Relationships and Sex Education Policy

Wellington Primary School

Approved by:	**Governing Body**	**Date: May 2026**
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Contents

1. Links to the UN Convention on the Rights of the Child 2
2. Aims 2
3. Statutory requirements 3
4. Policy development 4
5. Definitions 5
6. Curriculum 5
7. Delivery of RSE 6
8. Roles and responsibilities 10
9. Parents' right to withdraw 10
10. Training 11
11. Monitoring arrangements 11
12. Further policies 11
Appendix 1: Curriculum map 12
Appendix 2: Religious Education in Primary Schools DfE Guidance (2019) 20
Appendix 3: Parent form: withdrawal from sex education within RSE 23

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1. The UN Convention on the Rights of the Child

As a Rights Respecting School, we uphold the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 2 (non-discrimination): Every child has the right to be treated equally and with respect.

Article 13 (freedom of expression): Every child must be free to express their thoughts and opinions and to find out information.

Article 19 (Protection from violence, abuse and neglect): Every child has the right to be protected from harm.

2. Aims

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

- To help children develop positive and healthy relationships appropriate to their age and development, including healthy online relationships.
- To help children develop respectful and non-exploitative relationships.
- To support children to have positive self-esteem and body image.

- To enable children to understand and respect their bodies.
- To empower children to be safe and safeguarded, and help children know how to seek help if they feel unsafe.

At Wellington Primary School we aim to teach RSE in accordance with our school aims and values.

> Our pupils will strive to achieve their best in a secure and stimulating environment.

A secure and stimulating environment is one where pupils are confident to share their thoughts, ideas and worries in an atmosphere of tolerance and respect.

It is important that we deliver content which is age appropriate and respectful of faith and diversity.

3. Statutory requirements

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and school's advice. The DfE guidance states that schools should pay particular attention to the Public sector equality duty (PSED). Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

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.

Further information on the new requirements can be found in the statutory guidance Relationships Education: Relationships Education and Sex Education RSE and Health Education (DfE 2019).

"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."

"This is why we have made Relationships Education compulsory in all primary schools in England…as well as making Health Education compulsory in all state-funded schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

(Secretary of State Foreword, DfE Guidance 2019 p.4-5)

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

(DfE Guidance p.8)

In addition to Relationships Education, pupils are also required to learn about puberty as part of their compulsory lessons in Health Education. This is taught through both the Science and PSHE curriculum.

Sex education taught in PSHE lessons (as opposed to the content in the Science curriculum) is not compulsory in primary schools, although the Department of Education do recommend that all primary schools should have a graduated and age-appropriate sex education programme of their pupils.

(DfE Guidance p 23 and 24).

At Wellington Primary School we teach RSE as set out in this policy.

4. Policy development

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

1. **Review – the PSHE Lead teacher pulled together all relevant information including relevant national and local guidance and shared this with the Senior Leadership Team.**
2. **Pupil consultation – a survey was carried out to find out pupil opinions on RSE lessons in the Summer Term of 2024. The results of this survey**

were used to inform the policy and inform the delivery of RSE in our school.

3. Parent consultation – parents were invited to be part of a working party. Every person who asked to be part of this working party were invited to a consultation with Georgina Murphy, Zoe Fletcher and Louise Gleeson in the Spring Term of 2024. The results of this consultation informed policy development.
4. Faith groups consultation – the PSHE Lead teacher liaised with members of local faith groups about how we can best support families.
5. Staff consultation – members of staff, including the SENCo, were invited to reflect on our RSE curriculum, look at the policy and make further recommendations.
6. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Definitions

Relationships education is about the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

Sex education is about reproduction (how a baby is conceived and born). Parents have the right to withdraw their child(ren) from sex education lessons.

Relationships and Sex Education (RSE) is not about the promotion of sexual activity or lifestyles.

Health education is concerned with the characteristics of good physical and mental wellbeing. It includes learning about puberty (preparing boys and girls for the changes that adolescence brings).

6. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary, e.g. if there are safeguarding concerns.

Relationships education will be taught in all key stages and will focus on teaching the key themes of positive relationships including:

- Families and people who care for me
- Caring friendships

- Respectful relationships
- Online relationships
- Being safe

Primary sex education through both Science and PSHE, will be taught in Upper Key Stage 2 and will focus on:

- Conception (including IVF)
- Birth

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 pupils are informed and do not seek answers online using inappropriate websites. Questions will be answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. Teachers will use their skill and discretion in this area and can refer to the Designated Safeguarding Lead if they are concerned.

