

Relationships and Sex Education Policy



Deddington Primary School Consultation with parents – October 2025

Approved by:	Education Quality Standards Impact Committee
Date:	September 2024
Next review date:	September 2027
Adopted by school:	Deddington Primary School and Local Governing Body
Date:	TBC

Contents

1. Aims.....	2
2. Statutory requirements.....	3
3. Policy development.....	3
4. Definition.....	3
5. Roles and responsibilities.....	4
The board of trustees.....	4
Local governing bodies.....	4
The headteacher.....	4
Staff.....	4
Pupils.....	4
6. Curriculum.....	4
7. Delivery of RSE.....	5
8. Inclusivity.....	5
Use of resources.....	6
9. Use of external organisations and materials – Trust statement.....	6
10. Parents’ right to withdraw.....	7
11. Training.....	7
12. Monitoring arrangements.....	8
13. Appendix 1: Curriculum map.....	9
14. Appendix 2: By the end of primary school pupils should know.....	15
15. Appendix 2: By the end of secondary school pupils should know.....	18
16. Appendix 3: Parent/carer form: withdrawal from sex education within RSE.....	21

This policy framework sets out the approach to relationships and sex education (RSE) across ODST. The appendices have been adapted to reflect the circumstances in our school.

1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

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

2. Statutory requirements

All ODST primary schools, must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our middle school (Y5–Y8).

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum at primary level.

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

As a school within ODST, we teach RSE as set out in this policy.

3. Policy development

This ODST policy framework is intended to provide information about the RSE curriculum and delivery for all ODST schools. Each school is responsible for developing their own policy and for providing the correct appendices for all stakeholders.

For our school, the 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 team pulled together all relevant information including relevant up to date national and local guidance
2. Staff consultation – staff across our school were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested stakeholders were invited to comment on the policy
4. Ratification – once amendments were made, the policy was shared with the Local Governing Body for ratification

4. Definition

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. Roles and responsibilities

The Scheme of Delegation

The board of trustees

The board of trustees, delegated to the Education Quality Standards and Impact Committee, will approve the RSE policy framework, and hold the headteacher to account for its implementation through local governing bodies.

Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

Staff

Staff are responsible for:

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

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

Pupils

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

6. Curriculum

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

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

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

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

7. Delivery of RSE

At Deddington Primary School, the delivery of RSE is approached sensitively, carefully and in a well thought out manner. It is delivered by trained staff in a nurturing way in order to fully equip children with the skills they need to make informed and ethical decisions about their wellbeing, health and relationships and prepare them for the opportunities and responsibilities of adult life.

In our primary school, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

Primary sex education will focus on:

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

These areas of the curriculum will be taught as an integrated part of our robust PSHE programme following the scheme SCARF, developed by Coram Life Education, the leading charity provider of relationships, health, wellbeing and drugs education to children across the UK. Each year group will undertake learning under the following topics throughout the year:

- Me and My Relationships
- Valuing Differences
- Keeping Safe
- Rights and Respect
- Being My Best
- Growing and Changing

See Appendix 1 for more information on the knowledge and content taught in each year group.

In some circumstances, some elements of the RSE curriculum may be addressed during Science lessons and some through Religious Education lessons. Additionally, where circumstances/situations arise, they will be addressed outside of discreet PSHE lessons through class discussion or more focused and targeted learning.

These key 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 (and other kinship arrangements), 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). Learning will also be adapted carefully to meet the needs of children with Special Educational Needs.

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

8. Inclusivity

Deddington Primary School is an inclusive school that adapts and tailors learning to the needs of the pupils in all subjects, including PSHE and RSE. This includes but is not restricted to:

- Children with SEND (Special Educational Needs and Disabilities)
- Children from different minority ethnic backgrounds or EAL (English as an Additional Language)

- Children with differing home circumstances
- Children with differing life experiences

Through the use of our scheme, SCARF, teachers are enabled to be flexible and to adapt and alter lessons in order to suit the changing needs of their class, respond to circumstances and situations and enable learning outcomes to be met by all children.

