St. Peter's Smithills Dean CE Primary School

Relationships and Sex Education Policy

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1. Aims

At St. Peter's we want children to let their light shine! Everything we do at St. Peter's is underpinned with a commitment to our core Christian values. The teaching of Relationships and Sex Education is no different. Through specific lessons taught at St. Peter's as part of our Personal, Social, Health and Economic (PSHE) curriculum, and the wider curriculum, we aim to:

- Provide a framework in which sensitive discussions can take place;
- Teach children the facts, such as those relating to health issues, which are important to their growth and development as individuals and as members of community groups that they might come into contact with or associate with;
- Enable children to acquire the skills, such as those relating to personal safety, discussion and decision making, which are vital to their well-being and their interaction with others;
- Encourage children to develop informed opinions and attitudes for themselves about a range of personal and social issues;
- Actively promote the fundamental British values of democracy, the rule of law, individual liberty and mutual respect and tolerance of those with different faiths and beliefs;
- Help pupils develop feelings of self-respect, confidence and empathy; whilst encouraging children to accept responsibility for their behaviour, show initiative and understand how they can contribute positively to the lives of those living and working in the local community and wider society;
- Create a positive culture around issues of sexuality and relationships; encouraging respect for other people, paying particular regard to the protected characteristics set out in the 2010 Act;
- Teach the requirements of the DfE statutory guidance on Relationships Education;
- Develop in children the skills and understanding to have the confidence to approach their relationships in a positive way; including teaching pupils the correct vocabulary to describe themselves and their bodies and ensuring children are aware of personal space and their right to privacy;
- Enable children to move with confidence from childhood through adolescence to adulthood. Helping the children to understand the changes that occur to the human body during puberty;
- Encourage the children to live confident and healthy lives.

Our school is committed to providing high-quality **Relationship and Sex education** that supports pupils' wellbeing, personal development, and safeguarding. RSE is taught as part of our whole-school approach to PSHE education and is fully aligned with statutory requirements (DfE 2020; updated 2025/26). We use the **HeartSmart** curriculum as our core programme because it promotes emotional literacy, resilience, healthy relationships, and positive decision-making.

2. Statutory requirements

As a Church of England Aided primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching Relationships Education, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

We deliver RSE in line with:
• DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education* (2020)
• DfE *RSE Update Guidance* (2025/26)
• Keeping Children Safe in Education (KCSIE)
• Equality Act 2010
• Ofsted Education Inspection Framework Statutory in primary schools:
• Relationships Education
• Health Education
• Science curriculum content relating to human development

Non-statutory:
• Sex Education beyond the science curriculum (delivered only with parental consultation)

3. Policy development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance

2. Staff and governor consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to make comments on the policy and discuss issues raised if they wanted to.

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

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

4. Definition

In the DfE statutory guidance, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' 2019, the focus in primary schools for Relationship and Sex Education is 'teaching of fundamental building blocks and characteristics of positive relationships with particular reference to friendships, family relationships, and relationships with other children and with adults.' At St. Peter's we also believe that Relationships and Sex Education should also help children to develop the skills to recognise and manage healthy relationships both online and in the real world. It is designed to build resilience and self-esteem. Relationships and Sex Education involves a combination of sharing information, and exploring issues and values.

Relationships and Sex Education is **not** about the promotion of sexual activity.

5. Curriculum

We use **HeartSmart** as our primary scheme of work. HeartSmart is structured around five core principles:

• Don't Forget to Let Love In - Belonging, safety, kind internal dialogue
• Too Much Selfie Isn't Healthy -Kindness, empathy, inclusion, digital wellbeing, generosity and gratitude
• Don't Hold On to What's Wrong - Forgiveness, emotional regulation, reconciliation, peace-making
• Fake Is a Mistake - Honesty, integrity, authenticity, courage to be real
• No Way Through Isn't True - Perseverance, courage, resilience, grit, growth mindset

Appendix 1 shows which elements of the Relationships and Sex Education are covered. Any parts not covered by HeartSmart are covered in one-off lessons or experiences throughout the school year.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, ensuring their answers are sensitive to the child asking the question and the rest of the class. This could involve speaking to the child on their own or in a small group. It might also involve not answering the question there and then but involving the parents/carers in any further discussion. It is important children's questions are answered appropriately so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence and puberty brings, including menstruation.
- How a baby is conceived and born, and stages in a human life cycle

This aspect of Relationships and Sex Education will only be covered when children are in Year 5 or Year 6. For more information about our curriculum, see our curriculum map in Appendix 1.

