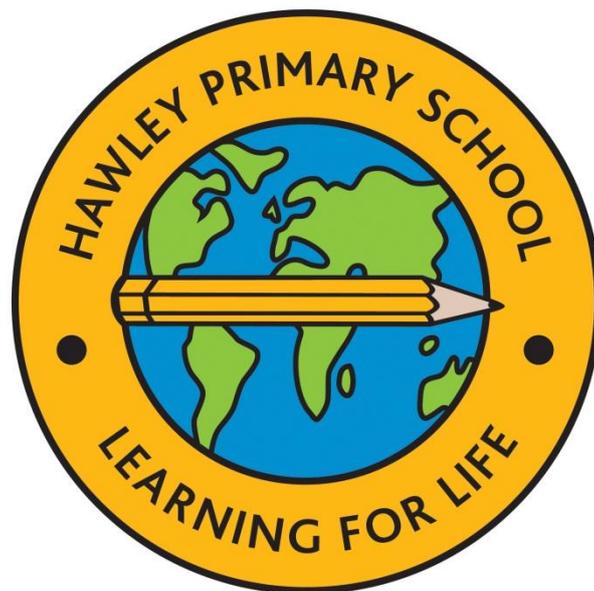


HAWLEY PRIMARY SCHOOL



RELATIONSHIPS AND SEX EDUCATION (RSE) POLICY

AGREED BY GOVERNORS: Summer 2025

LATEST REVIEW: Summer 2025

NEXT REVIEW: Summer 2028

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1. Aims

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

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence, and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

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

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

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Hawley Primary school, we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The Consultation Process has involved:

- Review of SRE curriculum content with all staff
- PSHE & SRE subject leader and SLT
- Consultation with school governors

4. Definition

What Is Sex and Relationship Education?

SRE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family

life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

Effective Sex and Relationships Education can make a significant contribution to the development of the personal skills needed by pupils if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

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

We will share all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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

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, and other aspects are included in religious education (RE).

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

Organisation and Content of Sex and Relationship Education

At Hawley Primary School we specifically deliver Sex and Relationship Education through our PSHE Association framework.

In Key Stage 1 pupils will learn to recognise similarities and differences between themselves and others, identify and share feelings with each other, recognise safe and unsafe situations and identify and be able to talk to someone they trust.

In Key Stage 2 pupils will learn to express their opinions about relationships and bullying and to listen to and support others, including respecting other people's viewpoints and beliefs. They learn to recognise their own worth and identify positive things about themselves and try to balance the stresses in life to promote their own mental health and well-being of others. Life processes are discussed: including the physical changes that take place at puberty, why they happen and how to manage them.

Much of the Sex and Relationship Education at Hawley Primary School takes place with specific lessons throughout KS2. SRE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included.

In Year 3, children are taught about changes to the body during puberty; physical and emotional. Children are also taught how people may need more privacy when reaching this age.

In Year 4, children are taught about menstruation, what happens during periods and feelings linked to this. They are also taught how to manage periods, sanitary towels and tampons.

In Year 5, boys are taught separately about ejaculation and how this links to love and marriage. Children are taught about human reproduction, babies, sexual intercourse, pregnancy, contraception, parent/carers. Children are also taught about the diversity of how babies are made including adoption, same sex families, IVF and surrogacy.

In Year 6, children are shown live birth footage, about how pregnancy can be prevented using contraception. Their learning from previous years is also reviewed at this point.

Any SRE lesson may consider questions or issues that some children may find sensitive.

Before embarking on these lessons ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the children, the question may be dealt with individually at another time. Parents are also made aware at the beginning of Key Stage Two of the content in which is being taught through the SRE programme. This ensures they are fully equipped to answer any questions at home which may arise after a lesson at school.

Support is offered to teachers by the PSHE co-ordinator and external agencies who will help with planning or delivery of lessons if required.

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 pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, it makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages.

We will also:

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

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, 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

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 pupils. 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 pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

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

8.2 The headteacher

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

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. Class teachers teach RSE.

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education. Parents are welcome to review any SRE resources the school uses. Parents/carers have the right to withdraw their child from the non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Headteacher and Senior Leadership Team in the context of the overall school plans for monitoring the quality of teaching and learning.