ODST schools 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

They 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

Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

9. Use of external organisations and materials – trust statement

Across our trust, we delegate responsibility for making sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality to each school.

Schools remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)

- Only work with external agencies where they 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 usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share any external materials with parents and carers
-

Our schools **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

10. Parents' right to withdraw

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

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

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

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

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

11. Training

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

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

12. Monitoring arrangements

The delivery of RSE is monitored by the Local Governing Body through the usual monitoring programme agreed.

This may be through:

- learning walks
- book looks
- pupil voice questionnaires
- pupil voice discussion focus groups
- regular check ins with teachers about the delivery of PSHE and RSE

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

This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB.

Appendix 1: Curriculum map

Deddington Primary School PSHE/RSE Overview 2025_2026

Curriculum: Coram Life Education SCARF



	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
F1	'I Know' The knowledge to be learnt	<p>I know things that make me different and the same as others.</p> <p>I know how to talk about myself positively.</p> <p>I know how to listen to others.</p> <p>I know who special people in my life are.</p> <p>I know others may have different special people.</p> <p>I know there are people outside of my family who care for me.</p> <p>I know a range of different emotions and how these feel to me.</p> <p>I know certain events can make people feel sad.</p> <p>I know a range of strategies to help myself and others when feeling sadness.</p>	<p>I know I have positive attributes.</p> <p>I know others may have different likes/dislikes to myself.</p> <p>I know differences should be celebrated.</p> <p>I know different families may have different traditions and customs.</p> <p>I know people live in different types of home.</p> <p>I know what makes my home feel safe.</p> <p>I know different ways to show kindness.</p> <p>I know different ways to be cooperative.</p> <p>I know how to show friendly behaviour towards a peer.</p>	<p>I know things that keep my body safe, clean and protected.</p> <p>I know how to recognise things that are not safe.</p> <p>I know that some things I don't recognise may carry risk.</p> <p>I know what our bodies need to stay well.</p> <p>I know how to correctly store medicines.</p> <p>I know some adults who will help me and keep me safe.</p> <p>I know how I feel when I am unsafe.</p> <p>I know there are many things I can do on online devices.</p> <p>I know people in my life and community who help keep me safe.</p>	<p>I know some people who are special in my life and others may have different special people.</p> <p>I know friends are important and can help me and I can care for them.</p> <p>I know there are ways I can help at home.</p> <p>I know it is important to take responsibility for taking care of a shared environment.</p> <p>I know what may happen to living things if we don't take care of our world.</p> <p>I know some of the uses of money and how to keep it safe.</p> <p>I know there are ways to save money.</p>	<p>I know that sometimes I may not achieve my goal.</p> <p>I know some strategies to overcome hurdles.</p> <p>I know some healthy foods and drinks.</p> <p>I know the jobs of the different food groups.</p> <p>I know the '5 ways to wellbeing'.</p> <p>I know some activities to promote positive mental health.</p> <p>I know my body changes during exercise.</p> <p>I know how exercise can keep my mind and body healthy.</p> <p>I know why our bodies need sleep.</p> <p>I know some ways to have a calm bedtime routine.</p>	<p>I know the differences between the seasons.</p> <p>I know how the seasons change.</p> <p>I know that animals and humans change in appearance over time.</p> <p>I know the life stages of humans.</p> <p>I know a baby is made by a woman and a man and grows in a mother's tummy.</p> <p>I know all families are different.</p> <p>I know the differences between babies, children and adults.</p> <p>I know we are all unique.</p> <p>I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4)</p> <p>I know which parts of my body are private.</p>

