Bursar Primary Academy

Relationships (and Sex) Education
RSE Policy

This policy was approved by the Local Governing Body April 2026

Siobahn Sylvester Chair of LGB

Adopted on 1st April 2026

This policy will be reviewed annually on or before 1st April 2027

Contents

1. Aims 2
2. Statutory requirements 2
3. Policy development 3
4. Definition 3
5. Curriculum 3
6. Delivery of RSE 4
7. Use of external organisations and materials 6
8. Roles and responsibilities 7
9. Parents' right to withdraw 8
10. Training 8
11. Monitoring arrangements 8
Appendix 1: Curriculum map 9
Appendix 2: By the end of primary school pupils should know .....
Appendix 3: Parent/ carer letter regarding withdrawal from the RSE curriculum
Appendix 4: Parent/carer form requesting their child's withdrawal from sex education within RSE

---

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, and cultivate positive characteristics such as kindness and integrity
- 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 primary academy, we are required to provide Relationships Education to all pupils under section 34 of the Children and Social Work Act 2017. While we are not required to provide sex education, we must teach all aspects of sex education contained within the science curriculum. Although academies are not required to follow the National Curriculum, we are expected—through our funding agreement—to offer pupils a curriculum comparable in breadth and ambition, including the statutory teaching of science.

In delivering Relationships, Sex and Health Education (RSE), we must have regard to the guidance issued by the Secretary of State, as outlined in section 403 of the Education Act 1996. We also comply with the following legal duties:

Sections 404 to 407 of the Education Act 1996, which provide further requirements for the teaching of political and moral issues.

Part 6, Chapter 1 of the Equality Act 2010, which protects individuals from discrimination.

The Public Sector Equality Duty (PSED), set out in section 149 of the Equality Act 2010, which requires public bodies to have due regard to the need to:

Eliminate discrimination;

Advance equality of opportunity;

Foster good relations between people who share protected characteristics and those who do not.

At Bursar Primary Academy, we deliver Relationships Education and the statutory elements of RSE in line with this policy and in accordance with all relevant legislation and guidance. 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 also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (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 Bursar Primary Academy 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 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/carers and any interested parties were invited to attend a meeting about the policy and the curriculum.

4. Pupil consultation – we investigated what exactly pupils want from their RSE

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

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

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils.

The Christopher Winter Project- Teaching RSE with Confidence:

Teaching RSE with Confidence in Primary Schools is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. The updated resource supports schools to meet the 2025 statutory guidance for Relationships, Sex and Health Education. It covers the outcomes from the statutory Relationships Education guidance, key aspects of Health Education, and the statutory and recommended elements of Sex Education. Full mapping to the statutory guidance is included in this guide. Designed to support a school's broader PSHE provision, the resource gives clear structure and reassurance. Schools continue to value this resource as a dependable way to enable teachers to deliver sensitive topics with accuracy, inclusivity and confidence. This resource is designed to be used in Reception through to Year 6 and includes an overview of a spiral curriculum for RSE, schemes of work and lesson plans that combine a range of teaching styles and active learning techniques. All lesson plans include stimulating teaching activities and materials. These resources have been used to help train thousands of teachers to teach RSE with confidence. Every unit has been taught in a variety of school settings and has been enthusiastically received by teachers and pupils.

Our aim is to improve the quality of RSE through increasing teacher confidence in planning, delivery and assessment. 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 on request.

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 (Religion and World Views - RWV).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

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, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

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

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

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

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

To ensure high-quality delivery and provide pupils with the opportunity to engage in age-appropriate discussions and ask questions safely, *Teaching RSE with Confidence* will be delivered during a dedicated focus week each June. Throughout the remainder of the year, key knowledge will be revisited and reinforced through the Science and PSHE curricula. Delivering the programme within a single focus week also enables our mixed-age classes to be taught in separate year groups, ensuring that all pupils access content that is fully appropriate for their age and stage of development.

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, 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's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the 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

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

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
    - DfE Guidance
- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- 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
- Work with agencies who don't allow their material to be shared with parents and carers

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.

The governing board will hold the headteacher to account for the implementation of this policy. The governing board has delegated the approval of this policy to Jessica Gregory.

8.2 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (Appendix 4).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- 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-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Sophie Follan.
- 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 and/or PSHE/RSE Lead- Sophie Follan.

