# Leamington Community Primary School

*Together we make a Difference*

# PSHE Including RSE Policy

**Completed by:** Miss J. Evans
**Date Issued:** 1st September 2026
**Approved by Governors:** 12th September
**Review Date:** 1st September 2027

# Leamington Community Primary School: PSHE including RSE Policy

## 1. Aims:

At Leamington Community Primary School, we recognise that both Personal, Social, Health and Economic (PSHE) and Relationships and Sex Education (RSE) play an essential part in preparing children for the opportunities, responsibilities and experiences of life.

Our curriculum aims to give every child the knowledge, understanding, skills, attitudes and vocabulary they need to:

- Develop positive, respectful and healthy relationships with themselves and others.
- Understand healthy, safe and caring relationships, including personal boundaries and the right to feel safe, respected and valued.
- Recognise inappropriate, unsafe, harmful or abusive behaviour, including bullying and harassment, and know how and where to seek help.
- Develop self-respect, self-esteem, confidence, resilience and a positive sense of identity.
- Understand and manage emotions, developing effective strategies for emotional regulation and wellbeing.
- Understand the links between physical health and mental wellbeing and develop healthy lifestyle habits, including physical activity, nutrition, sleep, hygiene and personal care.
- Prepare for the physical and emotional changes of puberty.
- Develop age-appropriate understanding of reproduction, conception and birth through Science and, where appropriate, additional sex education.
- Develop the knowledge, skills and confidence to stay safe online and offline, including recognising risks associated with online contact, content and communication.
- Develop strategies to respond to peer pressure, bullying, prejudice and harmful behaviour.
- Understand and challenge stereotypes and prejudice, promoting equality, respect, inclusion and fairness.
- Appreciate and respect different families, backgrounds, beliefs, cultures, characteristics and experiences.
- Develop independence, responsible decision-making and personal safety skills.
- Know when and how to seek support from trusted adults and appropriate services.
- Develop positive character and citizenship, including kindness, honesty, courage, integrity, respect, responsibility, resilience and trustworthiness.
- Understand their rights and responsibilities and contribute positively to school and wider society.

The school aims to provide a safe, inclusive and supportive environment in which children can ask questions, explore ideas and develop the confidence to talk about issues affecting their wellbeing and relationships. The curriculum is delivered within a whole-school approach to wellbeing, safeguarding, behaviour, inclusion and personal development.

Skilled delivery, engagement with pupils and transparency with parents will underpin the whole-school approach to PSHE and RSE and will be carefully sequenced, relevant and responsive and positive.

## 2. Statutory requirements and legal framework:

Leamington Community Primary School is a maintained primary school and therefore provides Relationships Sex and Health Education in accordance with the statutory requirements.

The school has regard to the **Department for Education Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (July 2025), which came into force on 1 September 2026**.

The statutory requirements arise principally from:

- Section 34 of the **Children and Social Work Act 2017**;
- the **Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019**;
- Section 80A of the **Education Act 2002**;
- Section 403 of the **Education Act 1996**;
- the **Equality Act 2010**;
- relevant safeguarding legislation and statutory guidance.

Relationships Education is compulsory for pupils receiving primary education. Health Education is also compulsory for pupils in state-funded primary schools. Primary sex education beyond the Science curriculum is not compulsory.

Where Leamington Community Primary School chooses to provide additional primary sex education, this will be clearly identified as such within the curriculum and policy.

The school will ensure that its RSHE provision is consistent with the revised statutory guidance and other relevant statutory guidance, including:

- *Keeping Children Safe in Education*;
- *Working Together to Safeguard Children*;
- the *SEND Code of Practice: 0 to 25 years*;
- the Equality Act 2010;
- relevant guidance relating to online safety, behaviour, bullying, domestic abuse and child protection.

## 3. Definitions and terminology:

### 3.1 PSHE:

PSHE stands for **Personal, Social, Health and Economic Education**. PSHE is the broader curriculum through which pupils develop knowledge, skills and attitudes relating to their personal wellbeing, relationships, health, safety, citizenship and preparation for adult life.

At Leamington Community Primary School, PSHE provides the wider framework within which statutory Relationships Education and Health Education are delivered.

PSHE also provides opportunities to develop personal and social skills, financial understanding, citizenship, resilience, character and responsible decision-making.

**3.2 Relationships Education:**

Relationships Education is statutory at primary school.

It focuses on the knowledge and skills that form the foundations of positive, healthy and respectful relationships.