Year 1	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	<p>'I Know' The knowledge to be learnt</p>	<p>I know why we have classroom rules. I know how to show attentive listening skills. I know a range of different feelings. I know our feelings can make us behave in a certain way. I know feelings can be shown through body language and facial expression. I know that bodies and feelings can be hurt. I know how to be a good friend.</p>	<p>I know we all have similarities and differences. I know the difference between being unkind, teasing and bullying. I know the school rules and how they keep me safe. I know sometimes things will seem unfair. I know who people special to me are. I know I belong to various groups and communities such as my family.</p>	<p>I know that sleep is important to my health. I know who can help me if I am feeling unsafe. I know the difference between appropriate and inappropriate touch (NSPCC PANTS rule). I know that sometimes we need medicine when we are ill. I know how and why these medicines should be safely stored. I know that sometimes we will experience loss. I know how I can talk to if I am feeling big feelings.</p>	<p>I know that our behaviour has an impact on others. I know about the different areas of our school environment and how it is cared for. I know how to take responsibility for my personal hygiene. I know how to take responsibility for looking after something (eg.plant/pet/job role). I know where money comes from and what it might be spent on. I know money should be looked after.</p>	<p>I know the importance of fruit and veg in our diet. I know what would make up a healthy packed lunch. I know how to keep germs from spreading. I know the learning behaviours involved in learning a new skill. I know how to give and receive praise and feedback. I know what's inside my body.</p>	<p>I know some of the ways to keep myself healthy (sleep, hygiene, exercise, food). I know how I have changed since I was a baby (in reference to both body and skills). I know how to care for a baby. I know what to do if bullying is taking place. I know that some secrets should not be kept. I know who to talk to if I feel uncomfortable about a secret I've been told. I know which parts of my body should be kept private (relating to toileting).</p>
Year 2	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	<p>'I Know' The knowledge to be learnt</p>	<p>I know what rules would make an ideal classroom. I know about a range of feelings. I know how to manage uncomfortable feelings (anger, sadness, loneliness). I know how to be a good friend.</p>	<p>I know we are all unique. I know who is special to me. I know my behaviour can affect others. I know how it feels to be left out. I know how to show acts of kindness to others and why.</p>	<p>I know medicines are sometimes used when people are poorly and must be used safely. I know that some situations may make you feel safe or unsafe. I know what to say in order to keep safe.</p>	<p>I know strategies for getting along with others. I know strategies to handle explosive/impulsive behaviour and emotions. I know who in school can help me feel safe.</p>	<p>I know how the process of learning something new works. I know how to make healthy choices. I know how vaccinations keep us safer from some illnesses. I know the importance of good dental hygiene.</p>	<p>I know how to give positive feedback to others. I know how it feels when someone moves away (relating to loss/reuniting). I know the different stages of growth.</p>

		I know the meaning of bullying. I know strategies for dealing with bullying.	I know how to solve a range of common friendship problems.	I know that some types of touch are inappropriate (NSPCC PANTS rule). I know the difference between safe and unsafe secrets. I know some secrets should never be kept (relating to unsafe touch). I know who my trusted adults are who I can speak to if needed.	I know some benefits and risks of the internet. I know that talking to strangers online is a risk. I know what information I shouldn't share online. I know that money can be saved and why. I know that money can be spent on things that are essential and non essential. I know how to look after and improve the school environment.	I know what some major parts of my body do. I know the things my body needs to function and remain healthy.	I know which parts of the body are private. I know the anatomical names for parts of the body, including the reproductive parts eg. penis, vulva. (NSPCC recommended age for this is 3/4) I know the functions of some of these parts of the body. I know how to respect people's privacy. I know you are not allowed to touch someone's private belongings or share their information without consent.
Year 3	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	'I Know' The knowledge to be learnt	I know why we have rules and why we have different rules for different ages/settings (linking to internet safety). I know how to maintain a positive relationship with those who are special to us. I know strategies to solve simple conflicts. I know how to work as part of a team.	I know the importance of respecting others. I know there are many different types of family including foster, adoptive and same sex couple families. I know I am part of a community and that participating in it can help improve my mental wellbeing. I know our friends and neighbours may have similarities and differences to us	I know some situations are safe and some are unsafe. I know who to ask for help if I feel unsafe. I know the difference between danger and risk. I know to keep personal information private when online. I know how to get help if something feels unsafe online. I know the risks associated with online browsing.	I know where to get help/advice. I know the difference between fact and opinion. I know that events can be perceived differently. I know what voluntary work is and suggest some examples and benefits of it. I know that money needs to be earned and should be spent considerately.	I know what makes up a healthy, balanced diet. I know how germs are spread, how to prevent this and how illnesses can be treated. I know what some of the body's major organs are and do. I know how to empathise about different viewpoints (relating to health and wellbeing). I know how to celebrate my own achievements.	I know there are different types of relationships (friendships, families, pets, leaders...) I know how to help look after relationships. I know what personal space is (linking to NSPCC PANTS rule). I know the terms secret or surprise and know there can be safe and unsafe secrets. I know who I could talk to if a secret made me