8.4 Pupils

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

Assessment, recording and reporting

Formative assessment is a crucial element of all of our lessons, by assessing each lesson, we can determine what comes next in our learning sequence and what interventions and/or extensions need to be implemented following on. Summative Assessments occur each term and inform the overall picture of progress and attainment throughout the year. Ongoing formative assessment takes place within lessons through effective questioning, live marking, and immediate teacher feedback. This ensures all children are tracked across the subject and lessons can be adapted to suit their needs at points throughout the year. RSE Leaders are then able to plan in CPD opportunities, additional enhancements to the curriculum and support teaching and learning within the subject. This data is then passed onto the next teacher so that there is clear communication on the attainment within each individual subject.

Monitoring and Evaluation:

The following elements will be monitored:

- Planning (PowerPoint of each lesson and sequence);
- Children's books;
- Classroom practice visits through Learning Walks;
- Learning walls
- Pupil voice
- Delivery of learning
- TA provision including intervention

Feedback to Pupils

Pupils books are marked within a reasonable time limit and feedback is shared both written and verbally with pupils. Their PHSE & RSE book is marked to the standard outlined in the Marking Expectations document.
In EYFS, children are given feedback orally and have the opportunity to ask questions freely.

Displays and Books

Books are in the designated colour of (pink), coordinating borders coincide with the subject colour so that children have a clear understanding of when and where they are learning about PHSE & RSE. All work, key vocabulary and essential information on display boards matches the key subject colour.

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

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

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

Alternative schoolwork will be given to pupils who are withdrawn from sex education.

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 PSHE and RSE is monitored by Sophie Follan through:

Monitoring arrangements, such as learning walks and book looks. This will happen formally within each area twice in the year.

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

This policy will be reviewed by Sophie Follan – DSL, Deputy Headteacher and PSHE/RSE Lead annually. At every review, the policy will be approved by Jessica Gregory (Staff governor).

Equal Opportunities and Inclusion Statement:

At Bursar Primary Academy, we consider all pupils to be of equal value; our pupils deserve equal access to every element of school life. We believe that they have equal opportunities to learn and work together to achieve their highest possible levels of achievement. Bursar Primary Academy is an inclusive school developing learners who thrive and flourish during their primary school career.

Appendix 1: Curriculum map

TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

Lesson 1: Caring Friendships
Lesson 2: Being Kind
Lesson 3: Different Families
Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

Lesson 1: Different Friends
Lesson 2: Growing and Changing
Lesson 3: Body Safety (Online and Off)
Lesson 4: Families and Care

Year 2: Differences

Lesson 1: Gender Stereotypes
Lesson 2: Male and Female
Lesson 3: Naming Body Parts
Lesson 4: My Body Belongs to Me

Year 3: Valuing difference and keeping safe

Lesson 1: Body Differences
Lesson 2: Personal Space and Consent
Lesson 3: Families and People who Help Us
Lesson 4: Staying Safe and Getting Help Online

Year 4: Growing up with Respect

Lesson 1: Changes
Lesson 2: What is Puberty
Lesson 3: Healthy Friendships
Lesson 4: Valuing Difference

Year 5: Puberty and personal boundaries

Lesson 1: Talking about Puberty
Lesson 2: The Reproductive System
Lesson 3: Puberty Help and Support
Lesson 4: Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

Lesson 1: Puberty and Reproduction
Lesson 2: Communication and Consent in Relationships
Lesson 3: Families, Conception and Pregnancy
Lesson 4: Communication and Respect in Relationships and Online

Appendix 2:

RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS

Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	**Learning Intention** To explore how friendships can help us feel happy and how we can welcome others. **Learning Outcomes** I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	**Reception lesson 1 social story** Elephant glove puppet or toy **Pictures of children at school**	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	**Learning Intention** To explore what happens when friends fall out and how we can make things better. **Learning Outcomes** I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	**Reception lesson 2 social story** Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	**Learning Intention** To recognise that families can look different and that families help and care for each other. **Learning Outcomes** I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	**Reception lesson 3 Social Story** Elephant glove puppet or toy **Families pictures** Paper and drawing materials	**Relationships education** Families and people who care for me (F 1, 2, 3, 4, 5) **Science curriculum** (S2, S3, S5) ***Contains non-statutory Sex Education. Parents have the right to withdraw***
Lesson 4 My Body, My Choices	**Learning Intention** To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. **Learning Outcomes** I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't	**Reception lesson 4 social story** Ezza the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	**PSED and Communication and Language ELGs** (see full mapping document) **Relationships education** Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)