Coverage includes:

• Families and people who care for me
• Caring friendships
• Respectful relationships
• Online relationships and digital safety
• Being safe, including consent and boundaries
• Mental wellbeing
• Physical health and fitness
• Healthy eating
• Drugs, alcohol and tobacco (age-appropriate)• Health prevention
• Basic first aid
• Changing adolescent body (puberty)
• Emotional literacy and resilience
• Anti-bullying and discrimination
• Personal safety (road, rail, water, public spaces)
• Online harms, including AI manipulation and deepfakes
• Financial safety and scams
• Grief, loss, and loneliness

6. Delivery of Relationships Education

Relationships and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of Relationships Education are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may occasionally receive stand-alone RSE sessions delivered by a trained health professional, e.g. the school nurse. This will be primarily where outside agencies have the necessary experience and knowledge to deliver the content more effectively than the class teacher. The class teacher or teaching assistant will remain in the lessons or sessions to ensure there is a familiar face for the children.

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

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

These 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, *(Definition of families could include single parent families, families with LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures – this*

is a non-exhaustive list) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our approach is:
• Inclusive and representative of all families and identities
• Age-appropriate, using correct but sensitive vocabulary
• Evidence-based and rooted in child development
• Interactive, using discussion, stories, scenarios, and reflection
• Safe, with clear ground rules and safeguarding protocols

Teachers receive regular training to ensure high-quality delivery.

RSE plays a vital role in safeguarding. All staff follow the school's Safeguarding and Child Protection Policy.
• Pupils are taught how to recognise unsafe situations and seek help
• Disclosures are handled in line with statutory safeguarding procedures
• Teachers do not promise confidentiality

Equality and Inclusion
We comply with the Equality Act 2010 and ensure RSHE:
• Reflects diverse families, cultures, and identities
• Challenges stereotypes, sexism, misogyny, and discrimination
• Is accessible for pupils with SEND
• Promotes respect for all

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the Relationships Education policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering Relationships Education in a sensitive way
- Modelling positive attitudes to Relationships Education
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from components of Relationships Education

Staff do not have the right to opt out of teaching Relationships Education. Staff who have concerns about teaching Relationships Education are encouraged to discuss this with the headteacher.
The teacher in charge of Relationships Education is the subject leader for PSHE. At St. Peter's this is Mr Harding .

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.
Parents have the right to withdraw their children from the non-science components of sex education within Relationships Education.

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

Alternative work will be given to pupils who are withdrawn from sex education sessions. Although the school will do its best to ensure any child that is withdrawn is treated sensitively and with respect, it cannot be held responsible for talk between the children after the lesson on the playground or outside of school.

9. Training

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

The headteacher will also invite visitors from outside the school, such as school nurses, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of Relationships Education is monitored by the subject leader of PSHE.through book looks, learning walks, lesson observations and/or pupil voice interviews.

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

This policy will be reviewed annually by the PSHE subject leader. At every review, the policy will be approved by the governing body.

Appendix 1: Curriculum map

Relationships and Sex Education curriculum map – *covered by HeartSmart*

RELATIONSHIPS EDUCATION — Families and People Who Care for Me							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
F1	That families are important for children growing up safe and happy because they can provide love, security and stability.	✓	✓	✓	✓	✓	✓
F2	The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.	✓	✓	✓	✓	✓	
F3	That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.	✓	✓	✓	✓	✓	✓
F4	That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.	✓	✓	✓	✓	✓	✓
F5	That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.					✓	✓
F6	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.			✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Caring Friendships							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
CF1	How important friendships are in making us feel happy and secure, and how people choose and make friends.	✓	✓	✓	✓	✓	✓
CF2	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.	✓	✓	✓	✓	✓	✓
CF3	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.	✓	✓	✓	✓	✓	✓
CF4	The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.	✓	✓	✓	✓	✓	✓

CF5	That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.	✓	✓	✓	✓	✓	✓
CF6	How to manage conflict, and that resorting to violence is never right.	✓	✓	✓	✓	✓	✓
CF7	How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.	✓	✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Respectful, Kind Relationships							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
RR1	How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.	✓	✓	✓	✓	✓	✓
RR2	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.	✓	✓	✓	✓	✓	✓
RR3	How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.	✓	✓	✓	✓	✓	✓
RR4	Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.	✓	✓	✓	✓	✓	✓
RR5	That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.	✓	✓	✓	✓	✓	✓
RR6	Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.	✓	✓	✓	✓	✓	✓
RR7	The conventions of courtesy and manners.	✓	✓	✓	✓	✓	✓
RR8	The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.	✓	✓	✓	✓	✓	✓
RR9	The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.	✓	✓	✓	✓	✓	✓
RR10	What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.		✓	✓	✓	✓	✓
RR11	How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.		✓	✓	✓	✓	✓

RELATIONSHIPS EDUCATION — Online Safety and Awareness							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
OS1	That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.	✓	✓	✓	✓	✓	✓
OS2	How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.			✓	✓	✓	✓
OS3	That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.					✓	✓
OS4	The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.			✓	✓	✓	✓
OS5	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.				✓	✓	✓
OS6	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.		✓	✓	✓	✓	✓
RELATIONSHIPS EDUCATION — Being Safe							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
BS1	What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.	✓	✓	✓	✓	✓	✓
BS2	The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.	✓	✓	✓	✓	✓	✓
BS3	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.	✓	✓	✓	✓		
BS4	How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.	✓	✓		✓	✓	

BS5	How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.	✓	✓	✓	✓	✓	✓
BS6	How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.	✓	✓		✓	✓	✓
BS7	How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.	✓	✓	✓	✓	✓	✓
HEALTH EDUCATION — Health and Wellbeing (General Wellbeing)							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
GW1	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.	✓	✓	✓	✓	✓	✓
GW2	The importance of promoting general wellbeing and physical health.	✓	✓	✓	✓	✓	✓
GW3	The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.	✓	✓	✓	✓	✓	✓
GW4	How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.	✓	✓	✓	✓	✓	✓
GW5	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	✓	✓	✓	✓	✓	✓
GW6	That isolation and loneliness can affect children, and the benefits of seeking support.		✓	✓	✓	✓	✓
GW7	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.	✓	✓	✓	✓	✓	✓
GW8	That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.	✓	✓	✓	✓	✓	✓
GW9	Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).	✓	✓	✓	✓	✓	✓
GW10	That it is common to experience mental health problems, and early support can help.			✓	✓	✓	✓

HEALTH EDUCATION — Wellbeing Online

Code	Pupils should know…	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6
WO1	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.	✓	✓	✓	✓	✓	✓
WO2	Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.					✓	✓
WO3	The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.		✓	✓	✓	✓	✓
WO4	How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.			✓	✓	✓	✓
WO5	Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.			✓	✓	✓	✓
WO6	The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.				✓	✓	✓
WO7	How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.			✓	✓	✓	✓
WO8	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.		✓	✓	✓	✓	✓
WO9	How to understand the information they find online, including from search engines, and know how information is selected and targeted.			✓	✓	✓	✓
WO10	That they have rights in relation to sharing personal data, privacy and consent.		✓	✓	✓	✓	✓
WO11	Where and how to report concerns and get support with issues online.		✓	✓	✓	✓	✓

HEALTH EDUCATION — Physical Health and Fitness

Code	Pupils should know…	Yr 1	Yr 2	Yr 3	Yr 4	Yr 5	Yr 6

PH1	The characteristics and mental and physical benefits of an active lifestyle.	✓	✓	✓	✓	✓	✓
PH2	The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.		✓			✓	✓
PH3	The risks associated with an inactive lifestyle, including obesity.		✓	✓	✓	✓	✓
PH4	How and when to seek support including which adults to speak to in school if they are worried about their health.			✓		✓	✓
HEALTH EDUCATION — Healthy Eating							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
HE1	What constitutes a healthy diet (including understanding calories and other nutritional content).			✓	✓	✓	
HE2	Understanding the importance of a healthy relationship with food.				✓	✓	✓
HE3	The principles of planning and preparing a range of healthy meals.		✓	✓	✓	✓	✓
HE4	The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).		✓		✓	✓	✓
HEALTH EDUCATION — Drugs, Alcohol, Tobacco and Vaping							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
DAT1	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.				✓	✓	✓
HEALTH EDUCATION — Health Protection and Prevention							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
HP1	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			✓	✓		✓
HP2	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	✓	✓	✓			

HP3	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.			✓	✓	✓	✓
HP4	About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist.	✓	✓	✓	✓		
HP5	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	✓	✓	✓	✓		
HP6	The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.			✓			✓
HEALTH EDUCATION — Personal Safety							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
PS1	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.	✓	✓	✓			
PS2	How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.	✓	✓	✓			
HEALTH EDUCATION — Basic First Aid							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
BF1	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.			✓		✓	
BF2	Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.			✓		✓	
HEALTH EDUCATION — Developing Bodies							
Code	**Pupils should know…**	**Yr 1**	**Yr 2**	**Yr 3**	**Yr 4**	**Yr 5**	**Yr 6**
DB1	About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.			✓	✓	✓	✓
DB2	The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.	✓	✓	✓	✓		

DB3	The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.				✓	✓	✓

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Parent form: withdrawal from sex education within Relationships Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships 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	