Teachers may use their discretion in responding to questions and may say (for example):

- The appropriate person to answer that is your parent
- The topic will be covered at a later stage in your Relationships Education
- The question can be discussed in a smaller group

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

7. Delivery of RSE

7.1 Jigsaw Scheme of Work

We include the statutory Relationships and Health Education within our whole-school PSHE Programme.

To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how our school meets the statutory Relationships and Health Education requirements.

Jigsaw covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The table below gives the learning theme of each of the six Puzzles (units) and these are taught across the school; the learning deepens and broadens every year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying and understanding (includes cyber bullying and bullying linked to protected characteristics from Equality Act 2010)
Spring 1:	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

At Wellington Primary School we allocate one hour for PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

These lessons are reinforced and enhanced in many ways, for example: Through assemblies, our praise and reward system, our Learning Charters, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

It is important to explain that, whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw, e.g. the Celebrating Difference Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

Teaching about respect and the protected characteristics mainly takes place in the 'Celebrating Difference' topic. Learning throughout the school focuses on similarities and differences and teaches about diversity, such as disability, racism, gender, family composition, friendships and conflict. Children in all key stages learn to accept everyone's right to 'difference'. Bullying, including cyber bullying, is an important aspect of this topic.

Specific lessons on the Equality Act and the protected characteristics, which include homophobic bullying, are introduced in Year 6. This learning focuses on respecting other children whose family look different from our family, and not using the word 'gay' to insult others. These lessons do not promote any type of sexual activity.

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

7.2 Sex Education in RSE

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'.

We introduce this content through our Science lessons, with additional learning and time for pupils' worries and questions discussed in our PSHE lessons. The Changing Me Unit at the end of Years 5 and 6 covers this additional content.

Parents have the right to withdraw their child from some or all of this content in the PSHE curriculum. The school will inform parents of this right by parent mail before the Changing Me Puzzle is taught. Parents in Years 5 and 6 will also be invited to the school to preview the sex education materials before these sessions take place. We recommend that any parents who wish to withdraw their child view the materials at

this meeting, so they are able to state what content they want their child withdrawn from. Requests for withdrawal should then be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative PSHE work will be given to pupils who are withdrawn from sex education.

7.3 Equal Opportunities

The DfE Guidance 2019 (p.15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure that they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics".

At Wellington Primary School we believe that Relationships Education should meet the needs of all pupils. All staff are expected to give every pupil the chance to experience, participate and achieve in their Relationships Education. Equal time and provision will be allocated for all groups although there may be occasions where children with special educational needs (SEN) are given extra support.

Areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

At Wellington Primary School we promote respect for all and value every individual child. We also respect the right of our children, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be in tension some aspects of Relationship, Health and Sex Education.

7.4 Special Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons. Scaffolded work will be provided where necessary, to ensure all pupils gain a full understanding of the topics covered.

7.5 Visiting Speakers

Any visiting speakers to the school should be familiar with the RSE Policy. All sessions run by a visiting speaker should also be attended by a teacher familiar with the policy. Lesson content will be reviewed by the class teacher prior to the session.

8. Roles and responsibilities

8.1 The governing body

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

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory and non-science components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress using both formative and summative assessment
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory and non-science components of RSE

8.4 Pupils

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

9. Parents' right to withdraw

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

Parents do have the right to withdraw their children from the non-statutory (non-science) components of sex education within RSE.

The school will inform Year 5 and Year 6 parents of this right by parent mail before the Changing Me Puzzle is taught.

Parents in Years 5 and 6 will also be invited to the school to preview the Changing Me materials. We recommend that any parents who wish to withdraw their child view the materials at this meeting, so they are able to state how much of the content they want their child withdrawn from. Requests for withdrawal should then be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

10. Training

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

11. Monitoring arrangements

The delivery of RSE is monitored by the PSHE Lead teachers through:

- **Learning walks**
- **Work sampling and book looks**
- **Pupil voice feedback through pupil interviews and pupil questionnaires**

Pupils' development in RSE is monitored by class teachers and the PSHE Lead teacher as part of our internal assessment systems.

This policy will be reviewed every two years by the PSHE Lead teacher. At every review, the policy will be approved by the Governing Body.

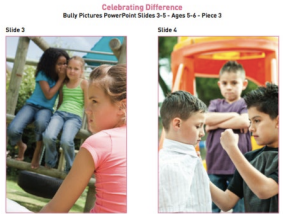
12. Further Policies

In conjunction with this policy, please also see:

- **Behaviour policy**
- **Safeguarding policy**
- **Anti-bullying policy**
- **Science policy**
- **PSHE policy**

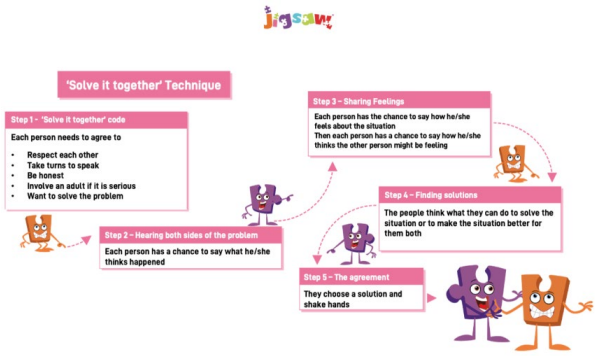
Appendix 1: Curriculum map

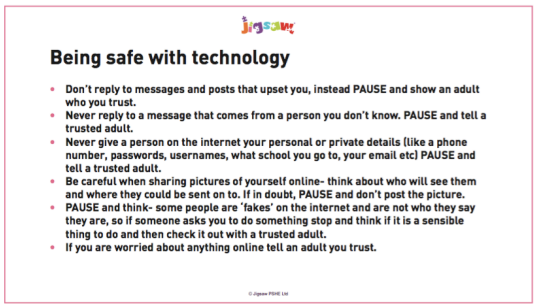
Relationships and sex education curriculum map

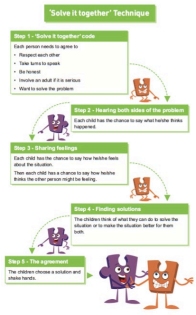
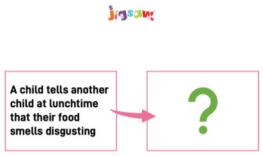
YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
Year R	**Autumn 2**	**Celebrating Difference** Identifying talents Being special Families Where we live Making friends Standing up for yourself	***Lesson 2 – the children learn that it is ok to be different and do different things to the other people around us. We will read story books about being different but comfortable within ourselves.*** ***Lesson 6 – The teacher uses two teddy bears to tell the story of one bear saying unkind words to another teddy bear. The children discuss how the scene made them feel. They discuss how it is not ok to say unkind things and they learn that if somebody ever does something upsetting to them, they must say "please don't do that, I don't like it."***
Year R	**Summer 1**	**Relationships** Family life Friendships breaking friendships Falling out Dealing with bullying Being a good friend	***Lesson 5 – The teacher and children sort kind words and unkind words. They discuss how the different words make them feel inside.*** ***Lesson 6 – The children discuss what being a good friend means, and they work out what a good friend does and what a good friend does not do.***
Year 1	**Autumn 2**	**Celebrating Difference** Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	***Lesson 3 – Children identify what bullying is and create anti-bullying messages/slogans***  ***Lesson 5 – Children learn about making friends with others, even when they are different from us***

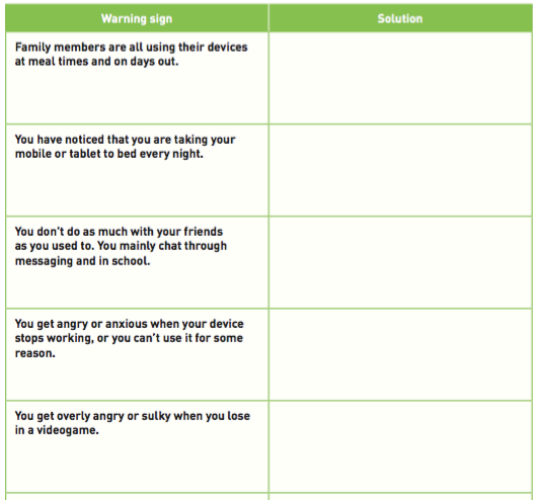
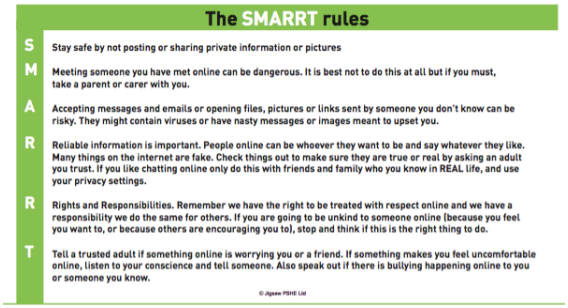
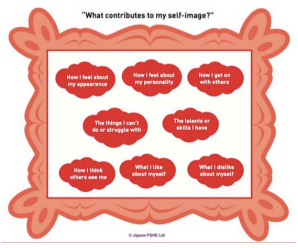
YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
Year 1	**Summer 1**	**Relationships** Belonging to a family[SEP] Making friends/being a good friend Physical contact preferences People who help us[SEP] Qualities as a friend and person Self-acknowledgement[SEP] Being a good friend to myself Celebrating special relationships	***Lesson 1 – Children identify who is in their family. The teacher reads a story about lots of different types of families on a different planet.*** ***Lesson 3 – Children learn about appropriate ways of physical contact to greet friends. They discuss holding hands with family and recognise that some children in the class like holding hands with friends and parents/carers and some children do not.***
Year 2	**Autumn 2**	**Celebrating Difference** Assumptions and stereotypes about gender Understanding bullying Standing up for self and others[SEP] Making new friends Celebrating difference and remaining friends	***Lesson 1 – Pupils listen to different statements and decide if they agree or disagree. Class discussion about how we make assumptions, e.g. all boys like football and all girls do not like football.*** Using a washing line (piece of string) that is fastened across the classroom, peg on three labels: 'Agree' at one end, 'Disagree' at the other end and 'Not Sure' in the middle. Ask the children to listen to the following statements one by one and to decide if they agree with them, disagree or are not sure and then ask them to stand at the most appropriate place along the washing line. After each statement, ask the children to justify their reasons for standing where they are. *Statements:* • All boys enjoy playing football • All girls like drawing horses • Most girls prefer the colour pink to any other colour • Only boys enjoy computer games • Most girls dislike football • Boys prefer Lego to making jewellery • Boys tend to have short hair • Girls tend to have long hair • Girls prefer cooking to playing football ***Lesson 5 – Children discuss answers to questions, e.g. Do all boys like football? Do all girls like dancing? Are only boys interested in cars? Are some boys also interested in pop music? Is it ok for a girl to enjoy football and a boy to enjoy dancing? The teacher reads a story about three children. Billy only plays with boys' toys,***

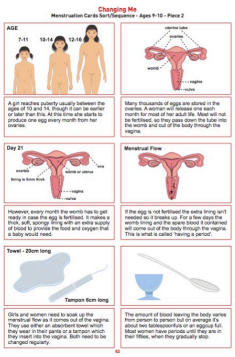
YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
			Bella only plays with girls' toys, B is happy to play with either. Billy only plays with boys. Bella only plays with girls. B plays with anyone. Billy and Bella make fun of B and upset him.
Year 2	**Summer 1**	**Relationships** Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	*Lesson 1 - Children discuss why we have families and learn that families are there to protect us and love us. Children recognise that families come in different shapes and sizes and that it is perfectly normal to have a family that is different from other people.* *Lesson 2 - Class discussion about different touches the children like and do not like, e.g. a wet kiss from a dog, a hug from a parent/carer, being tickled, a rough-and-tumble play fight with a friend, play fighting, pushing and shoving. Teacher to explain that different people prefer different types of touch, e.g. some people like being tickled and some people do not. Children to decide how they can make sure that their hands are kind hands that don't hurt other people. Ensure everyone knows they have the right to say, "Please stop, I don't like that."*

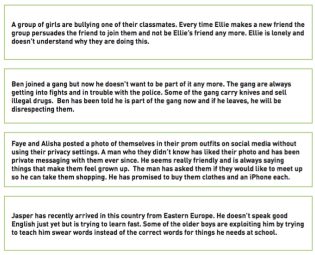
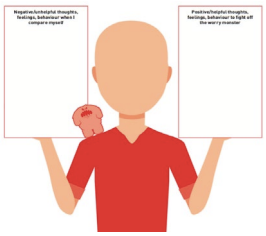
YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
Year 3	**Autumn 2**	**Celebrating Difference** Families and their differences[SEP] Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it[SEP] Recognising how words can be hurtful[SEP] Giving and receiving compliments	***Lesson 1 – Class discussion. Which photos show a family? Children justify why different photographs are or are not of a family and work in groups to come up with a definition, e.g. 'A family is a group of people who care about each other.'*** ***Lesson 2 – Children work in groups to role play the 'Solve it Together' technique to resolve family conflicts, e.g. a brother and sister arguing because they want to watch different TV programmes, or a sister going into her brother's rooms and taking some of his things.*** 
Year 3	**Summer 1**	**Relationships** Family roles and responsibilities Friendship and negotiation[SEP] Keeping safe online and who to go to for help Being a global citizen[SEP] Being aware of how my choices affect others[SEP] Awareness of how other children have different lives[SEP] Expressing appreciation for family and friends	***Lesson 2 – Children learn they can use the solve it together technique for mending friendships, and role play solving different conflict scenarios, e.g. Ellen borrows Fergus's ruler without telling him and accidentally breaks it.*** ***Lesson 3 - Children learn different strategies to keep them safe online. They sort top tips cards and rank them in order of most important to least important.***

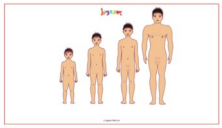
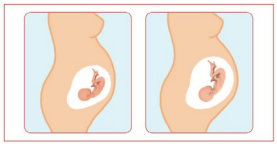
YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
Year 4	**Autumn 2**	**Celebrating Difference** Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	*Lesson 4 – A story about online bullying. Children discuss why witnesses sometimes join in with bullying or ignore what is happening. Children learn rules for staying safe online. In groups, children design a poster about internet safety.*  *Lesson 5 – Children identify what is special about them and value the ways in which they are unique. The teacher will give a small mirror to each child and ask them to look at their reflections, then choose two things they like about their physical appearance. (They don't have to share this with the rest of the group.) The teacher will then bring the class together and ask whether the children found the task easy or difficult. The class will discuss why some people (even adults) find being positive about the way they look, difficult. The children discuss how we are constantly surrounded by images of how we are supposed to look e.g. internet, movies, TV, magazines, and we compare ourselves all the time. The teacher will ask the children if this is being fair to ourselves.*
Year 4	**Summer 1**	**Relationships** Jealousy SEP Love and loss SEP Memories of loved ones SEP Getting on and Falling Out Girlfriends and boyfriends SEP	*Lesson 4 – Class discuss how friendships change, know how to make new friends and how to manage when they fall out with their friends.*

YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
		Showing appreciation to people and animals	 ***Lesson 5 – Children learn that having a boyfriend/girlfriend is a special relationship for when they are older. They discuss how it is not a thing to do to look cool or to be popular.***
Year 5	**Autumn 2**	**Celebrating Difference** Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	***Lesson 1 – Class discussion. Sometimes people have conflicts with other people from different cultures because they are unfamiliar to them and appear to be different. However, rather that allowing that to create a conflict, the person could ask a question and use the difference as a learning experience, which bring people closer together. Children consider different scenarios and decide how each could be reframed into a learning experience.***  Scenario cards: reframing what might be said ***Lesson 2 – Class discussion about racism. Teacher to explain or clarify that it is discrimination or a negative judgement about someone due to the colour of their skin or their race and might include beliefs or religion. Teacher to explain that all forms of racism are unacceptable. Children read about Abdul and Atira starting a new school.***
Year 5	**Summer 1**	**Relationships** Self-recognition and self-worth	***Lesson 5 – Looking at our relationship with technology. Children read a story about a boy who spends too much time on his new phone. Children look at the warning signs of having too much screen time and find solutions.***

YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
		Building self-esteem [SEP] Safer online communities [SEP] Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	 **Warning sign** / **Solution** Family members are all using their devices at meal times and on days out. You have noticed that you are taking your mobile or tablet to bed every night. You don't do as much with your friends as you used to. You mainly chat through messaging and in school. You get angry or anxious when your device stops working, or you can't use it for some reason. You get overly angry or sulky when you lose in a videogame. ***Lesson 6 - Children read a story about a girl called Abby who makes friends with someone she does not know online. Children design a poster to teach others the SMARRT rules for staying safe using technology.***  **The SMARRT rules** **S** Stay safe by not posting or sharing private information or pictures **M** Meeting someone you have met online can be dangerous. It is best not to do this at all but if you must, take a parent or carer with you. **A** Accepting messages and emails or opening files, pictures or links sent by someone you don't know can be risky. They might contain viruses or have nasty messages or images meant to upset you. **R** Reliable information is important. People online can be whoever they want to be and say whatever they like. Many things on the internet are fake. Check things out to make sure they are true or real by asking an adult you trust. If you like chatting online only do this with friends and family who you know in REAL life, and use your privacy settings. **R** Rights and Responsibilities. Remember we have the right to be treated with respect online and we have a responsibility we do the same for others. If you are going to be unkind to someone online (because you feel you want to, or because others are encouraging you to), stop and think if this is the right thing to do. **T** Tell a trusted adult if something online is worrying you or a friend. If something makes you feel uncomfortable online, listen to your conscience and tell someone. Also speak out if there is bullying happening online to you or someone you know.
Year 5	**Summer 2**	**Changing Me** Self- and body image [SEP] Influence of online and media on body image [SEP] Puberty for girls [SEP] Puberty for boys [SEP] Conception (including IVF) Growing responsibility [SEP] Coping with change [SEP] Preparing for transition	***Lesson 1 - Class discussion about self image, body image expectations and what is shared online and in social media.***  "What contributes to my self-image?" How I feel about my appearance How I feel about my personality How I get on with others The things I can't do or struggle with The talents or skills I have How I think others see me What I like about myself What I dislike about myself ***Lessons 2 and 3 - Are about puberty with an introduction to how babies are made in Lesson 4. Some of these sessions are delivered in single-sex classes. Parents are invited to come and view the materials used to teach puberty and sex education in more detail in the Summer term.***

YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
			
Year 6	**Autumn 2**	**Celebrating Difference** Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	***Lesson 5 – Children learn about the Equality Act, the law that protects people's rights, even if they have differences. The children learn about the achievements of different Paralympians.*** Jigsaw There are laws in place to protect people with different characteristics that mean they may get discriminated against. Does this make life easy for them? ***Lesson 6 – Drama activity where children role-play conflicts caused by differences.*** ***Children create freeze frames to show conflicts linked to:*** ***Race (A child from a different country arrives at school and is bullied.)*** ***Religion (A child makes fun of another with a different religion because of the way they look/what they are wearing.)*** ***Disability (At a theme park some disabled children get a pass to the front of a queue for a ride.)*** ***Gender (A girl joins a sports club that up until now has only allowed boys to join.)*** ***Sexuality (A girl is called gay by her classmates because she enjoys playing rugby.)*** ***Age (A parent/carer won't let their teenager stay out past 9pm because they say they are not old enough.)*** Race Religion Disability Gender Sexuality Age

YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
Year 6	**Summer 1**	**Relationships** Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	***Lesson 3 – Children discuss feelings associated with loss and change. They sort scenario cards, those that are easier and harder to cope with.*** ***Lesson 4 - Drama activity where children suggest solutions to different scenarios linked to power and control***  ***Lesson 5 – Staying safe online. Children given various scenarios where someone is trying to control someone else using technology, e.g. asking for personal details and log in details, sending abusive texts, asking to be sent photographs of child in underwear. Children go over SMARRT rules and suggest ways to solve the problems.***
Year 6	**Summer 2**	**Changing Me** Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Boyfriends/girlfriends Transition	***Lesson 1 - Children discuss self-image, body image, helpful and unhelpful thoughts.***  ***Lesson 2 - Puberty and addressing our worries about growing up. This session is taught in single-sex classes.***

YR	TERM	TOPIC/THEME DETAILS	EXAMPLES OF ACTIVITIES AND RESOURCES USED
			   ***Lesson 3 - Conception and how the baby grows in the womb. Parents are invited to come into school and view the materials used to teach sex education in more detail.*** 

Appendix 2: Relationships Education in Primary Schools DfE Guidance (2019)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

Please complete this form and give it to Mrs Norton, the Head teacher.

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	