5) H37/H47/R29
	Protected Behaviours	Four lessons in line with protective behaviour planning resource • Lesson 1: Right, responsibilities and feelings • Lesson 2: Safe and unsafe feelings • Lesson 3: Secrets • Lesson 3: Networks and using networks (My network when at school)

YEAR 5 MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes up our identity?	Health and wellbeing Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes PoS refs: H25, H26, H27, R32, L9	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) H25 • how individuality and personal qualities make up someone's identity recognising their individuality and personal qualities (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) H26/H27 • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 What decisions can people make with money?	Living in the wider world Money; making decisions; spending and saving PoS refs: R34, L17, L18, L20, L21, L22, L24	• how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions

Spring 1 How can we help in an accident or emergency?	Health and wellbeing Basic first aid, accidents, dealing with emergencies PoS refs: H43, H44	• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions H43 • that if someone has experienced a head injury, they should not be moved H43 • when it is appropriate to use first aid and the importance of seeking adult help H44 • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services H44
	Protected Behaviours	Three lessons in line with protective behaviour planning resource • Lesson 1: Right, responsibilities and feelings • Lesson 2: Safe Feelings and Early Warning Signs (unsafe feelings) • Lesson 3: Networks and using networks (My network when at school)
Spring 2 How can friends communicate safely?	Relationships Friendships; relationships; becoming independent; online safety PoS refs: R1, R18, R24, R26, R29, L11, L15	• about the different types of relationships people have in their lives (friendships, family, romantic, online) R1 • how friends and family communicate together; how the internet and social media can be used positively • face-to-face/how to respond safely and appropriately to adults they may encounter whom they do not know (online and offline) R24 • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family R26 • how to respond if a friendship is making them feel worried, unsafe or uncomfortable R18 • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety R18/29
Summer 1 How can drugs common to everyday life affect health?	Health and wellbeing Drugs, alcohol and tobacco; healthy habits PoS refs: H1, H3, H4, H46, H47, H48, H50	• how drugs common to everyday life (including smoking/vaping, nicotine, alcohol, caffeine and medicines) can affect health and wellbeing H46 • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal H47 • how laws surrounding the use of drugs exist to protect them and others H47 • why people choose to use or not use different drugs H48 • how people can prevent or reduce the risks associated with them H46 • that for some people, drug use can become a habit which is difficult to break H46

		• how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use H50 • how to ask for help from a trusted adult if they have any worries or concerns about drugs H50
Summer 2 What jobs would we like?	Living in the wider world Careers; aspirations; role models; the future PoS refs: L26, L27, L28, L29, L30, L31, L32	• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

YEAR 6 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
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Autumn 1 & 2 How can we keep healthy as we grow?	Health and wellbeing Looking after ourselves; growing up; becoming independent; taking more responsibility PoS refs: H1, H2, H3, H4, H5, H6, H7, H8, H11, H12, H13, H14, H15, H16, H21, H22, H40, H46, R10	• how mental and physical health are linked H1/H2/H3/H15 • how positive friendships and being involved in activities such as clubs and community groups support wellbeing R10 • how to make choices that support a healthy, balanced lifestyle including: H1/H2/H3/H6/H7/H8/H11/H12/H13 - how to plan a healthy meal - how to stay physically active - how to maintain good dental health, including oral hygiene, food and drink choices - how to benefit from and stay safe in the sun - how and why to balance time spent online with other activities - how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep - how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one H3/H4 • how drugs (legal and illegal) can affect health and how to manage situations involving them H40/H46 • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school H5/H14/H21/H22 • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on H16 • that anyone can experience mental ill-health and to discuss concerns with a trusted adult H14/H22 • that mental health difficulties can usually be resolved or managed with the right strategies and support H16/H22
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Spring 1 & 2 How can the media influence people?	Living the wider world Media literacy and digital resilience; influences and decision-making; online safety PoS refs: H49, R34, L11, L12, L13, L14, L15, L16, L23	• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about drugs such as alcohol and smoking/vaping, health, the news and different groups of people) and that these can influence opinions and decisions H49 • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints R34
Summer 1 & 2	Relationships Different relationships, changing and	• that people have different kinds of relationships in their lives, including friendships, family, online, romantic or intimate relationships; they may be attracted to someone of the same or different sex; R2 • gender identity and sexual orientation are different R2

