

Richard Atkins Primary School



Inspiring Curiosity and the Courage to Succeed

PSHE Policy 2026-2029

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Approved by Chair:	
Approved by Headteacher:	
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INTRODUCTION

At Richard Atkins, we believe that it is important to provide each pupil with the skills, knowledge and understanding relating to RSHE to enable them to make informed choices, lead confident, healthy, and independent lives within their community. All pupils, no matter what their barriers to learning are, are entitled to RSHE. The RSHE curriculum has been developed to consider the diversity of the school population and to meet the needs of all pupils at Richard Atkins. We will consult with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use will be regularly reviewed in co-operation with members of the Local Health Authority e.g., the school nurse to ensure their suitability. Pupils will be taught in mixed sex groupings for most RSHE lessons although teachers can use single sex settings or 'maturity groups' when this is thought to be more appropriate. The RSHE curriculum will be delivered in a factual and honest way.

At Richard Atkins, we believe that RSHE is lifelong learning about:

- physical, moral and emotional development
- pupils developing knowledge and understanding of the importance of family life
- stable and loving relationships
- respect, love and care for self and others

It is not about the promotion of sexual orientation or sexual activity - this would be inappropriate teaching.

AIMS AND OBJECTIVES

The aims and objective of relationship and sex education are to help and support pupils through their physical, emotional and moral development. At Richard Atkins, we believe that a successful programme, which is firmly embedded in PSHE, will help our pupils learn to respect themselves and others and move with confidence from childhood through adolescence to adulthood.

There are three main elements of RSHE:

1. **Attitudes and Values**

- Learning the importance of values and individual conscience and moral considerations
- Learning the value of family life, marriage, and stable and loving relationships
- Create a positive culture around issues of sexuality and relationships.
- Learning the value of respect, love and care
- Exploring, considering and understanding moral dilemmas
- Developing critical thinking as part of decision-making.
- Provide a framework in which sensitive discussions can take place.

2. **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively
- Help pupils develop feelings of self-respect, confidence and empathy.
- Learning to make choices based on an understanding of difference and with an absence of prejudice including stereotyping.
- Developing an appreciation of the consequences of choices made
- Managing conflict
- Learning how to recognise and avoid exploitation and abuse

3. **Knowledge and Understanding**

- Learning and understanding physical development at appropriate stages
- Understanding emotions and relationships
- Provide pupils with appropriate information that is relevant to their needs, age and maturity on sexual or associated matters
- Provide support and enable pupils to recognise, acknowledge and positively deal with their emotions
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

Statutory Requirements

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

However, 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 RSHE, Richard Atkins Primary School has regard to the Department for Education's statutory guidance *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (July 2025), which became statutory from 1 September 2026. The school will ensure that the curriculum is delivered in an age-appropriate, evidence-informed and inclusive manner that reflects statutory requirements and safeguarding responsibilities. Governors, leaders and staff will review provision regularly to ensure continued compliance with national guidance.

At Richard Atkins School we teach RSHE as set out in this policy.

Policy Development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.

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

Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, healthy lifestyles, diversity and personal identity.

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

RSHE is not about the promotion of sexual activity.

Equality, Diversity and Inclusion

Richard Atkins Primary School is committed to promoting equality, inclusion and respect for all.

Through RSHE pupils will learn:

- that families can be different in structure and composition
- to respect people from different cultures, religions, beliefs and backgrounds
- to challenge stereotypes and prejudice
- to value diversity within modern Britain
- that every individual should be treated with dignity and respect

Teaching will be delivered in accordance with the Equality Act 2010 and will reflect the needs of our diverse school community.

Curriculum

Our 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, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

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.

Delivery of RSHE

At Richard Atkins, RSHE will be taught through integration within the wider themes of the PSHE curriculum. Some aspects of RSHE will also be covered in the Science curriculum within the EYFS and KS1 curriculum through topics such as Ourselves and in Humans and Life Processes in KS2.

RSHE is taught throughout the whole school in a holistic and development way. The specific content of delivery throughout the school depends on age, experience and maturity of our pupils as deemed appropriate by the teachers.

The RSHE programme will be delivered by the class teacher and when appropriate the school nurse whose input will be planned and delivered in conjunction with the class teacher (Years 5 & 6). A variety of teaching and learning styles will be used when delivering RSHE. Depending on the age of the pupils these include:

- discussions
- videos
- stories
- quizzes

Before beginning RSHE, teachers should establish 'ground rules' with their class to ensure a safe and comfortable learning environment. Best practice should include:

- considering the gender balance, ethnicity and diversity of the pupils in the class when planning
- the language stage of the pupils
- the knowledge, maturity and ability of the pupils to speak, listen and think confidently about issues surrounding the subject.

Teachers should aim to use active and participatory teaching methods allowing for both small and large group discussion and time for pupils to reflect on what they have learnt. The pupils are taught in mixed gender groupings for most RSHE lessons although teachers use single gender settings when this is thought to be more appropriate, for example menstruation for girls and wet dreams for boys. During the formal relationship and sex education a question box is made available for questions that pupils do not feel comfortable asking in a group situation.

Teachers will need to ensure that pupils are aware that while most issues can be kept confidential their teacher may need to pass on some information if they consider the pupil to be at risk. Teachers need to be mindful that if discussions raise issues of concern for a particular pupil, they should follow the school's child protection procedures.

RSHE will be approached with honesty and balance when dealing with controversial and sensitive issues. The majority of RSHE will be delivered within a whole class situation although there may be occasions when single sex groupings may be more appropriate. Pupils will make regular assessments of their own learning using informal methods and each teacher will evaluate the success of the RSHE programme and then feedback to the Subject Leader. This feedback, together with information obtained through talking to pupils, will inform any adjustments to the programme.

Online Safety

Pupils will be taught how to develop safe and respectful online relationships, understand privacy and consent online, identify misinformation and manipulated content, recognise online scams and fraud, understand age restrictions for digital platforms and know how to report concerns. Teaching will support pupils to become responsible, critical and informed users of digital technology.

Pupils will learn how to critically evaluate information found online, including information generated through emerging technologies such as artificial intelligence (AI). They will be taught to consider the reliability, accuracy and trustworthiness of digital content before accepting it as fact.

Personal Safety

At Richard Atkins Primary School, personal safety forms an important part of our RSHE curriculum. Pupils will be taught how to recognise risks, make safe choices and seek support when needed.

Pupils will learn about:

- road safety
- water safety
- railway safety
- fire safety
- personal and public safety
- recognising unsafe situations
- emergency procedures and how to summon help
- assessing and managing risk appropriately
- understanding their right to feel safe at all times

This learning will be delivered through RSHE, PSHE, assemblies and other curriculum opportunities as appropriate.

Resources

The school may use resources from:

- Twinkl Life
- PSHE Association
- NHS resources
- NSPCC resources
- Childnet and UK Safer Internet Centre materials
- Local Authority and Public Health guidance

- School Nursing Service resources

All resources will be reviewed regularly to ensure they are accurate, inclusive, age appropriate and compliant with statutory guidance

Key Skills

At Richard Atkins we put an emphasis on the wider conception of learning, including social, emotional and communicative and thinking skills, namely:

- Communication skills - active listening, sharing personal views, discussion.
- Social skills - sharing, turn-taking, co-operation, leading, negotiating.
- Emotional skills - self-awareness, self-control, empathy, motivation.
- Thinking skills - considering issues, comparing opinions, deciding priorities, exploring moral dilemmas

Mental Health and Emotional Wellbeing

Richard Atkins recognises the importance of supporting pupils' emotional wellbeing and resilience.

Pupils will learn:

- how to recognise and manage a range of emotions
- strategies for maintaining positive mental wellbeing
- how and where to seek support
- the importance of healthy relationships in supporting wellbeing
- how to manage change and transitions
- that grief, loss and bereavement are part of life and may affect people in different ways
- strategies to support themselves and others during times of change or loss

Teaching will always be sensitive, age appropriate and responsive to individual circumstances.

Links to other Subjects

In PSHE we teach the pupils about relationships, and we encourage pupils to discuss issues. We teach about the parts of the body, and how this works, and we explain to the pupils what will happen to their bodies during puberty. For example, we teach the pupils that boys' voices will change during puberty, and we explain menstruation to both boys and girls. We encourage the pupils to ask for help if they need it e.g., through anonymous question boxes, low-key mentoring and identified support staff.

In Science lessons (in both key stages) teachers inform pupils about puberty and how a baby is born. For this aspect of our teaching, we follow the guidance material in the national scheme of work for Science.

In Key Stage 1 we teach pupils about how animals, including humans, move, feed, grow and reproduce, and we also teach them about the main parts of the body. Pupils learn to appreciate the fact that people are not all the same, and that we need to respect each other. In Key Stage 2 we teach about life processes, and the

main stages of the human life cycle, in greater depth. In Years 5 and 6 we place a particular emphasis on Health Education, as many of our pupils begin to experience puberty at this age.

Teaching Specific RSHE Themes

PUBERTY

All pupils, including those who develop earlier than average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with them. It is important for boys and girls to understand the changes for their own sex, and for the opposite sex.

Menstruation and Wet Dreams

Year 5 pupils at Richard Atkins will learn about menstruation and if pupils ask about wet dreams we will direct them to their parents. We explain and put in place strategies for managing menstruation and explain about wet dreams. This will be done involving parents as appropriate.

Conception

Year 6 pupils at Richard Atkins will learn about human reproduction in the context of the human life-cycle.

Contraception

Contraception is not taught as a discrete element within the primary RSHE curriculum. Where questions arise as part of learning about reproduction, staff will provide factual, age-appropriate responses that support pupils' understanding while remaining within the school's agreed curriculum and statutory requirements. Parents will be informed of the content taught within Year 6 human reproduction lessons.

ABORTION

At Richard Atkins we don't teach about abortion although if a pupil asks a question during the Year 6 programme, we will suggest that pupils speak to their parents or identify adults who they can trust and can ask for help. Pupils will be assisted to identify sources of information, support and advice including from the school nurse.

Assessment and Evaluation

Assessment is an integral part of teaching RSHE and enables teachers to measure what pupils have learnt and inform the next stage of planning. In line with the school assessment policy the year group programme should be evaluated to ensure it meets the changing needs of the pupils and reflects the views and values of the school community; this is carried out by the PSHE Coordinator, teachers, pupils and parents.

Expected Outcomes

By the end of EYFS, pupils are expected to:

- know that they are a boy or a girl
- boys and girls are different from each other
- know basic hygiene such as washing their hands before meals and after going to the toilet

By the end of Key Stage 1, pupils are expected to:

- recognise and compare the main external parts of the bodies of humans
- recognise the similarities and differences between themselves and others
- know basic hygiene such as washing their hands before meals and after going to the toilet
- know that they need to have regular baths to keep clean

By the end of Key Stage 2, pupils are expected to:

- know and understand how their bodies change during puberty and strategies for dealing with changes associated with puberty
- know and understand how humans are made including human re-production
- the importance of personal hygiene including keeping clean

Child Protection and Confidentiality

Teachers should ensure that RSHE is taught in a sensitive manner, and in confidence. However, if a pupil refers to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a pupil indicates they may have been a victim of abuse.

Teachers must not try to investigate but will immediately inform the Designated Safeguarding Lead about the concerns. Staff should always follow the CP guidelines to observe, record and refer all CP issues. The DSL will then deal with the matter in consultation with health care professionals, including Social Services.

(Refer to Richard Atkins School Policy and Procedures for Safeguarding incl Child Protection)

Home School Partnership

Parents and carers have an especially important role to play in RSHE. They need to feel confident that Richard Atkins programme complements and supports their role. To enable this, an information session for parents will be held to discuss the RSHE programme. Teaching resources will be shown, and opportunities will be given for discussion and questions.

Parents and carers who have concerns about the Richard Atkins RSHE programme e.g., may conflict with their religious or cultural beliefs are encouraged to talk to their pupil's Class Teacher or the PSHE Subject Leader to discuss the programme in detail.

Parents' right to withdraw.

At Richard Atkins Primary School:

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

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. A meeting will then be arranged with parents to discuss the request in detail. Alternative work will be given to pupils who are withdrawn from sex education.

Training

Staff are trained on the delivery of RSHE 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 RSHE.

Roles and Responsibilities**Governors**

The role of the Governors is to ensure that:

- the governing board will approve the RSHE policy and hold the headteacher to account for its implementation.
- the RSHE curriculum is implemented throughout the school.
- there are clear policy and guidelines to inform curriculum delivery
- parents and carers are consulted about the content of the RSHE curriculum and the resources that will be used for delivery.
- receive an annual report from the subject leader about the implementation and efficacy of the RSHE curriculum.

Headteacher

The role of the Headteacher is to:

- ensure that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from (non- statutory/non-science components of RSHE
- ensure the full implementation of the RSHE policy.
- monitor the effectiveness of teaching and learning in RSHE.
- ensure effective outcomes for each pupil regardless of race, gender, ethnicity, ability, SEN, impairments or stage of English language in line with the Equalities Act 2010
- ensure that there are effective resources in place to implement RSHE curriculum.
- ensure that teachers and support staff are trained and confident to provide high calibre teaching to each pupil's individual need.

Subject Leader

The role of the subject leader is to ensure that:

- the RSHE policy is effectively implemented throughout the school.
- both the staff and parents are informed about our RSHE policy and practice
- staff have the knowledge, skills and confidence to deliver the RSHE programme effectively, and handle any difficult issues with sensitivity.
- staff are trained and skilled
- assessment is carried out in line with the school's assessment policy
- the efficacy of the RSHE curriculum is monitored and reported through the annual subject leader's report to Governors.

Class Teacher

The role of the Class Teacher is to ensure that:

- effectively plan and deliver the RSHE curriculum in line with school policy.
- to ensure that each subject is treated with honesty and sensitivity.
- to keep the subject leader and child protection officer informed of any issue that have implication for child protection or safeguarding.
- assessment is carried out in line with the school's assessment policy
- to ensure that the curriculum is differentiated to enable full access for each pupil.
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSHE.
- Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

Monitoring and Review

The PSHE Subject Leader, the Senior Leadership Team and the Curriculum Standards & Pupil Welfare Committee of the Governing Body will evaluate the impact of the Richard Atkins RSHE policy every three years. Evaluation findings and any recommended amendments/additions will be reported to the full Governing body, and modifications will made, as necessary. The PSHE Subject Leader will give serious consideration to any comments from parents/carers about the RSHE programme and report to the Senior Leadership Team and the Curriculum Standards & Pupil Welfare Committee accordingly.

The delivery of RSHE is monitored by SLT/ RSHE Lead through:

Lesson observations, planning scrutinies, learning walks and book scrutinies.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment system

APPENDIX 1: RSHE YEAR GROUP THEMES

  PSHE OVERVIEW - UPDATED RICHARD ATKINS PRIMARY SCHOOL 						
	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
EYFS	<i>Who am I? Me, my friends & family</i>		<i>What makes a good friend? Caring for others</i>		<i>TEAM My Fabulous Future</i>	
YEAR 1	Be Yourself	TEAM	Digital Bullying	Money Matters	UTPS	One World
YEAR 2	Diverse Britain	Aim High	Safety First	Growing Up *	It's My Body *	Think Positive
YEAR 3	UTPS	Think Positive	Be Yourself	Diverse Britain	It's My Body *	Money Matters
YEAR 4	TEAM	Digital Wellbeing	Safety First	It's My Body	One World	Growing Up*
YEAR 5	UTPS	Aim High	One World	It's My Body *	Digital Wellbeing	Safety First
YEAR 6	TEAM	Think Positive	Money Matters	Growing Up *	Diverse Britain	Be Yourself
THE BUBBLE	Good to be Me	Say No to Bullying	Getting on and Falling out	Relationships *	Going for Goals	Changes

*RSE Curriculum

Year 2 - Growing Up:

This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies, gender stereotypes and different types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing their feelings in response to life experiences.