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

This policy will be reviewed by the PSHE Leader every three years. At every review, the policy will be approved by the Headteacher and the governing body.

Links with Other Policies

This policy links to the following policies and procedures:

- Science Policy
- PSHE Policy
- RE Policy
- Anti-bullying Policy
- Positive Relationships and Behaviour Management Policy
- Safeguarding policy

Appendix 1: Curriculum map

Hawley Primary School-Progression of SRE (Relationships and Sex Education)	
Year 1	
Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what makes them special and the ways in which we are all unique (H21,22)</p> <p>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R18/20)</p> <ul style="list-style-type: none"> - explain the difference between a secret and a surprise • Do we have to keep promises and secrets if someone says so? When should we tell someone else? Who can we tell? • Will we get into trouble if we tell? What should someone do or say if they are asked to keep a secret they feel unsure about? <p>To identify their special people (family, friends, and carers), what makes them special and how special people should care for one another (R1,2)</p> <ul style="list-style-type: none"> - identify special people in their lives - describe what makes them special <ul style="list-style-type: none"> • Who are our special people? • What makes them special to us? • How do people look after each other? • What do they do to help us feel cared for? • What do they do to help us feel cared for? <p>To judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (R5, 13,16,20)</p> <ul style="list-style-type: none"> - identify different types of touch (cuddles, kisses, punches, pokes, tugs, strokes) - describe how it feels when people try to touch us in ways we do not like or that make us uncomfortable <ul style="list-style-type: none"> • How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? • How do our bodies react when we don't want to be touched? • If something is happening that we do not like, what can we say or do? <p>To recognise that they share responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' and knowing that there are situations when they should ask for permission (R17)</p> <ul style="list-style-type: none"> - explain what they can do if they feel nervous about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell') <ul style="list-style-type: none"> • Who looks after us? • Who helps us to keep safe? • Who and what can help us when we feel worried or unsafe 	<p>Change, Puberty and Sexual Education To learn the importance of and how to maintain personal hygiene to stop germs from spreading (H5,7)</p> <ul style="list-style-type: none"> • describe some basic personal hygiene routines and recognise why this is important • What can we do to help keep our bodies healthy and well? • What do we keep clean at home/at school? <p>To learn about the process of growing from young to old and how people's needs change. (H26)</p> <ul style="list-style-type: none"> - describe changes that have happened to them since they were a baby <ul style="list-style-type: none"> • How do we know we are growing? • What do we think made us grow? Who helped us grow? • What can we do now that we couldn't do when we were babies? • What can we do on our own now? <p>To know the names for the main parts of the body (including external genitalia: (vagina, penis, testicles) and the bodily similarities and differences between boys and girls (H25)</p> <ul style="list-style-type: none"> - identify physical similarities between boys and girls - compare physical differences between boys and girls <ul style="list-style-type: none"> • What parts of our bodies can we see? • What are the names of all the different parts of our bodies? • How are people's bodies similar? • How are people's bodies different? <p>To learn what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy. Parts of the bodies covered with underwear are private (R13)</p> <ul style="list-style-type: none"> - explain what is meant by keeping something private - identify when people might want (or need) to keep something private <ul style="list-style-type: none"> • How do people keep things private? • How do we know when someone wants to keep things private? • Should we keep everything private?

Relationship Education	Change, Puberty and Sexual Education
<p>To learn the difference between secrets and nice surprises (that everyone will find out about eventually) and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid (R18,20)</p> <ul style="list-style-type: none"> • Do we have to keep promises and secrets if someone says so? • When should we tell someone else? • Who can we tell if we feel uncertain, uncomfortable or worried? • How can someone say 'no' if they are asked to keep a secret they feel unsure about? <p>For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another (R1,2)</p> <p>- What things do our special people help us with?</p> <ul style="list-style-type: none"> • What do we help them with? • What do we say and do to let our special people know that they are special to us? <p>For pupils to identify their special people (family, friends and carers), what makes them special and how special people should care for one another (R1,2)</p> <p>- What things do our special people help us with?</p> <ul style="list-style-type: none"> • What do we help them with? • What do we say and do to let our special people know that they are special to us? • What do we help them with? • What do we say and do to let our special people know that they are special to us? <p>To be able to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (R5, 13,16,20)</p> <ul style="list-style-type: none"> • How does it feel in our bodies when someone who makes us feel safe and happy cuddles us? • How do our bodies react when we don't want to be touched? • If something is happening that we do not like, what can we say or do? • How else can we say 'no' to being touched? <p>To learn that people's bodies and feelings can be hurt (including what makes them feel comfortable and uncomfortable) (R10,11,12)</p> <ul style="list-style-type: none"> • Can feelings hurt as much as being physically hurt? Or. are there similar feelings? • What do our bodies do when we feel hurt or uncomfortable? <p>To recognise that they share a responsibility for keeping themselves and others safe, when to say, 'yes', 'no', 'I'll ask' and 'I'll tell' including knowing that they do not need to keep secrets (R17,20)</p> <p>- explain what they can do themselves if they are worried about something being safe or unsafe (including saying 'no', 'I'll ask', 'I'll tell')</p> <ul style="list-style-type: none"> • How can we keep ourselves and others safe? • Who helps me?] • What do they do to care for me and make me feel safe and happy? 	<p>To understand the importance of and how to maintain, personal hygiene (H5,7)</p> <ul style="list-style-type: none"> - describe daily personal hygiene routines - identify some of the benefits of taking care of their bodies and what might happen if personal hygiene is not maintained • What do we do to keep our bodies healthy and clean? • When in the day do we have to think about keeping clean especially? • How will keeping clean and healthy help us as we grow up? <p>To learn about the process of growing from young to old and how people's needs change (H26)</p> <ul style="list-style-type: none"> - describe ways they have grown and changed - identify ways they are more independent now from when they were younger • What has changed since we were babies, toddlers, in year 1? • What things can we do on our own now? With help? • What new responsibilities do we have in school or at home that we didn't have before? How do we feel about growing up? <p>To know the names for the main parts of the body (including external genitalia: vagina, penis, testicles) and the bodily similarities and differences between boys and girls (H25)</p> <ul style="list-style-type: none"> - identify the physical similarities and differences between boys and girls • What are the names of all the different parts of our bodies? • In what ways are boys and girls the same? • How are boys and girls different? <p>What is meant by 'privacy'; their right to keep things private; the importance of respecting others privacy (R13)</p> <ul style="list-style-type: none"> - recognise that they feel unsure, uncomfortable or hurt about something they have been asked to keep private, that they should tell an adult they trust (even if they have been asked to keep this private) • What sorts of things might people keep private? • How do we know when someone wants to keep things private? • How might other people feel if things they wanted to keep private are shared? When might we need to break privacy?

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what constitutes a positive, healthy friendships relationships and develop the skills to form and maintain positive and healthy ones (R5,9,11)-</p> <ul style="list-style-type: none"> - People who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart. - how to recognise if family relationships are making the feel unhappy or unsafe and how to seek help or advice. <p>To recognise that a feature of positive family life is caring relationships; the different ways in which people care for one another (R6)</p> <ul style="list-style-type: none"> • How do people show they value and care others? • Commitment, care, spending time together, being there for each other in times of difficulty <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1) and recognise shared characteristics of health family life (R8):</p> <ul style="list-style-type: none"> • Who might be included in someone's network of special people? • What makes a good friend? • How do we feel when we fall out with our special people? • What strategies can we use to solve problems in our relationships? Win-win? Giving in? <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R25,26).</p> <ul style="list-style-type: none"> -explain that everyone has a right to have their 'body space respected and that they should respect others body space - explain why it is ok and important to talk to someone they trust if anyone makes them feel hurt, uncomfortable or confused • How do we feel when someone is in our body space? • Does it depend on who is in our body space? • How does our body/mind warn us when someone gets too close? • How can we tell when others are feeling comfortable or uncomfortable about their body space? • What should we someone do if someone is touching us in ways we don't like, or making us feel hurt of uncomfortable in any way? <p>To understand the concept of 'keeping something confidential or secret', when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret (R27,29)</p> <ul style="list-style-type: none"> - identify what it means to keep something confidential or secret - identify times when confidentiality might be important • recognise that no one (including adults) should ask them to keep a secret that might be hurtful (to themselves or others) or unsafe and they should not agree to do so 	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> - recognise that change might bring a variety of feelings, including not good feelings (such as sadness or worry) - Problem-solving strategies <ul style="list-style-type: none"> • What types of change happens in people's lives? • Does change always feel good? • What sorts of feelings can change or loss bring? • How can we help ourselves to feel ok? • How can we help others to feel better? <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> - identify the external genitalia - recognise that everyone grows and changes through the human life cycle - identify puberty as the time when a child grows into an adolescent (ages 8-17) • What happens to people as they grow up? • Does everyone's body change? • What happens? • How do people feel when their body grows and changes? <p>To understand the importance of keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty (H32)</p>

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R5,9,11)</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1) - identify some ways in which relationships can be recognised, celebrated or marked by people and society (for example through marriage/civil partnership, anniversaries, special days such as Mothers' Day)</p> <ul style="list-style-type: none"> • How do we choose our friends? • How are relationships celebrated? • How do people show they care for and value each other? <p>To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents etc) and that families of all types can give family members love, security and stability (R7).</p> <p>To understand that marriage and civil partnerships are a legal declaration of commitment made by two adults who love and care for each other. (R3,4) but that people who love and care for each other can be in a committed relationship without marriage or living together. (R5)</p> <p>To understand the concept of 'keeping something confidential or secret, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret (R27,29).</p> <ul style="list-style-type: none"> - explain what it means to keep something confidential or secret - give reasons for when we should/should not agree to keeping something confidential/secret • Do we have to keep other people's secrets? • How might someone feel to be asked to keep a secret that worries them, they are unsure or feel uncomfortable about? • Why is it important to tell an adult we trust if we think there might be a secret that means someone is unsafe or might be upset or hurt? What would happen next? <p>To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face and the risks associated with this (R12)</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> - describe changes that happen at school, and in life • When might people experience change or loss? • How does it feel to break up with friends? • How does it feel to be separated from people we love because they may go away or die? <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> - identify changes in the human life cycle - identify puberty as a time in everyone's life when their bodies grow and change from children to young adults - use the correct names of female and male reproductive organs - describe the effects of puberty on male and female bodies - how bodies grow and change - explain what happens during periods (menstruation) and how to maintain menstrual wellbeing • What happens to people's bodies when they grow up? • Do these changes happen to everyone at the same time? • What do we need to know about the changes? <p>To understand the importance of keeping clean how to maintain personal hygiene, especially as they will change during the time of puberty (H3)</p> <ul style="list-style-type: none"> - How and when to seek support, including which to speak to in and outside of school, if they are worried about their health and body.

Relationship Education	Change, Puberty and Sexual Education
<p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R5, 9,11). To recognise different types of relationship, including those between acquaintances, friends, relatives, and families (R1)</p> <ul style="list-style-type: none"> • What kinds of loving relationships are there? • How do we know these are kind and loving? • How should people within a loving relationship behave? • How can relationships change over time? <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R9).</p> <ul style="list-style-type: none"> - identify some signs that a relationship is not healthy - recognise that unhealthy relationships can happen anywhere: in school, at work, at home, amongst family members and friends • How do people in special relationships treat each other that makes them feel good? • • What signs might make someone think a relationship is not good? • Where can people get advice or ask for help? <p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership.</p> <p>To understand that forcing anyone to marry is a crime.</p> <ul style="list-style-type: none"> • How do people in close relationships show they love each other? • What does it mean to get married or have a civil partnership? • Why might people decide to get married? • Do people have to get married? <p>To judge what kind of physical contact is acceptable or unacceptable and how to respond (R25, 26).</p> <ul style="list-style-type: none"> • What should we do if someone makes us feel unsafe (even if it is someone, we think we trust)? • Whose responsibility or fault is it if someone feels unhappy or uncomfortable about someone else's behaviour towards them? 	<p>Change, Puberty and Sexual Education To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> • What are some changes that happen slowly (over time) • What some changes that happen quickly or suddenly without warning? • What can help people at these times? • How can people keep and share special memories? <p>For pupils to understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> - identify changes in the human life cycle - identify puberty as a time in everyone's life when their bodies grow and change from children to young adults - identify that the changes are ongoing and usually happen between the ages of 8-17 years - describe the effects of puberty on male and female bodies - how bodies grow and change - recap and explain what happens during periods (menstruation) and how to manage this (girl talk video/girls only) - introduce ejaculation through wet dreams (boy talk video/boys only) <p>What happens to people's bodies when they grow up? Do these changes happen to everyone at the same? What do we need to know about the changes? How can people feel about growing up?</p> <p>To understand how the process of puberty relates to human reproduction (H30)</p> <ul style="list-style-type: none"> - Puberty relates to the sex cells and prepares people's bodies for the possibility of having children when they are adults and in a loving relationship: - use the correct names of female and male reproductive organs <p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and strategies required to get support if they have fears for themselves or their peers (H22)</p> <p>(FGM not to be mentioned unless initiated by a child), (H45)</p>