The statutory areas are:

- Families and people who care for me;
- Caring friendships;
- Respectful and kind relationships;
- Online safety and awareness;
- Being safe.

The revised guidance emphasises that Relationships Education should not simply focus on positive relationships but should also help pupils to:

- Recognise risks, abuse, harmful behavior and how to seek help;
- Manage conflict in relationships and how to manage loneliness;
- Understand online risks and inappropriate content, protections on social media, including; age requirements and location settings;
- Learn about the pressure to share nude images or online sexual content (Optional)

At leamington, our PSHE Curriculum has been carefully planned and sequenced to ensure all statutory RSHE requirements are met in an age and stage appropriate manner.

Pupils will be taught, in an age- and developmentally appropriate manner, about respectful behaviour and the importance of treating others with dignity. This will include recognising that sexual harassment, unwanted sexual comments, sexualised behaviour, pressure, intimidation and unwanted contact are not acceptable.

Pupils will be taught how to recognise behaviour that makes themselves or others feel uncomfortable, unsafe or pressured, including behaviour that takes place online. They will be taught how to set and respect boundaries, how to seek help from a trusted adult and how to report concerns.

Teaching will reinforce the school's safeguarding procedures and will be appropriately adapted according to pupils' age, developmental stage and individual needs.

### 3.3 Health Education

Health Education is statutory and supports pupils to make informed choices about their physical and mental health and wellbeing.

At primary level, this includes:

- General wellbeing and emotional awareness;
- Mental health and emotional wellbeing;
- Online wellbeing;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol, tobacco, vaping;
- Health protection and prevention;
- Personal safety;
- Basic first aid;
- Developing bodies, including puberty and menstruation.

The revised guidance places particular emphasis on the links between physical health and mental wellbeing, emotional regulation, healthy lifestyles, personal safety and knowing when to seek support. In line with Statutory guidance, new health content on the PSHE curriculum at Leamington includes:

- Dental health
- Importance of sleep
- Managing change and loss, inc bereavement
- Impact of physical health on mental health
- Scams, fraud and video game monetization
- Medial literacy e.g. taking a critical approach to online content such as misinformation, manipulation, algorithms and targeted online content
- Personal safety including hazards, fire safety and travel safety
- Facts and risks associated with vaping and nicotine pouches
- Correct names for body parts including penis, vulva, vagina, testicles, scrotum, nipples

### 3.4 Sex Education:

Sex education is not statutory in primary schools beyond the relevant content of the Science curriculum. Leamington Community Primary School will teach the statutory Science curriculum, including relevant content concerning human development, puberty and reproduction.

Where the school provides additional sex education beyond the Science curriculum, this will be clearly identified to parents and will be age- and stage-appropriate.

Primary sex education (Y5/Y6) will focus on: How a baby is conceived and born.

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

### 3.5 Parent's right to withdraw

Parents do not have the right to withdraw their children from relationships education but do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.

Requests for withdrawal should be put in writing to the headteacher. Where requests are made, parents will be invited into school to discuss the nature, purpose and benefits of sex education, the detrimental effects of withdrawal and likelihood of the pupil hearing information with peers.

If the request is granted by the headteacher, specific lessons will be identified so that the pupil does not miss learning from the statutory science components of the curriculum. Requests can be made using the form found in Appendix 3 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from sex education and parents will be offered the sex education resources and advised to share them at home.

## 4. Curriculum:

The PSHE curriculum at Leamington has been carefully planned and sequenced in an age and stage appropriate way, to cover all the content requirements set out for primary schools in the new RSHE statutory guidance compulsory from 2026 (See *Appendix 2*). The curriculum broadly aligns the **PSHE Jigsaw** Scheme of work, but has been adapted by SLT and PSHE Subject Lead to meet the age, needs maturity and experience of our pupils (see our curriculum map in *Appendix 1*). In consultation with parents, pupils, staff and governors, we have also taken into consideration, findings from school wellbeing and behaviour tracking, ward and national data when designing our curriculum.

## 5. Principles:

Our PSHE and RSHE curriculum is based on the following principles.

### 5.1 Learning is Inclusive and accessible for all:

All pupils should be able to access the curriculum, including pupils with SEND and pupils experiencing additional vulnerabilities. Teaching will be adapted appropriately while maintaining high expectations for all pupils. The school recognises that pupils with SEND may be particularly vulnerable to bullying, exploitation, abuse, harmful sexual behaviour and other risks. Relationships Education therefore has an important safeguarding role. RSHE will be accessible to all pupils.