YEAR 1: SCHEME OF WORK - GROWING UP, STAYING SAFE

Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Different Friends	**Learning Intention** To learn how to be a kind and welcoming friend, even when people are different to us. **Learning Outcomes** I know that friends can be different from me. I can say one way to be kind to a new friend.	Talking object **Yr 1 – Lesson 1 – Story card** Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one. Paper and coloured pencils	**Relationships education** Caring friendships (CF 2, 3) Respectful, Kind relationships (RR5)
Lesson 2 Growing and Changing	**Learning Intention** To understand how we grow and change. To learn the correct names for private parts of the body. **Learning Outcomes** I can name something I can do now that I couldn't do as a baby. I know the right names for the private parts. I know that some parts of my body are private.	Talking object **Year 1 - Lesson 2 – Social Story** Story bag containing one of the Drawings of Newborn Babies (you can use either), soap, flannel, school jumper **Drawings of newborn babies** **Lifecycle picture cards** **Lifecycle whiteboard summary**	**Relationships Education** Being safe (BS2, BS3) **Health Education** Developing bodies (DB3) **Science Curriculum** (S1)
Lesson 3 Body Safety (Online and Off)	**Learning Intention** To understand that our private body parts are private, even when we are using screens or video calls. **Learning Outcomes** I know what private means. I know that no one should ask to look at or touch my private parts. I know I can speak to a trusted adult if I feel unsure or unsafe.	Talking object **Drawings of babies** **Year 1 – Lesson 3 – Social Story** A jumper (to represent Jai), a pair of trousers and a smartphone or tablet Drawing materials	**Relationships education** Respectful, Kind relationships (RR2) Online safety and awareness (OS1) Being safe (BS2, 3, 6, 7)
Lesson 4 Families & Care	**Learning Intention** To know that families can be different To identify adults we can talk to when something doesn't feel right. **Learning Outcomes** I know that families can look different. I know it's okay to talk to someone if something makes me feel worried or upset. I can name a safe adult I could talk to.	Talking object **Year 1 Lesson 4 Social Story** Story bag - containing ball and school jumper **Families pictures**	**Relationships education** Families and people who care for me (F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS1, BS6, BS7)

YEAR 2: SCHEME OF WORK - DIFFERENCES

Key Vocabulary: boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, touch, boundaries, consent, ask, stop, safe, trust, help

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Gender stereotypes	**Learning Intention** To explore and challenge gender stereotypes **Learning Outcomes** I can explain that boys and girls can like the same things. I can give an example of something people think only boys or girls like - and say why that's not always true. I can notice when someone is treated unfairly for liking something.	2 large PE hoops **Boy/Girl/Everyone labels** Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kilt) or **Pictures of objects and clothing Fair or Unfair sorting cards**	**Relationships education** Respectful Kind Relationships (RR5, RR10)
Lesson 2 Male and Female	**Learning Intention** To explore how male and female animals and humans are biologically different and to understand how this is part of the lifecycle **Learning Outcomes** I can spot some body differences between male and female animals. I can explain how we usually tell if a baby is male or female. I know that a baby is made by a male and a female	Talking object **Pictures of male and female animals** **Clothed Babies picture cards** **Drawings of newborn babies**	**Health Education** Developing bodies (DB1) Science curriculum (S2)
Lesson 3 Naming Body parts	**Learning Intention** To focus on sexual difference and name body parts **Learning Outcomes** I can name the private parts using scientific words. I can describe how male and female bodies are different. I understand that most body parts are the same for everyone.	2 large PE Hoops **Hoop labels** **Body Parts picture cards** **Body Parts worksheet**	**Relationships education** Being safe (BS2) **Health education** Developing bodies (DB3) **Science Curriculum** (S1)
Lesson 4 My body belongs to me	**Learning Intention** To understand body privacy, personal boundaries, and the importance of consent. **Learning Outcomes** I know my body belongs to me. I can notice when someone doesn't want to be touched. I can ask for help if something feels wrong.	Talking object **Social Story – Tonia and the tickles** **What are the clues? Pictures**	**Relationships education** Being safe (BS1, BS2, BS3) Respectful relationships (RR1, RR2, RR7, RR11)

YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE

Key Vocabulary: unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Body Differences	**Learning Intention** To understand that all bodies are unique and to know some of the differences between male and female bodies. **Learning Outcomes** I can talk about how people's bodies are similar and different I can name the private parts of the body using scientific words I know it's never okay to make fun of someone's body	It's OK to be different, Todd Parr **Slides: male and female bodies** **Body difference matching cards**	**Relationships education** Respectful relationships (RR5, RR8, RR9) **Health Education** General wellbeing (GW7) Developing bodies (DB3) **Science curriculum** (S1)
Lesson 2 Personal Space and Consent	**Learning Intention** To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable **Learning Outcomes** I can say what personal space means and why it matters I know it's okay to say "No" to touch that I don't like I know how to get help if something makes me feel unsafe	**Unwanted touch scenarios** **PANTS cards**	**Relationships education** Families and people who care for me (F6) Being safe (BS1, BS3, BS4, BS5, BS6, BS7) Respectful relationships (RR2, RR3, RR7, RR11)
Lesson 3 Families and People Who Help Us	**Learning Intention** To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe **Learning Outcomes** I can name some different kinds of families I can talk about how family members help and care for each other I can name at least two people I could talk to if I needed help	**Families pictures** **Who can I talk to? worksheet** The Family Book, Todd Parr	**Relationships education** Families and people who care for me (F1, F2, F3, F4, F6) Respectful, Kind Relationships (RR11) Being safe (BS4, BS6, BS7)
Lesson 4 Staying Safe and Getting Help – Online	**Learning Intention** To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video **Learning Outcomes** I can explain why my body is private online as well as offline I know what to do if someone sends or asks for something that makes me feel worried or confused I can name a trusted adult I could talk to if something online didn't feel right	**Advice Scenarios** **Advice Scenarios Teacher Guide** Pictures of staff and the school safeguarding team	**Relationships education** Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 3, 4, 5,6) **Health Education** Wellbeing Online (WO 1, 4, 5, 8, 10, 11)

YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT

Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Changes	**Learning Intention** To understand that puberty is an important stage in the human lifecycle **Learning Outcomes** I can name stages in the human lifecycle. I can describe some physical changes that happen during puberty. I can use agreed words to name male and female body parts.	**Whiteboard slides – Lifecycle** **Whiteboard slides – Bingo images** **Whiteboard slides - Lifecycle quiz** **Body Part Bingo cards** **Body Changes pictures** **Lifecycle Quiz answers**	**Health Education** Developing bodies (DB 1, 3) **Science curriculum** (S1, S4)
Lesson 2 What is puberty?	**Learning Intention** To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction. **Learning Outcomes** I can describe some physical and emotional changes that happen during puberty. I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to). I know that puberty starts at different times for different people.	**Puberty Card Sort** **Puberty Card Sort whiteboard summary** **Body Changes worksheet** **Puberty Changes Teacher Guide**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, S4)
Lesson 3 Healthy Friendships	**Learning Intention** To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others. **Learning Outcomes** I can describe what makes a friendship feel respectful and fair. I can explain how to be kind while still speaking up about my own feelings.	**Healthy Friendships cards** **Freeze frame scenario cards** **Relationship pictures**	**Relationships education** Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 3, 4, 5, 6)
Lesson 4 Valuing Difference	**Learning Intention** To explore what makes people unique and how to show respect for those who are different from us. **Learning Outcomes** I can describe what makes me unique I can explain what a stereotype is and why it can be unfair. I can think of kind ways to respond when someone is treated unfairly.	Circle talk object **Sorting labels and statements** **Stereotype scenario cards**	**Relationships education** Families and people who care for me (F3) Caring friendships (CF1, 2, 4, 5, 6, 7) Respectful, Kind relationships (RR 5, 8, 10) **Health Education** General wellbeing (GW 4, 7)

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

Key Vocabulary: puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Talking about puberty	**Learning Intention** To learn about the main physical and emotional changes during puberty. **Learning Outcomes** I can describe the main physical and emotional changes that happen during puberty I can ask questions about puberty with confidence and respect	**Puberty Changes Teacher Guide** **Puberty Changes worksheet** **Reproductive System slides** **Pupil Questions template**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 2 The Reproductive System	**Learning Intention** To understand the changes to the reproductive system in puberty. **Learning Outcomes** I can explain how puberty affects the reproductive organs I can describe what happens during menstruation and sperm production I can talk about how these changes might make people feel.	**Reproductive System slides** **Puberty Changes Teacher Guide** **Menstrual Cycle animation** **Male Changes PowerPoint** **Puberty Card Game** **Puberty Card Game answer sheet** **Puberty Card Game whiteboard summary** Selection of menstrual products	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 3 Puberty Help and Support	**Learning Intention** To learn how to care for our bodies and feelings during puberty, and where to find support. **Learning Outcomes** I can explain how to stay clean and healthy during puberty. I can describe how puberty might affect emotions and friendships. I can name safe places or people I can go to for advice and support.	**Kim's Game items** **Kim's Game Teacher Guide** **Year 5 Puberty Problem Page** **Year 5 Problem Page Teacher Guide**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4)
Lesson 4 Respect, Boundaries and Being an Upstander	**Learning Intention** To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships. **Learning Outcomes** I can show what it looks like to be assertive but kind. I can explain how to set and respect boundaries. I can give one example of how to be an upstander.	**Upstander Scenarios**	**Relationships education** Caring friendships (CF 2, 6) Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9)

YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION

Teach SRE

Key Vocabulary: puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Puberty and reproduction	**Learning Intention** To understand how the body changes during puberty in preparation for reproduction. **Learning Outcomes** I can describe some changes that happen during puberty. I can explain why these changes prepare the body for reproduction. I can use the correct scientific words for body parts and processes. I can talk about puberty and reproduction with confidence.	**Puberty Changes Teacher Guide** **Puberty Body Part slides** **Reproduction question sheet** **Reproduction answer cards** **Reproduction whiteboard summary** **Pupil question template**	**Health Education** Developing bodies (DB 1, 2, 3) **Science curriculum** (S1, 2, 3, 4) ***Contains non-statutory Sex Education. Parents have the right to withdraw***
Lesson 2 Communication and consent in relationships	**Learning Intention** To understand why communication is important in relationships and why consent matters before any kind of physical touch. **Learning Outcomes** I can describe why communication is important in friendships and relationships, especially before physical touch is involved. I can explain what consent means. I can recognise when consent is given, not given, or withdrawn. I can explain how both words and body language can show consent.	**Communication and Touch cards**	**Relationships Education** Caring friendships (CF4) Respectful Kind relationships (RR 1, 2, 3, 4) Being safe (BS 3)
Lesson 3 Families, conception and pregnancy	**Learning Intention** To understand how families can be formed and how a baby is conceived and begins to grow. **Learning Outcomes** I can describe the decisions that have to be made before having children I can describe how a baby is conceived and begins to grow. I can use the correct scientific words when talking about conception and pregnancy. I can explain why consent is important in sexual relationships.	**Couple pictures** **How does a baby start? cards** **How does a baby start? whiteboard summary**	**Relationships education** Families and people who care for me (F 1, 2, 3, 4, 5) **Science curriculum** (S2, S3, S5) ***Contains non-statutory Sex Education. Parents have the right to withdraw***
Lesson 4 Communication and respect in relationships and online	**Learning Intention** To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable. **Learning Outcomes** I can explain why some things are safe, positive and appropriate to share, and others are not I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful. I can describe how harmful content or bullying online can make someone feel. I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate	**Communication Scenario cards** **Advising a friend - Teacher guide**	**Relationships education** Respectful relationships (RR9, RR11) Online safety and awareness (OS 1, 2, 3, 4, 5, 6) Being safe (BS 1, 2, 4, 5, 6, 7) **Health Education** General wellbeing (GW7) Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11)

Appendix 3:

Year 6 - Sex Education

Dear Parents/Carers,

Relationship and Health Education (RHE) is statutory and forms part of the Personal, Social, Health and Economic (PSHE) curriculum. All primary schools in England are required to teach RHE, and the Department for Education also recommends that schools consider teaching Sex Education.
Parents and carers do not have the right to withdraw their children from lessons that cover statutory Health and Relationship objectives (this includes puberty lessons) or from lessons that cover national curriculum science objectives, including content on human development and reproduction.
To support the delivery of PSHE and RSE, our school follows the Teaching RSE with Confidence programme. This programme is designed by specialist organisations to ensure clear, age-appropriate and sensitive teaching that supports children's understanding of relationships, health, safeguarding and growing up.

As a part of our curriculum, the school chooses to deliver the Sex Education element. This content is delivered in Year 6 and forms part of the conception topic within our programme. Parents and carers may choose to withdraw their child from this specific unit.

To help you make an informed decision, we want to assure you that our curriculum is taught in an age-appropriate manner and provides pupils with a safe and supportive environment in which to ask questions, ensuring they receive factual information rather than hearsay or content from online sources.
If you would like to find out more about the Teaching RSE with Confidence programme, please contact the school office, and we will be happy to provide further details or direct you to additional resources.
We hope you will take the time to explore this information. Following this, if you would like to withdraw your child from the conception unit, please complete the parent form: Withdrawal from sex education within RSE (attached at the end of this letter).

If you have any further questions, please feel free to speak to me or another member of the Senior Leadership Team.

Kind regards,
Miss Sophie Follan
PSHE Lead, DSL and Deputy Headteacher

Appendix 4:

Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions, from discussion with parents, regarding alternative provision during sex education	