Lesson 1: Our Bodies

I can use scientific names for parts of the body.

I can name the differences between girls' and boys' bodies.

Unit and Lesson Tittle	Lesson Content/Vocabulary
1. Our Bodies	Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

	- About growing and changing from young to old and how people's needs change - To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
2. Is It OK?	- About how to respond if physical contact makes them feel uncomfortable or unsafe - Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe - What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.
3. Pink and Blue	- To recognise the ways in which we are all unique - To recognise the ways in which they are the same and different to others.
4. Your Family, My Family	- About different types of families including those that may be different to their own - To identify common features of family life - That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried
5. Getting Older	- About growing and changing from young to old and how people's needs change - About preparing to move to a new class/year group.
6. Changes	- About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better - About preparing to move to a new class/year group.

Year 4 - Growing Up:

This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.

Lesson 1: Our Bodies

I can use scientific names for parts of the body.

I can explain why both the male and the female bodies are needed to reproduce.

I can explain why humans reproduce.

Lesson 6: Where Do I Come From?

I can use scientific vocabulary when talking about the human body and reproduction.

I can explain what is needed to make a baby.

I understand how babies are born.

Unit and Lesson Title	Lesson Content/Vocabulary
1. Human Reproduction	About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and

	that there are ways to prevent a baby being made); how babies need to be cared for.
2. Changes in Boys	To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • About where to get more information, help and advice about growing and changing, especially about puberty.
3. Changes in Girls	• to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • About where to get more information, help and advice about growing and changing, especially about puberty.
4. Changing Emotions	• To recognise that feelings can change over time and range in intensity • About everyday things that affect feelings and the importance of expressing feelings • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • About where to get more information, help and advice about growing and changing, especially about puberty.
5. Relationships and Families	• That for some people gender identity does not correspond with their biological sex • To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)

	• 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 • About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong • That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability • To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
6. Where Do I Come From?	• About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

Year 6 - Growing Up:

This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. They will also learn about positive body images and stereotypes

Lesson 5: Let's talk about sex

I can describe the terms 'sexual relationship' and 'sexual intercourse'.

I can explain who can have a sexual relationship, according to the law.

I can explain what an STI is and I know how these can be prevented.

I can judge when physical contact is unacceptable, and I know how to respond.

Lesson 6: Human Reproduction

I can use the appropriate scientific vocabulary when talking about human reproduction.

I can explain what contraception is.

I can describe how a baby grows inside the womb. I can explain how a baby is born

Unit and Lesson Title	Lesson Content/Vocabulary
1. Changing Bodies	• To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key

	facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) • about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene • About where to get more information, help and advice about growing and changing, especially about puberty • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
2. Changing Emotions	• To recognise that feelings can change over time and range in intensity • About everyday things that affect feelings and the importance of expressing feelings • A varied vocabulary to use when talking about feelings; about how to express feelings in different ways • Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations • About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).
3. Just the Way You Are	• About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) • To recognise their individuality and personal qualities • To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth • About stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes • Recognise ways in which the internet and social media can be used both positively and negatively • About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
4. Relationships	• To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) • 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 • About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong

	• That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others • That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart • To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
5. Let's Talk About Sex	• That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it • To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction • About the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for • Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.
6. Human Reproduction	• about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for.

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

TOPIC	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	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
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	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

	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		uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
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 How to ask for advice or help for themselves or others, and to keep trying until they are heard How to report concerns or abuse, and the vocabulary and confidence needed to do so Where to get advice e.g. family, school and/or other sources		

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



TO BE COMPLETED BY PARENTS/CARERS

Name of child		Class	
Name of parent		Date	
I have reviewed the curriculum, lessons plans & resources		☐	(please tick)
I wish to withdraw my child from ALL sex education lessons		☐	(please tick)
I wish to Withdraw my child from the following lessons: (please tick)			
Year 2 Lesson 1	☐		
Year 4 Lesson 1.	☐	Year 4 Lesson 6	
Year 6 Lesson 5.	☐	Year 6 Lesson 6	☐
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	