Teachers will make appropriate adaptations for pupils with SEND, including where necessary:

- simplified language and visual supports;
- social stories;
- pre-teaching;
- additional adult support;
- alternative methods of communication;
- smaller-group teaching where appropriate;
- additional opportunities for rehearsal and clarification.

Teaching will take account of the additional vulnerabilities that some pupils with SEND may experience. The school will ensure that adaptations do not unnecessarily remove pupils from important safeguarding and relationship education.

### 5.2 Learning is Age and stage Appropriate

Content will be carefully sequenced so that pupils develop knowledge and skills progressively.

The school will consider:

- pupils' age;
- developmental stage;
- emotional maturity;
- individual needs;
- SEND;
- safeguarding concerns;
- local and contextual issues;
- prior learning.

### 5.3 Learning is Positive and preventative:

Teaching will focus on developing positive relationships, healthy behaviours, resilience and practical skills while also helping pupils recognise and respond to potential risks. Teaching will avoid unnecessarily alarming children or normalising harmful behaviours.

### 5.4 Learning is Participative

Lessons will use age-appropriate discussion, questioning, scenarios, role play, reflection, practical activities and other participative approaches. Children will be encouraged to think critically, communicate respectfully and apply learning to real-life situations.

### 5.5 Whole-school approach:

PSHE and RSHE will not be viewed as lessons that exist in isolation. The school's ethos, relationships, behaviour systems, safeguarding practice, assemblies, pastoral provision, online safety education and wider curriculum will reinforce the principles taught through PSHE and RSHE.

## 6. Roles and responsibilities

### 6.1 The Governing Body:

The Governing Body will approve the PSHE and RSE policy, and hold the Headteacher to account for its implementation.

### 6.2 The Headteacher:

The Headteacher is responsible for ensuring that PSHE including RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

### 6.3 Staff:

Staff are responsible for:

- Delivering PSHE and RSHE in a sensitive way;
- Modelling positive attitudes to PSHE and 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 RSE.
- Establishing clear ground rules before sensitive lessons

All class teachers will be responsible for teaching PSHE and RSE lessons.

Teachers will respond to pupil's questions in an age-appropriate, factual and sensitive manner. Teachers will not provide information that is inappropriate for the child's age or developmental stage.

Where a question falls outside the planned curriculum, the teacher may, provide an age-appropriate response; seek advice from the PSHE and RSE Subject Leader or Headteacher; or refer the matter to the Designated Safeguarding Lead if appropriate.

### 6.4 Pupils:

Pupils are expected to engage fully in PSHE and RSE and, when discussing issues related to PSHE INCLUDING RSE, treat others with respect and sensitivity. Pupils will not be required to disclose personal experiences during lessons. Lessons will avoid asking children to share personal or family experiences publicly. Where scenarios or fictional examples are used, these will be carefully selected to avoid unnecessary distress. Pupil's will have the right to pass during any circle time discussion.

## 7. Parent and carer engagement:

Leamington Community Primary School recognises the important role parents and carers play in supporting children's learning and wellbeing.

The school will proactively engage parents when developing and reviewing the PSHE and RSE policy.

Parents will be informed about:

- the content of the curriculum;
- when sensitive content is being taught;
- the resources being used;
- the purpose of the teaching;
- opportunities to discuss questions or concerns.

Parents may request to see the curriculum materials used by the school. The school will respond positively to reasonable requests to view RSHE materials.

Parents do not have a right to veto curriculum content. The school will support parents in having appropriate conversations with their children about RSHE

## 8. Teaching about gender and biological sex:

Where relevant to the curriculum, the school will teach pupils in an age-appropriate, factual and respectful manner about biological sex and relevant aspects of equality law.

The school will not promote stereotypes about what boys or girls should or should not do.

Where issues concerning gender questioning arise in school, staff will respond sensitively and in accordance with current statutory guidance and the school's safeguarding procedures.

The DfE's revised RSHE guidance states that guidance on gender questioning children is currently subject to separate government work and should be considered alongside the school's wider safeguarding and equality responsibilities.

## 9. Training:

Staff are trained on the delivery of PSHE and RSE as part of our continuing professional development process.

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

## 10. Monitoring arrangements:

The delivery of PSHE and RSE is monitored by the Senior Leadership Team and the Subject Leader (Jennifer Evans) through the school's evidence gathering process.

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

This policy will be reviewed annually by the subject leader (Jennifer Evans). At every review, the policy will be approved by the Governing Body. The named Governor for PSHE INCLUDING RSE is Mrs. Alma Shaw.

## 11. Safeguarding

If any safeguarding concerns arise during the teaching of PSHE and RSE, all staff will follow the school's safeguarding procedures, as outlined in the school's Child Protection and Safeguarding Policy. Safeguarding and confidentiality

The school's safeguarding procedures take precedence over any classroom confidentiality arrangement.

**Safeguarding roles and responsibilities:**

The Headteacher is: Mr. Paul Vine.

The Chair of Governors is:

The Designated Safeguarding Lead for Child Protection is: Miss Rebecca Golding.

The Deputy Designated Safeguarding Lead is: Mrs. Rachel Mellor.

The nominated Safeguarding / Child Protection Governor is: Mrs. Alma Shaw.

The nominated governor for dealing with allegations against the Headteacher is:

## 12. Policy Availability

This policy is available in a variety of formats and can be requested at the school office. It is also available on the school website: www.leamingtonprimary.com

## Appendix 1: PSHE Curriculum Overview

| | Being Me in my World | Celebrating Difference | Dreams and Goals | Healthy Me | Relationships | Changing Me |
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| **EYFS** | - Self-identity<br>- Understanding feelings<br>- Being in a classroom<br>- Being gentle<br>- Rights and responsibilities | - Identifying talents<br>- Being special<br>- Families<br>- Where we live<br>- Making friends<br>- Standing up for yourself | - Challenges<br>- Perseverance<br>- Achieving and setting goals<br>- Overcoming obstacles<br>- Seeking help<br>- Jobs | - Exercising bodies<br>- Physical activity<br>- Healthy food<br>- Sleep<br>- Keeping clean<br>- Safety | - Family life<br>- Friendships<br>- Breaking friendships<br>- Falling out<br>- Dealing with bullying<br>- Being a good friend | - Bodies<br>- Respecting my body<br>- Growing up<br>- Growth and change<br>- Fun and fears<br>- Celebrations |
| **Year 1** | - Feeling special and safe<br>- Being part of a class<br>- Rights and responsibilities<br>- Rewards and feeling proud<br>- Consequences<br>- Owning the learning charter | - Similarities and differences<br>- Understanding bullying and knowing how to deal with it<br>- Making new friends<br>- Celebrating the differences in everyone | - Setting goals<br>- Identifying successes and achievements<br>- Learning styles<br>- Working well and celebrating achievement<br>- Tackling new challenges<br>- Identifying and overcoming obstacles<br>- Feelings of success | - Keeping myself healthy<br>- Healthier lifestyle choices<br>- Keeping clean<br>- Being safe<br>- Medicine safety/ safety with household items<br>- Road safety<br>- Linking health and happiness | - Belonging to a family<br>- Making friends/being a good friend<br>- Physical contact<br>- preferences<br>- People who help us<br>- Qualities as a friend and person<br>- Self-acknowledgement<br>- Being a good friend to myself<br>- Celebrating special relationships | - Life cycles – animal and human<br>- Changes in me<br>- Changes since being a baby<br>- Differences between female and male bodies (correct terminology)<br>- Linking growing and learning<br>- Coping with change<br>- Transition |

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| **Year 2** | - Hopes and fears for the<br>- year<br>- Rights and responsibilities<br>- Rewards and<br>- consequences<br>- Safe and fair learning<br>- environment<br>- Valuing contributions<br>- Choices<br>- Recognising feelings | - Assumptions and stereotypes about gender<br>- Understanding bullying<br>- Standing up for self and<br>- others<br>- Making new friends<br>- Celebrating difference<br>- and remaining friends | - Achieving realistic goals<br>- Staying healthy to achieve goals<br>- Perseverance and strengths<br>- Learning with others<br>- Group co-operation<br>- Contributing to and sharing success | - Motivation<br>- Healthier choices<br>- Healthy eating and nutrition<br>- Safety in the home<br>- Safety out and about<br>- Medicines | - Different types of family<br>- Physical contact Boundaries Friendship and conflict<br>- Secrets Trust and appreciation<br>- Expressing appreciation for special relationships | - Life cycles in nature<br>- Growing from young to<br>- old<br>- Increasing independence<br>- Differences in female and<br>- male bodies (correct<br>- terminology)<br>- Assertiveness<br>- Preparing for transition |
| **Year 3** | - *Setting personal goals*<br>- *Self-identity and worth*<br>- *Positivity in challenges*<br>- *Rules, rights and responsibilities*<br>- *Rewards and consequences*<br>- *Responsible choices*<br>- *Seeing things from others' perspectives* | - Families and their differences<br>- Family conflict and how<br>to manage it (child centred)<br>- Witnessing bullying and how to solve it<br>- Recognising how words can be hurtful<br>- Giving and receiving compliments | - Difficult challenges and achieving success<br>- Dreams and ambitions<br>- Motivation and enthusiasm<br>- Recognising and trying to overcome obstacles<br>- Evaluating learning Processes<br>- Contributing to the community | - Exercise<br>- Food labelling and healthy swaps<br>- Attitudes towards drugs<br>- Keeping safe online and off line<br>- Respect for myself and others<br>- Healthy and safe choices outdoors<br>- Water safety | - Family roles and Responsibilities<br>- Friendship and negotiation<br>- Keeping safe online and who to go to for help<br>- Media influence<br>- Being a global citizen<br>- How my choices affect others<br>- Awareness of other children's different lives | - How babies grow<br>- Outside body changes<br>- Inside body changes<br>- Personal hygiene<br>- Family stereotypes<br>- Challenging my ideas<br>- Preparing for transition |

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| | | | - Managing feelings<br>- Simple budgeting | - Asking for help | - Expressing appreciation for family and friends | |
| **Year 4** | - Being part of a class team<br>- Being a school citizen<br>- Rights, responsibilities and democracy (school council)<br>- Rewards and<br>- consequences<br>- Group decision-making<br>- Having a voice<br>- What motivates behaviour | - Challenging assumptions<br>- Judging by appearance<br>- Accepting self and others<br>- Understanding influences<br>- Understanding bullying<br>- Problem-solving<br>- Identifying how special and unique everyone is<br>- First impressions | - Hopes and dreams<br>- Overcoming disappointment<br>- Creating new realistic dreams<br>- Achieving goals<br>- Working in a group<br>- Celebrating contributions<br>- Resilience<br>- Positive attitudes | - Healthier friendships<br>- Peer influences<br>- Railway safety<br>- Staying safe with friends<br>- Smoking Alcohol and vaping<br>- Assertiveness<br>- Peer pressure<br>- Celebrating inner strength | - Jealousy<br>- Love and loss<br>- Memories of loved ones<br>- Falling Out<br>- Girlfriends and Boyfriends<br>- Showing appreciation to people and animals | - Being unique<br>- Puberty<br>- Being part of a family<br>- Confidence in change<br>- Accepting change<br>- Preparing for transition<br>- Environmental change |
| | - Planning the year ahead<br>- Being a citizen<br>- Rights and responsibilities<br>- Rewards and consequences<br>- How behaviour affects groups | - Cultural differences and how they can cause conflict<br>- Racism<br>- Rumours and name calling<br>- Types of bullying<br>- Materials wealth | - Future dreams<br>- Spending, saving and value of money<br>- Jobs and careers<br>- Dream job and how to get there | - Smoking including vaping<br>- Alcohol and vaping<br>- Alcohol and anti-social behaviour<br>- Emergency | - Self-recognition/ self-worth<br>- Building self-esteem<br>- Safer online communities<br>- Rights and responsibilities online | - Self- and body image<br>- Influence of online and media on body image<br>- Puberty for girls<br>- Puberty for boys<br>- Conception (including IVF) |

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| | - Democracy, having a voice and participating | and happiness<br>- Enjoying and respecting other cultures | - Goals in different cultures<br>- Supporting others (charity)<br>- Motivation | aid<br>- Body image<br>- Relationships with food<br>- Healthy choices<br>- Motivation and behaviour | - Online gaming and risks<br>- Reducing screen time<br>- Dangers of online grooming<br>- Internet safety rules | - Growing responsibility<br>- Coping with change<br>- Preparing for transition |
| **Year 6** | - Identifying goals for the year<br>- Global citizenship<br>- Children's universal rights<br>- Feeling welcome and valued<br>- Choices, consequences and rewards<br>- Group dynamics<br>- Democracy, having a voice<br>- Anti-social behaviour<br>- Role-modelling | - Perceptions of normality<br>- Understanding disability<br>- Power struggles<br>- Understanding bullying<br>- Inclusion/exclusion<br>- Differences as conflict,<br>- difference as<br>- celebration<br>- Empathy | - Personal learning goals, in and out of school<br>- Success criteria<br>- Emotions in success<br>- Making a difference in the world<br>- Motivation<br>- Recognising achievements<br>- Compliments | - Taking personal responsibility<br>- How substances affect the body<br>- Exploitation including 'county lines' and gang culture<br>- Emotional and mental health<br>- Managing stress | - Mental health<br>- Identifying mental health worries and sources of support<br>- Love and loss Managing feelings<br>- Power and control<br>- Assertiveness<br>- Technology safety<br>- Responsibility with technology use | - Self-image<br>- Body-image<br>- Puberty and feelings<br>- Conception to birth<br>- Reflections about change<br>- Physical attraction<br>- Respect and consent<br>- Boyfriends/girlfriends<br>- Sexting<br>- Transition |

## Appendix 2: RSE and Health Objectives (Primary)

| TOPIC | PUPILS SHOULD KNOW |
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| **Relationships Education:** | |
| Families and people who care about me | 1. That families are important for children growing up safe and happy because they can provide love, security and stability.<br>2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.<br>3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.<br>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.<br>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.<br>6. 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 | 1. How important friendships are in making us feel happy and secure, and how people choose and make friends.<br>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.<br>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.<br>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.<br>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.<br>6. How to manage conflict, and that resorting to violence is never right.<br>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed. |

| TOPIC | PUPILS SHOULD KNOW |
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| Respectful, kind relationships | 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.<br>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.<br>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.<br>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.<br>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.<br>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.<br>7. The conventions of courtesy and manners.<br>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.<br>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.<br>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.<br>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. |

| TOPIC | PUPILS SHOULD KNOW |
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| Online safety and relationships | 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.<br>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.<br>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.<br>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.<br>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.<br>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. |
| Being safe | 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.<br>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.<br>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.<br>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.<br>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.<br>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.<br>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources. |
| Sex Education (Y5/6) | 1. The changes that adolescence brings for boys and girls<br>2. Drawing on knowledge from science lessons, how a baby is conceived and born |

| TOPIC | PUPILS SHOULD KNOW |
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| **Health Education:** | |
| Mental Wellbeing | 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.<br>2. The importance of promoting general wellbeing and physical health.<br>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.<br>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.<br>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.<br>6. That isolation and loneliness can affect children, and the benefits of seeking support.<br>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.<br>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.<br>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).<br>10. That it is common to experience mental health problems, and early support can help. |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Internet safety and harms | 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.<br>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.<br>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.<br>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.<br>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.<br>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.<br>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.<br>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.<br>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.<br>10. That they have rights in relation to sharing personal data, privacy and consent.<br>11. Where and how to report concerns and get support with issues online. |
| Physical health and fitness | 1. The characteristics and mental and physical benefits of an active lifestyle.<br>2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.<br>3. The risks associated with an inactive lifestyle, including obesity.<br>4. How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | 1. What constitutes a healthy diet (including understanding calories and other nutritional content).<br>2. Understanding the importance of a healthy relationship with food.<br>3. The principles of planning and preparing a range of healthy meals.<br>4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |

| TOPIC | PUPILS SHOULD KNOW |
|---|---|
| Drugs, alcohol and tobacco | The 1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches. |
| Health and prevention | 1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.<br>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.<br>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.<br>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist.<br>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.<br>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils. |
| Personal Safety | 1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.<br>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code. |
| Basic first aid | 1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.<br>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries. |
| Changing adolescent body (Y5/Y6) | 1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.<br>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.<br>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress. |

## Appendix 3: Parent/carer form for withdrawal from sex education within RSE

This form will be made available for parents of Year 5 and 6 children in regards to sex education lessons. Parents/carers will have the opportunity to discuss the content of lessons and resources to be used, prior to lessons beginning. If a parent/carer wishes to withdraw their child from sex education lessons, they must complete the form below and return to school.

| TO BE COMPLETED BY PARENTS/CARERS: | | | |
|---|---|---|---|
| Name of child: | | Class: | |
| Name of parent/carer completing form: | | Date: | |
| Reason for withdrawing from sex education lessons 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 | |

| TO BE COMPLETED BY THE SCHOOL | |
|---|---|
| Staff signature and date | |