Relationship Education	Change, Puberty and Sexual Education
<p>To learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact (H22). (Same objective as Year 5)</p> <ul style="list-style-type: none"> - about the right they have to protect their body, • How can we help protect and look after our bodies? • What should we do if we, or someone we know, is at risk of their body being hurt or harmed? <p>To recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships (R5, 9, 11).</p> <p>To recognise different types of relationship, including those between acquaintances, friends, relatives and families (R1)</p> <ul style="list-style-type: none"> - describe different kinds of loving relationships - identify the qualities that enable these relationships to flourish - identify the qualities that enable these relationships to flourish • What are the qualities of a loving relationship? • What do we expect from a healthy relationship? • What skills does each person in the relationship need? • Why might a relationship change or end? <p>To recognise ways in which a relationship can be unhealthy and whom to talk to if they need support (R9).</p> <p>recap what makes a healthy relationship explain that everyone has the right to feel safe and happy within a relationship suggest some signs that a relationship is not healthy</p> <ul style="list-style-type: none"> • How do people show they value each other in a relationship? • Where can people get advice or ask for help if they are worried this is not the case? <p>To understand that civil partnerships and marriage are examples of stable, loving relationships and a public demonstration of the commitment made between two people who love and care for each other.</p> <p>To understand that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership (R3, 4,5).</p> <ul style="list-style-type: none"> • Why do people choose to get married? Or not to get married? <p>What does it mean to get married or have a civil partnership?</p> <p>To develop the concept of 'keeping something confidential or secret, when we should or should not agree to this and when it is right to 'break a confidence' or 'share a secret' (R27, 29).</p> <ul style="list-style-type: none"> • What might stop someone from wanting to tell someone else a secret? • Can a secret put someone at risk? • Is telling a secret the same as telling tales? <p>To know that people may be attracted to someone emotionally, romantically, and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.</p>	<p>To learn about change, including transitions (between key stages and schools), loss, separation, divorce and bereavement (H23,24)</p> <ul style="list-style-type: none"> • How might someone feel if someone important to them stops being their friend, being close to them, goes away or dies? • What sorts of things might help someone with their feelings during times like these? • Where can people get help, advice or support? <p>To understand how their body will, and their emotions may, change as they approach and move through puberty (H17,20,34)</p> <ul style="list-style-type: none"> • How can people feel about their changing bodies during puberty? • How can people manage these changes? • What is involved in growing up? <p>To learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (H33)</p> <ul style="list-style-type: none"> - identify the links between love, committed relationships/marriage and conception - correctly name male and female body parts associated with conception - identify how the sex parts relate to how a baby is made - explain that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the womb (female) - identify what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults <p>Briefly touch upon contraception as a means of preventing pregnancy. Only mention condoms if asked.</p> <ul style="list-style-type: none"> • Why or when might a couple decide to have a baby? • What roles and responsibilities to parents have? <p>To know how babies need to be cared for (H33)</p>

Appendix 2: By the end of Primary School pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, 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	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or background), or make different choices or having 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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to 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	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • 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/carer		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/carers	
Staff signature and role	