		<p>I know that working together can help achieve success.</p> <p>I know the qualities of positive friendship and have strategies for in the case of fall outs.</p> <p>I know not everyone will have the same opinion/point of view.</p> <p>I know what boundaries are appropriate in friendships and with my peers.</p>	<p>(relating to national, regional, ethnic and religious diversity).</p> <p>I know repeated name calling is bullying and how to handle this.</p> <p>I know there are different types of bullying.</p> <p>I know what prejudice means.</p>	<p>I know that medicines can be helpful when used responsibly.</p> <p>I know that when medicines are not used responsibly, they can be harmful.</p> <p>I know the risks of alcohol and cigarettes.</p>	<p>I know the meaning of the terms income, saving and spending.</p> <p>I know that the amount people earn differs according to a range of factors.</p> <p>I know how to look after our school environment.</p> <p>I know we have a shared responsibility for looking after our school environment.</p>	<p>I know how to identify areas for development.</p> <p>I know some groups are less well represented by the media.</p> <p>I know that different people develop different skills and talents.</p> <p>I know my own skills and talents.</p>	<p>feel uncomfortable or unsafe.</p> <p>I know how to make a clear emergency services call.</p> <p>I know some common and basic first aid.</p> <p>I know some simple actions that can make a difference.</p> <p>I know people have different skills that they can bring to a task.</p>
Year 4	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	'I Know' The knowledge to be learnt	<p>I know how to work as part of a team to complete a task.</p> <p>I know what a positive healthy relationship is and how to maintain this.</p> <p>I know when and how to be assertive if I need to say no to a friend..</p> <p>I know it is normal to experience a range of feelings and some feel 'good' and some 'not so good'.</p> <p>I know people can experience different feelings in response to things.</p> <p>I know that pressure can be put on me from a</p>	<p>I know different ways to manage conflict through negotiation and compromise.</p> <p>I know there are many ways we can be different to each other (incl race, gender, religion).</p> <p>I know the impact of aggressive behaviour on others.</p> <p>I know some of the people who share my world will have different cultural and religious beliefs to me.</p> <p>I know what a stereotype is.</p> <p>I know the difference between a friend and an acquaintance.</p>	<p>I know that dangers, risks and hazards can be present in many situations including online.</p> <p>I know how to keep myself safe in different situations.</p> <p>I know how to manage risk and identify people who can help.</p> <p>I know what influence means both online and offline.</p> <p>I know that photos shared online can be edited, altered and share with others without our consent.</p> <p>I know that medicines are a type of drug and</p>	<p>I know how different people help to keep us healthy and safe.</p> <p>I know that countries have rules and laws.</p> <p>I know that humans have rights and responsibilities.</p> <p>I know how we can make a difference.</p> <p>I know what a democratic process is.</p> <p>I know how the media can influence a consumer.</p> <p>I know about the role of a bystander in the context of bullying.</p> <p>I know the meaning of the terms 'income tax', 'National Insurance' and 'VAT'.</p>	<p>I know why I am unique and special.</p> <p>I know sometimes I will make the same choices as my friends and sometimes I will choose differently.</p> <p>I know sometimes I can make choices and at other times the choice will be made for me.</p> <p>I know some of the ways that I can keep my body healthy (sleep, food, exercise, balancing screen time, water...).</p> <p>I know the seven R's (relating to looking after the environment).</p> <p>I know what is meant by community.</p>	<p>I know that changes happen to people during their lives and feeling emotion about these changes is normal.</p> <p>I know how the learning line can help be a tool for managing change.</p> <p>I know that puberty and hormones can affect mood and feelings.</p> <p>I know strategies to resolve conflict with our families.</p> <p>I know what kinds of touch are acceptable and unacceptable.</p> <p>I know strategies for how I would manage a situation that involved unacceptable touch.</p>

		range of sources to behave in a certain way. I know how to stop myself from being at risk of being influenced by pressure to behave negatively.	I know how to protect my personal space. I know how to recognise other's non-verbal signals about personal space.	must be handled safely and responsibly. I know the facts and risks of harmful substances including tobacco and alcohol. I know what information is and isn't safe to share online.	I know how a payslip is laid out the deductions made from income.	I know how different people support the community and what qualities and attributes they have. I know what a volunteer is and why they might do this.	I know some secrets can be safe/unsafe. I know that sometimes confidence needs to be broken to protect safety. I know that marriage is a legal commitment between two people. I know some of the reasons why people get married.
Year 5	Topic	Growing and Changing	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best
	'I Know' The knowledge to be learnt	I know a range of feelings and can distinguish between those that are good and not so good. I know some strategies to build resilience. I know that babies come from the joining of an egg and sperm. I know what happens when an egg doesn't meet a sperm. I know that for girls, periods are a normal part of puberty. I know the key facts of the menstrual cycle. I know the correct terminology for genitalia. I know and can explain why puberty happens. I know some products I may need during puberty.	I know what collaboration means. I know what negotiation and compromise are. I know some of the key qualities of friendship. I know how I and others may respond to different feelings. I know what might make a relationship unhealthy. I know who to talk to if I feel a relationship is unhealthy. I know that people have changing emotional needs. I know the meaning of passive, aggressive and assertive behaviour.	I know the qualities of friendship that sometimes these don't last. I know the requirements of active listening and respectful responding. I know the meaning of discrimination, prejudice and injustice. I know that people have been and still are subjected to injustice, including racism. I know that school/our community/the world is made up of a range of different groups of people. I know we need to show mutual respect to others. I know that not all online information is true/accurate.	I know the difference between online and face to face bullying. I know some strategies to deal with bullying. I know what information is safe/unsafe to share online. I know how to protect personal information online and the impact of not doing so. I know what to do in a risky situation. I know what a dare is, why someone might give one and suggest ways of standing up to a dare. I know some of the health risks of vaping and that some are not yet known. I know what a habit is and why it can be hard to change.	I know about some current health issues in the media. I know the difference between a fact and an opinion. I know reporting can be biased. I know what the terms voluntary, community and action groups mean. I know the kind of work voluntary groups do and why. I know the difference between responsibilities, rights and duties and why they may be difficult to follow. I know there are costs involved when producing items. I know what information is important to find out before buying a product.	I know the basic functions of the body's four main systems. I know why food, water, oxygen, sleep and exercise are important to my health. I know some of the talents and strengths that are personal to me. I know some of the areas I could improve on. I know what a community is and ways we could improve our school community. I know who is responsible for helping me stay healthy and safe and I know how they can help me. I know that the way people are portrayed in the media isn't always accurate.

		I know about some myths associated with puberty.		I know the meaning of stereotype. I know the difference between sex, gender expression and sexual orientation. I know that bullying is never acceptable.	I know that classifying drugs can be complex, that all medicines are drugs but not all drugs are medicines. I know that medicines should be handled safely and responsibly.	I know the meaning of the terms loan, credit, debt and interest.	I know how to make a clear and efficient 999 call. I know some basic first aid in how to deal with common injuries.
Year 6	Topic	Me and My Relationships	Valuing Differences	Keeping Safe	Rights and Respect	Being my Best	Growing and Changing
	'I Know' The knowledge to be learnt	I know the skills needed to complete a collaborative task. I know some strategies for resolving conflict with a respectful and assertive approach. I know strategies for dealing with peer pressure. I know what assertive behaviours are and can demonstrate them to resist peer pressure and influence. I know the different ways people show their commitment to each other. I know the ages people can legally marry in different circumstances. I know everyone has the right to be free and marry who they choose. I know that some types of physical contact can	I know that bullying is discriminatory. I know strategies to manage bullying if I am a bystander. I know that all people are unique but have some things in common. I know how to respond to bullying/rude behaviour if I am a bystander. I know the meaning of prejudice. I know the different groups that make up our school/community. I know why living in a diverse society is beneficial. I know why mutual respect is important. I know the qualities of a strong positive friendship. I know the meaning of stereotypes.	I know that reporting in the media can be biased. I know that respectful and responsible behaviour is important when face to face and online. I know that things posted online can be spread easily. I know the risks of sharing photos and films of myself online and that explicit images and videos are illegal in under 18s. I know how to keep my information private. I know addiction is a behaviour and what addiction means. I know drugs can have medicinal and non-medicinal uses. I know some of the laws to control drugs in this country.	I know the meaning of the terms, fact, opinion, biased and unbiased. I know the legal age for social media accounts and why these are in place. I know that posts tend to only show the positive. I know that people's real lives are usually more balanced with positive and negative. I know the benefits of saving money and ways to do this. I know what it means to live in an environmentally stable way. I know ways to live more environmentally stably. I know the reasons for rules and laws. I know how to participate in a mock election.	I know how to set myself aspirational goals. I know how I might achieve these. I know ways in which to look after my health and wellbeing. I know how to present my findings. I know what risk factors are in a given situation. I know the outcomes of risk taking behaviour. I know how risk can be reduced. I know how to assess risk to keep myself safe. I know how to make a clear and efficient 999 call. I know some basic first aid. I know the five ways to wellbeing and how they contribute to a healthy life style.	I know that fame can be short lived and photos can be edited. I know the meaning of the term stereotype and how the media can reinforce gender stereotypes. I know the risks of sharing images online. I know the effect of peer pressure. I know some positive strategies for dealing with change and can identify people who can help me. I know the meaning of the word puberty and some of the physical and emotional changes associated with it. I know what FGM is and that it is illegal in this country. I know where to get support if I were

		produce negative emotions and some inappropriate touch is illegal.	I know how the media can reinforce stereotypes. I know there is a wide range of normal.	I know some of the risks and effects of drinking alcohol.	I know the process of how most laws are made.	I know how the five ways to wellbeing can be implemented in people's lives.	concerned about my own or another person's safety. I know the changes that happen through puberty that allow sexual reproduction to occur. I know a variety of ways a sperm can fertilise and egg to create a baby. I know the legal age of consent and what it means.
--	--	--	--	---	---	---	---

Things to note:

- Year 6: The statements in Y6 highlighted in yellow contain non-statutory objectives about how babies are conceived through sexual intercourse. Parents have a right to withdraw their child from these lessons if they wish and you will be informed when these lessons will be occurring from your child's class teacher.
- The topic order in Y5 differs to the rest of the school as we felt it was important to teach objectives around puberty, in particular the menstrual cycle early in the year in Y5 as some girls will begin puberty and menstruation at this age and it is important for them to be prepared prior to this occurring.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or 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	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Trusts with secondary schools, insert (and change to ‘Appendix 3’ if you also have the primary appendix above)

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • 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 people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal

TOPIC	PUPILS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment

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

TO BE COMPLETED BY PARENTS/CARERS			
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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom