

Relationships and sex education policy

Westcountry Schools Trust

Otterham C P School



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This policy sets out our approach to relationships and sex education (RSE) across Westcountry Schools Trust. Section 6 has been adapted to reflect the circumstances in Otterham C P 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, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a trust of primary and secondary academies, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)

- The Public Sector Equality Duty (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

In our primary academies, we 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 secondary academies.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include 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 404 to 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

At Otterham C P School and WeST we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or a working group of staff from each school/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties have given informal feedback regarding age appropriate learning
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

4. Definition

For the purpose of this policy:

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, Teachers will respond to pupils' questions in an appropriate and age-appropriate

manner to ensure pupils are accurately informed, thereby mitigating the risk of pupils seeking answers online and being exposed to harmful, misleading or inaccurate content.

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

6. Delivery of RSE

At Otterham C P School we use The Christopher Winter Project – Teaching RSE with Confidence in Primary Schools (6th Edition). This series of lessons is aligned with the 2025 guidance update. It provides practical lesson plans and classroom resources for Reception to Y6.

Health Education

Health Education is **statutory in all state-funded schools**. The policy references health implicitly but does not explicitly state that Health Education is taught in line with statutory guidance. This is a **required element**. [\[gov.uk\]](https://www.gov.uk)

Relationship and Sex Education:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

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

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

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

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born (Y5/6)

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

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

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

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

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

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

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

Across our secondary academies, RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to include pupils of all gender identities, and activities will be planned to make sure all are actively involved.

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

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

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

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

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

All Relationships and Sex Education (RSE) and Health Education resources are subject to a formal review process prior to use. In line with statutory guidance issued by the Department for Education, resources are selected to be age-appropriate, accurate, inclusive, and sensitive to pupils' needs, and to support the aims of the RSE curriculum.

Resources are reviewed to ensure they:

- Align with statutory guidance for RSE and Health Education
- Are factually accurate and pedagogically appropriate
- Support safeguarding and do not expose pupils to harmful, misleading, or inappropriate content
- Reflect the school's values and the needs of its community

The school recognises the revised statutory guidance for RSE and Health Education due to take effect from September 2026. This policy and the review of resources will be updated as required to ensure continued compliance with current and future statutory guidance.

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

In line with statutory guidance issued by the Department for Education, Relationships and Sex Education and Health Education do not require formal assessment. There is no expectation of examinations, grading, or summative assessment. Any assessment undertaken is formative and proportionate, forming part of normal classroom practice to support pupils' understanding, identify misconceptions, and inform future teaching.

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour, and online behaviours
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

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

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

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

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

6.1 Inclusivity

Our 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

6.2 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 and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

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 – [Visiting Speaker Policy](#)
 - For more information please refer to the WeST visiting speakers' policy:
- 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
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

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
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The board of trustees

The board of WeST Community Councils (WCCs) will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 Local governing bodies

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

8.3 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

8.4 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Helen Ward

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.

Staff responsible for teaching RSE at Otterham are: All Staff

8.5 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

Across our primary academies, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

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

Across our **secondary academies**, parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

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

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored at school level by Helen Ward with support from Lauren Partridge, Lead Practitioner for PSHE, through the following mechanisms:

- Learning walks//drop in
- Book/work scrutinises
- Monitoring visits

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

This policy will be reviewed by Helen Ward, [annually](#). At every review, the policy will be approved by WCC2.

Appendix 1: Curriculum map

Relationships and sex education curriculum map



TEACHING RSE WITH CONFIDENCE IN PRIMARY SCHOOLS - CURRICULUM OVERVIEW

Reception: My body, my relationships

Lesson 1: Caring Friendships

Lesson 2: Being Kind

Lesson 3: Different Families

Lesson 4: My Body My Choices

Year 1: Growing up, staying safe

Lesson 1: Different Friends

Lesson 2: Growing and Changing

Lesson 3: Body Safety (Online and Off)

Lesson 4: Families and Care

Year 2: Differences

Lesson 1: Gender Stereotypes

Lesson 2: Male and Female

Lesson 3: Naming Body Parts

Lesson 4: My Body Belongs to Me

Year 3: Valuing difference and keeping safe

Lesson 1: Body Differences

Lesson 2: Personal Space and Consent

Lesson 3: Families and People who Help Us

Lesson 4: Staying Safe and Getting Help Online

Year 4: Growing up with Respect

Lesson 1: Changes

Lesson 2: What is Puberty

Lesson 3: Healthy Friendships

Lesson 4: Valuing Difference

Year 5: Puberty and personal boundaries

Lesson 1: Talking about Puberty

Lesson 2: The Reproductive System

Lesson 3: Puberty Help and Support

Lesson 4: Respect Boundaries and Being an Upstander

Year 6: Puberty, relationships and reproduction

Lesson 1: Puberty and Reproduction

Lesson 2: Communication and Consent
in Relationships

Lesson 3: Families, Conception and Pregnancy

Lesson 4: Communication and Respect in
Relationships and Online

RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS

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

Title	Learning Intentions and Learning Outcomes	Resources	Statutory Guidance
Lesson 1 Caring Friendships	Learning Intention To explore how friendships can help us feel happy and how we can welcome others. Learning Outcomes I can say how friends make us feel. I can show a kind way to welcome someone. I can spot when someone might feel left out.	Reception lesson 1 social story Elephant glove puppet or toy Pictures of children at school	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF1, CF2, CF3) Respectful, Kind relationships (RR1, RR6)
Lesson 2 Being kind	Learning Intention To explore what happens when friends fall out and how we can make things better. Learning Outcomes I can say why friends sometimes get upset with each other. I can show kind ways to make up after an argument. I know that hurting someone is never okay.	Reception lesson 2 social story Elephant glove puppet or toy Picture of a crown and art materials to make crowns, i.e. paper or play-doh	PSED and Communication and Language ELGs (see full mapping document) Relationships education Caring friendships (CF5, CF6) Respectful, Kind relationships (RR1, RR3, RR6) Being Safe (BS1)
Lesson 3 Different families	Learning Intention To recognise that families can look different and that families help and care for each other. Learning Outcomes I can spot ways families can be different. I can name people who are part of a family. I can say one way families help each other.	Reception lesson 3 Social Story Elephant glove puppet or toy Families pictures Paper and drawing materials	PSED and Communication and Language ELGs (see full mapping document) Relationships education Families and people who care for me (F2, F3)
Lesson 4 My Body, My Choices	Learning Intention To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body. Learning Outcomes I can say when I like something and when I don't. I can show a kind way to say "no thank you". I know that some people like hugs and some people don't	Reception lesson 4 social story Ezza the Elephant puppet or toy A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character)	PSED and Communication and Language ELGs (see full mapping document) Relationships education Respectful, Kind relationships (RR2, RR3, RR4, RR7) Being Safe (BS1, BS3)

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



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

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

YEAR 2: SCHEME OF WORK - DIFFERENCES

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

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

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

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

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

YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT



Key Vocabulary: puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, vagina, testicles, scrotum, uterus, nipples, breasts, armpits, pubic hair, mood swings, wet dreams, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

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

YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

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

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

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



Key Vocabulary: puberty, reproduction, sexual intercourse, penis, vagina, testicles, clitoris, vulva, sperm, egg, fertilization, conception, fallopian tubes, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

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

All SRE from CWP is taught in the Summer Term. Other PSHE lessons that cover SRE are taught throughout the year.

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

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

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs ● 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 ● How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● 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 including how to recognise risks, harmful content and contact, and how to report them ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● 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, including where pictures or words might be circulated ● Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up ● That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● 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) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so ● Where to get advice, for example from their family, school and/or other sources

Appendix 4: Parent/carers form requesting their child's withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	