What will change as we become more independent? How do friendships change as we grow?	growing, adulthood, independence, moving to secondary school PoS refs: H24, H30, H33, H34, H35, H36, R2, R3, R4, R5, R6, R16 ²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.	- that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another; that a feature of positive family life is caring relationships R6 - that adults can choose to be part of a committed relationship or not, including marriage or civil partnership (they may choose to live together or apart) R3/R5/R6 - that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime R4 to identify the external genitalia and internal reproductive organs in males and females H30 key facts about puberty and the changing adolescent body; how it relates to growing from childhood to adulthood (key physical and emotional changes) H33 - about the process of reproduction and birth as part of the human life cycle how babies are conceived that there are ways to prevent a baby being made² and how they need to be cared for H30 - how growing up and becoming more independent comes with increased opportunities and responsibilities H35 - how friendships may change as they grow and how to manage this R16 problem solving strategies for dealing with emotions, challenges and change, including moving to secondary school H24/H36 - how to ask for support or where to seek further information and advice regarding growing up and changing H34
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Non-statutory Sex Education which parents could withdraw from.

	Progression of sex education and key vocabulary						
	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6

Sex education (beyond statutory relationships)							Summer Term Children will be taught: -the process of reproduction and birth as part of the human life cycle -how babies are conceived that there are ways to prevent a baby being made ² -how they need to be cared for
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	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
All	Each Unit of work will begin with a 'No Outsiders' Scheme of work lesson which address themes linked to the 2010 Equality Act . <i>These lessons also contribute towards builds a respectful and inclusive whole school ethos where 'Everyone is different, and everyone is welcome. Additionally, these support us achieving our curriculum aim of supporting our children to become responsible citizens.</i>					
EYFS	Relationships What is the same and different about us?	Relationships Who is special to us?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World How can we look after each other and the world?	Health and Wellbeing Who helps to keep us safe?	Health and Wellbeing What helps us to stay safe?
Year 1	Relationships What is the same and different about us?	Relationships Who is special to us?	Health and Wellbeing What helps us stay healthy?	Living in the Wider World What can we do with money?	Health and Wellbeing Protected Behaviours Who helps to keep us safe?	Living in the Wider World How can we look after each other and the world?
Year 2	Relationships What makes a good friend?	Relationships What is bullying?	Living in the Wider World What jobs do people do?	Health and Wellbeing Protected Behaviours What helps us to stay safe?	Health and Wellbeing What helps us grow and stay healthy?	Health and Wellbeing How do we recognise our feelings?
Year 3	Relationships How can we be a good friend?	Health and Wellbeing Protected Behaviours What keeps us safe?	Relationships What are families like?	Living in the Wider World What makes a community?	Health and Wellbeing Why should we eat well and look after our teeth?	Health and Wellbeing Why should we keep active and sleep well?
Year 4	Health and Wellbeing What strengths, skills and interests do we have?	Relationships How do we treat each other with respect?	Health and Wellbeing How can we manage our feelings?	Health and Wellbeing How will we grow and change?	Living in the Wider World How can our choices make a difference to others and the environment?	Health and Wellbeing Protected Behaviours How can we manage risk in different places?
Year 5	Health and Wellbeing What makes up a person's identity?	Living in the Wider World What decisions can people make with money?	Health and Wellbeing Protected Behaviours How can we help in an accident or emergency?	Relationships How can friends communicate safely?	Health and Wellbeing How can drugs common to everyday life affect health?	Living in the Wider World What jobs would we like?
Year 6	Health and Wellbeing Protected Behaviours How can we keep healthy as we grow?		Living in the Wider World How can the media influence people?		Relationships What will change as we become more independent? How do friendships change as we grow?	

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

TOPIC	PUPILS 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
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

TOPIC	PUPILS SHOULD KNOW
	• 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
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/carer 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. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom