



Tatsfield Primary School

Relationships and Sex Education (RSE) Policy

Reviewed: November 2025

Status & Review Cycle: Statutory, Annual

Next Review Date: November 2026 (or when guidance is updated)

I. Aims

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

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

We aim to help our children to:

- Develop into happy and confident individuals with a secure foundation in learning that
- will last throughout their lives
- Appreciate and understand moral and religious beliefs and develop a respectful attitude for the views of others
- Develop enquiring minds, be confident to ask questions and take risks with a desire to achieve
- Be independent learners and thinkers who are able to seek solutions creatively and co-operatively
- Be caring, resilient and responsible individuals



2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We don't 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.

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
- Our academy funding agreement and articles of association

At Tatsfield Primary School, 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 pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations in the academic year 2024-2025
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy in the academic year 2024-2025
4. Ratification – once amendments were made, the policy was shared with governors and ratified reviewed in 2025

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. Curriculum

Our RSE curriculum is set out as per Appendix 1.

We have developed the curriculum in consultation with parents/carers 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 all curriculum materials with parents and carers upon request. Parents of Year 5 children are invited to view the sex education resources used for teaching in Year 5 during the summer term.

At Tatsfield Primary School, teachers deliver RSE as part of Personal, Social and Health Education (PSHE) curriculum.

We aim to:

- Provide a safe and secure atmosphere within which ground rules have been established
- Provide a programme which give accurate and relevant information
- Develop confidence in talking, listening and thinking about feelings and relationships
- Prepare pupils for puberty

- Enable pupils to develop a personal code and respect for others' beliefs and values
- Give pupils an understanding of the age of consent

Pupils should be able to:

- Name body parts and describe how their bodies work
- Begin to make informed choices
- Explore their feelings and relationships in order to promote self-knowledge, self-respect, self-esteem and respect for others

Defining Relationships Education

Relationships Education at Tatsfield Primary School focusses on the essential features of positive relationships, with particular focus on friendships, family relationships, and relationships with other peers and adults. We believe that children should learn about relationships as well as the emotional, social and physical aspects of growing up, human sexuality and sexual health in an age-appropriate way. This goes beyond learning about relationships, to include puberty, how a baby is conceived and born, body ownership, and safeguarding.

During RSE lessons, children think about their emotional, social and cultural development, learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is taught within the context of family life. We acknowledge that 'families' can take many forms and are sensitive to the different family structures.

RSE is not about the promotion of sexual activity

Primary sex education will focus on:

Preparing boys and girls for the changes that adolescence brings

How a baby is conceived and born

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

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum, where wider issues of promoting family, friendships, respectful relationships both on and offline, safety, physical and emotional health, positive behaviour and social responsibility are addressed.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

At Tatsfield Primary School, we 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. Within the teaching of RSE, the needs of all pupils will be considered, including those with Special Educational Needs. This may require speaking with parents or additional adult support.

Content of our RSE Curriculum:

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

The school uses the Coram Life SCARF scheme of work and each year group follows the same theme each half term:

- Autumn 1: Me and My Relationships
- Autumn 2: Valuing Difference
- Spring 1: Keeping Myself Safe
- Spring 2: Rights and Responsibilities
- Summer 1: Being My Best
- Summer 2: Growing and Changing

Sex education will commence in Key Stage 1 and will continue throughout Key Stage 2. (See coverage breakdown in Appendix 1).

The majority of the Key Stage 2 sex education programme is delivered in the summer of Year 5. The children will have received the foundations of RSE in earlier year groups and will be able to draw upon this knowledge. We have found that this is a successful time to deliver the programme as the children are generally emotionally ready to cope with the content in a mature manner.

Our Sex Education curriculum covers:

- key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes
- menstrual wellbeing including the key facts about the menstrual cycle

Coram Life's SCARF programme of study will be used to support the delivery of RSE in Year 5.

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

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 (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and 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).

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.

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

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

We 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).

Formal Assessment of Materials

Any resources or materials used will be scrutinised by the class teacher and SLT prior to use in the classroom. 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.

Assessment for Learning

Class teachers assess children's learning and Insight is used to track pupils.

The PSHE lead tracks progress of all pupils, including key groups, such as: gender, SEND, pupil premium and other focus groups to ensure all children are making good progress. Where progress is of concern, the subject lead will talk with the class teacher and identify whether any intervention or catchup is necessary for specific children. The subject lead will evaluate the scheme of work to ensure it is meeting the needs of the children and fit for purpose.

Confidentiality

Children are discouraged from discussing the Sex Education lessons with younger children. Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the named person for child protection issues about their concerns.

The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - I-to-I discussions
 - Digital formats

Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, 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

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

7. Use of external organisations and materials

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

The school remains 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.

We will:

Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:

- Are age-appropriate
- Are in line with pupils' developmental stage

Comply with:

- This policy
- The [Teachers' Standards](#)
- The [Equality Act 2010](#)
- The [Human Rights Act 1998](#)
- The [Education Act 1996](#)
- Relationships and Sex Education (RSE) and Health Education Statutory guidance

Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses

Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

Review any case study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed

Ask to see in advance any materials that the agency may use

Know the named individuals who will be there, and follow our usual safeguarding procedures for these people

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

Check the agency's protocol for taking pictures or using any personal data they might get from a session

Remind teachers that they can say "no" or, in extreme cases, stop a session

Make sure that the teacher is in the room during any sessions with external speakers

Share all external materials with parents and carers

We won't, under any circumstances:

Work with external agencies that take or promote extreme political positions

Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The governing board

The local governing committee will hold the headteacher to account for the implementation of this policy.

The local governing committee has delegated the approval of this policy to the headteacher.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE and Science (see section 9).

8.3 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.

Class teachers are responsible for teaching RSE at Tatsfield Primary School.

Year 5 Class Teacher are responsible for teaching RSE sessions in Year 5. Where needed, support will be given by Louise Knock (PSHE Subject Leader)

8.4 Pupils

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

9. Parents' right to withdraw

A copy of the RSE policy is available for all parents and they will be given an opportunity to view the resources being used in class to support the RSE programme.

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

Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSE or all or part of the sex education Programme within RSE other than those elements which are required by the National Curriculum Science curriculum.

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

Alternative school 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 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 by Louise Knock, PSHE Subject Leader, through school monitoring arrangements (such as work scrutiny, monitoring of planning, learning walks, teaching and learning observations).

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

Our school's policy on RSE is based on the model policy by The Key, the DfE document, 'Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers.' (DfE).

This policy should be read in conjunction with the following policies:

- PSHE Policy
- Safeguarding and Child Protection
- Equality Policy
- DfE Keeping Children Safe in Education

This policy will be reviewed by the PSHE Subject Leader and Headteacher, annually. At every review, the policy will be approved by the Chair of Governors.

Appendix I: Curriculum map
Relationships and sex education curriculum map

Reception Class	
Autumn Me and My Relationships Valuing Difference	All about Me What Makes Me Special Me and My Special People Who Can Help Me? My Feelings (2 lessons) I'm Special, You're Special Same and Different Same and Different Families Same and Different Homes I Am Caring I Am a Friend
Spring Keeping Myself Safe Rights and Responsibilities	Listen to My Feelings Keeping Safe Online People Who Keep Me Safe Looking After My Special People Looking After My Friends Being helpful at home and caring for our Classroom Caring for our World
Summer Being My Best Growing and Changing	Bouncing Back When Things Go Wrong Yes, I Can! Life Stages – Plants, Animals, Humans Life Stages: Human life stage – Who will I be? Getting Bigger Me and My Body – Boys and Girls

Year 1	
Autumn Me and My Relationships Valuing Differences	• Why We Have Classroom Rules Understand that classroom rules help everyone to learn and be safe; Explain their classroom rules and be able to contribute to making these. • How Are You Listening? Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. • Thinking About Feelings Recognise how others might be feeling by reading body language/facial expressions; Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.) • Our Feelings Identify a range of feelings; Identify how feelings might make us behave; Suggest strategies for someone experiencing 'not so good' feelings to manage these. • Good Friends Identify simple qualities of friendship; Suggest simple strategies for making up. • Same or Different? Identify the differences and similarities between people; Empathise with those who are different from them; Begin to appreciate the positive aspects of these differences. • Unkind, Tease or Bully? Explain the difference between unkindness, teasing and bullying; Understand that bullying is usually quite rare. • Harold's School Rules Explain some of their school rules and how those rules help to keep everybody safe. • It's Not Fair! Recognise and explain what is fair and unfair, kind and unkind; Suggest ways they can show kindness to others. • Who Are Our Special People? Identify some of the people who are special to them; Recognise and name some of the qualities that make a person special to them. • Our Special People Balloons Recognise that they belong to various groups and communities such as their family; Explain how these people help us and we can also help them to help us.
Spring Keeping Myself Safe Rights and Responsibilities	• Who Can Help? Recognise emotions and physical feelings associated with feeling unsafe; Identify people who can help them when they feel unsafe. • Good or Bad Touches? Understand and learn the PANTS rules; Name and know which parts should be private; Explain the difference between appropriate and inappropriate touch; Understand that they have the right to say "no" to unwanted touch; Start thinking about who they trust and who they can ask for help. • Sharing Pictures Online safety • Harold Has a Bad Day Recognise how a person's behaviour (including their own) can affect other people. • Taking Care of Something Demonstrate responsibility in looking after something (e.g. a class pet or plant); Explain the importance of looking after things that belong to themselves or to others.
Summer	• Pass on the Praise!

Being My Best Growing and Changing	Demonstrate attentive listening skills; Suggest simple strategies for resolving conflict situations; Give and receive positive feedback, and experience how this makes them feel. • Taking Care of a Baby Understand some of the tasks required to look after a baby; Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing feeding. • Then and Now Identify things they could do as a baby, a toddler and can do now; Identify the people who help/helped them at those different stages. • Who Can Help? (2) Explain the difference between teasing and bullying; Give examples of what they can do if they experience or witness bullying; Say who they could get help from in a bullying situation. • Surprises and Secrets Explain the difference between a secret and a nice surprise; Identify situations as being secrets or surprises; Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. • Keeping Privates Private Identify parts of the body that are private; Describe ways in which private parts can be kept private; Identify people they can talk to about their private parts.
Year 2	
Autumn Me and My Relationships Valuing Differences	• Our Ideal Classroom (2 lessons) Suggest actions that will contribute positively to the life of the classroom; Make and undertake pledges based on those actions; Take part in creating and agreeing classroom rules. • Being a Good Friend Recognise that friendship is a special kind of relationship; Identify some of the ways that good friends care for each other. • Types of Bullying Explain the difference between bullying and isolated unkind behaviour; Recognise that there are different types of bullying and unkind behaviour; Understand that bullying and unkind behaviour are both unacceptable ways of behaving. • Don't Do That! Understand and describe strategies for dealing with bullying; Rehearse and demonstrate some of these strategies. • Bullying or Teasing? Define what is meant by the terms 'bullying' and 'teasing' showing an understanding of the difference between the two; Identify situations as to whether they are incidents of teasing or bullying. • What Makes Us Who We Are? Identify some of the physical and non-physical differences and similarities between people; Know and use words and phrases that show respect for other people. • My Special People Identify people who are special to them; Explain some of the ways those people are special to them. • How Do We Make Others Feel? Recognise and explain how a person's behaviour can affect other people.

	• When Someone is Feeling Left Out Explain how it feels to be part of a group; Explain how it feels to be left out from a group; Identify groups they are part of; Suggest and use strategies for helping someone who is feeling left out. • An Act of Kindness Recognise and describe acts of kindness and unkindness; Explain how these impact on other people's feelings; Suggest kind words and actions they can show to others; Show acts of kindness to others in school. • Solve the Problem Demonstrate active listening techniques (making eye contact, nodding head, making positive noises, not being distracted); Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.
Spring Keeping Myself Safe Rights and Responsibilities	• How Safe Would You Feel? Identify situations in which they would feel safe or unsafe; Suggest actions for dealing with unsafe situations including who they could ask for help. • What Should Harold Say? Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe. • I Don't Like That! Recognise that body language and facial expression can give clues as to how comfortable and safe someone feels in a situation; Identify the types of touch they like and do not like; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable • Fun or Not? Recognise that some touches are not fun and can hurt or be upsetting; Know that they can ask someone to stop touching them; Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable • Should I Tell? Identify safe secrets (including surprises) and unsafe secrets; Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable. • Getting on With Others Describe and record strategies for getting on with others in the classroom. • Feeling Safe Identify special people in the school and community who can help to keep them safe; Know how to ask for help. • Playing Games Online safety • Some Secrets Should Never be Kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Summer Being My Best Growing and Changing	• A Helping Hand Demonstrate simple ways of giving positive feedback to others. • What Does My Body Do? Name major internal body parts (heart, blood, lungs, stomach, small and large intestines, brain); Describe how food, water and air get into the body and blood. • Haven't You Grown! Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); Understand and describe some of the things that people are capable of at these different stages.

	• My Body, Your Body Identify which parts of the human body are private; Explain that a person's genitals help them to make babies when they are grown up; Understand that humans mostly have the same body parts but that they can look different from person to person. This lesson also links with the Year 2 science programme of study: Science Y2 Living things and their habitats (Non-statutory guidance) Pupils should raise and answer questions that help them to become familiar with the life processes that are common to all living things. Science Y2 Animals including humans Notice that animals, including humans, have offspring which grow into adults. • Respecting Privacy Explain what privacy means; Know that you are not allowed to touch someone's private belongings without their permission; Give examples of different types of private information. • Some Secrets Should Never Be Kept Identify how inappropriate touch can make someone feel; Understand that there are unsafe secrets and secrets that are nice surprises; Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Year 3	
Autumn Me and My Relationships Valuing Difference	• Looking After Our Special People Identify people who they have a special relationship with; Suggest strategies for maintaining a positive relationship with their special people. • How Can We Solve This Problem? Rehearse and demonstrate simple strategies for resolving given conflict situations. • Friends Are Special Identify qualities of friendship; Suggest reasons why friends sometimes fall out; Rehearse and use, now or in the future, skills for making up again. • Thunks Express opinions and listen to those of others; Consider others' points of view; Practise explaining the thinking behind their ideas and opinions. • Dan's Dare Explain what a dare is; Understand that no-one has the right to force them to do a dare; Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare. • Respect and Challenge Reflect on listening skills; Give examples of respectful language; Give examples of how to challenge another's viewpoint, respectfully. • Family and Friends Recognise that there are many different types of family; Understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' • Our Friends and Neighbours

	Explain that people living in the UK have different origins; Identify similarities and differences between a diverse range of people from varying national, regional ethnic and religious backgrounds; Identify some of the qualities that people from a diverse range of backgrounds need in order to get together. • Let's Celebrate Our Differences Recognise the factors that make people similar to and different from each other; Recognise that repeated name calling is a form of bullying; Suggest strategies for dealing with name calling (including talking to a trusted adult). • Zeb Understand and explain some of the reasons why different people are bullied; Explore why people have prejudiced views and understand what this is.
Spring Keeping Myself Safe Rights and Responsibilities	• Safe or Unsafe? Identify situations which are safe or unsafe; Identify people who can help if a situation is unsafe; Suggest strategies for keeping safe. • Danger or Risk? Define the words danger and risk and explain the difference between the two; Demonstrate strategies for dealing with a risky situation. • The Risk Robot Identify risk factors in given situations; Suggest ways of reducing or managing those risks. • Super Searcher Evaluate the validity of statements relating to online safety; Recognise potential risks associated with browsing online; Give examples of strategies for safe browsing online. • Raisin Challenge Demonstrate strategies for assessing risks; Understand and explain decision-making skills; Understand where to get help from when making decisions. • Helping Each Other to Stay Safe Identify key people who are responsible for them to stay safe and healthy; Suggest ways they can help these people • Recount Task Understand the difference between 'fact' and 'opinion'; Understand how an event can be perceived from different viewpoints; Plan, draft and publish a recount using the appropriate language.
Summer Being My Best Growing and Changing	• For or Against? Develop skills in discussion and debating an issue; Demonstrate their understanding of health and wellbeing issues that are relevant to them; Empathise with different viewpoints; Make recommendations, based on their research. • I Am Fantastic! Identify their achievements and areas of development; Recognise that people may say kind things to help us feel good about ourselves; Explain why some groups of people are not represented as much on television/in the media. • Relationship Tree Identify different types of relationships; Recognise who they have positive healthy relationships with. • Body Space Understand what is meant by the term body space (or personal space); Identify when it is appropriate or inappropriate to allow someone into their body space; Rehearse strategies for when someone is inappropriately in their body space. • None of Your Business!

	Know that our body can often give us a sign when something doesn't feel right; to trust these signs and talk to a trusted adult if this happens; Recognise and describe appropriate behaviour online as well as offline; Identify what constitutes personal information and when it is not appropriate or safe to share this; Understand and explain how to get help in a situation where requests for images or information of themselves or others occurs. • Secret or Surprise? Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
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Year 4	
Autumn Me and My Relationships Valuing Difference	• Human Machines Demonstrate strategies for working on a collaborative task; Define successful qualities of teamwork and collaboration. • Ok or Not Ok? (lesson 1) Explain what we mean by a 'positive, healthy relationship'; Describe some of the qualities that they admire in others. • Ok or Not Ok? (lesson 2) Recognise that there are times when they might need to say 'no' to a friend; Describe appropriate assertive strategies for saying 'no' to a friend. • An Email From Harold! Describe 'good' and 'not so good' feelings and how feelings can affect our physical state; Explain how different words can express the intensity of feelings. • Different Feelings Identify a wide range of feelings; Recognise that different people can have different feelings in the same situation; Explain how feelings can be linked to physical state. • Under Pressure Give examples of strategies to respond to being bullied, including what people can do and say; Understand and give examples of who or where pressure to behave in an unhealthy, unacceptable or risky way might come from. • Can You Sort It? Define the terms 'negotiation' and 'compromise'; Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise. • What Would I Do? List some of the ways that people are different to each other (including differences of race, gender, religion); Recognise potential consequences of aggressive behaviour; Suggest strategies for dealing with someone who is behaving aggressively. • The People We Share Our World With List some of the ways in which people are different to each other (including ethnicity, gender, religious beliefs, customs and festivals); Define the word respect and demonstrate ways of showing respect to others' differences. • That Is Such a Stereotype! Understand and identify stereotypes, including those promoted in the media. • Friend or Acquaintance? Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances); Give examples of features of these different types of relationships, including how they influence what is shared. • Islands Understand that they have the right to protect their personal body space; Recognise how others' non-verbal signals indicate how they feel when people are close to their body space; Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.
Spring Keeping Myself Safe Rights and Responsibilities	• Danger, Risk or Hazard? Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; Identify situations which are either dangerous, risky or hazardous; Suggest simple strategies for managing risk. • How Dare You! Define what is meant by the word 'dare'; Identify from given scenarios which are dares and which are not; Suggest strategies for managing dares.

	• Keeping Ourselves Safe Describe stages of identifying and managing risk; Suggest people they can ask for help in managing risk. • Raisin Challenge (2) Understand that we can be influenced both positively and negatively; Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky way. • Picture Wise Identify images that are safe/unsafe to share online; Know and explain strategies for safe online sharing; Understand and explain the implications of sharing images online without consent. • Who Helps Us Stay Healthy and Safe? Explain how different people in the school and local community help them stay healthy and safe; Define what is meant by 'being responsible'; Describe the various responsibilities of those who help them stay healthy and safe; Suggest ways they can help the people who keep them healthy and safe. • How Do We Make a Difference? Understand the reason we have rules; Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); Recognise that everyone can make a difference within a democratic process. • In the News! Define the word influence; Recognise that reports in the media can influence the way they think about an topic; Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner. • Safety in Numbers Explain the role of the bystander and how it can influence bullying or other anti-social behaviour; Recognise that they can play a role in influencing outcomes of situations by their actions.
Summer Being My Best Growing and Changing	• What Makes Me ME! Identify ways in which everyone is unique; Appreciate their own uniqueness; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Making Choices Give examples of choices they make for themselves and choices others make for them; Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • My Feelings are All Over the Place! Name some positive and negative feelings; Understand how the onset of puberty can have emotional as well as physical impact Suggest reasons why young people sometimes fall out with their parents; Take part in a role play practising how to compromise. • Secret or Surprise? Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; Recognise how different surprises and secrets might make them feel; Know who they could ask for help if a secret made them feel uncomfortable or unsafe. • Together Understand that marriage is a commitment to be entered into freely and not against someone's will; Recognise that marriage includes same sex and opposite sex partners; Know the legal age for marriage in England or Scotland; Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony

Year 5

Autumn Me and My Relationships Valuing Difference	• Give and Take Explain what is meant by the terms negotiation and compromise; Describe strategies for resolving difficult issues or situations. • How Good a Friend Are You? Demonstrate how to respond to a wide range of feelings in others; Give examples of some key qualities of friendship; Reflect on their own friendship qualities. • Relationship cake Recipe Identify what things make a relationship unhealthy; Identify who they could talk to if they needed help. • Being Assertive Identify characteristics of passive, aggressive and assertive behaviours; Understand and rehearse assertiveness skills. • Qualities of Friendship Define some key qualities of friendship; Describe ways of making a friendship last; Explain why friendships sometimes end. • Kind Conversations Rehearse active listening skills: Demonstrate respectfulness in responding to others; Respond appropriately to others. • Happy Being Me Develop an understanding of discrimination and its injustice, and describe this using examples; Empathise with people who have been, and currently are, subjected to injustice, including through racism; Consider how discriminatory behaviour can be challenged. • The Land of the Red People Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Is It True? Understand that the information we see online, either text or images, is not always true or accurate; Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; Understand and explain the difference between sex, gender identity, gender expression and sexual orientation. • Stop, Start, Stereotypes Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. • It Could Happen to Anyone Identify the consequences of positive and negative behaviour on themselves and others; Give examples of how individual/group actions can impact on others in a positive or negative way.
Spring Keeping Myself Safe Rights and Responsibilities	• Spot Bullying Demonstrate strategies to deal with both face-to-face and online bullying; Demonstrate strategies and skills for supporting others who are bullied; Recognise and describe the difference between online and face-to-face bullying. • Play, Like, Share Consider what information is safe/unsafe to share offline and online, and reflect on the consequences not keeping personal information private; Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face; Know how to protect personal information online;

	Recognise disrespectful behaviour online and know how to respond to it. • Decision Dilemmas Recognise which situations are risky; Explore and share their views about decision making when faced with a risky situation; Suggest what someone should do when faced with a risky situation. • Ella's Diary Dilemma Define what is meant by a dare; Explain why someone might give a dare; Suggest ways of standing up to someone who gives a dare. • Would You Risk It? Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks; Understand the actual norms around smoking/alcohol and the reasons for common misperceptions of these. • Fact or Opinion? Understand the difference between a fact and an opinion; Understand what biased reporting is and the need to think critically about things we read.
Summer Being My Best Growing and Changing	• Independence and Responsibility Identify people who are responsible for helping them stay healthy and safe; Identify ways that they can help these people. • Star Qualities? Describe 'star' qualities of celebrities as portrayed by the media; Recognise that the way people are portrayed in the media isn't always an accurate reflection of their real life; Describe 'star' qualities that 'ordinary' people have. • How Are They Feeling? Use a range of words and phrases to describe the intensity of different feelings Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; Explain strategies they can use to build resilience. • Taking Notice of Our Feelings Identify people who can be trusted; Understand what kinds of touch are acceptable or unacceptable; Describe strategies for dealing with situations in which they would feel uncomfortable, particularly in relation to inappropriate touch. • Dear Ash Explain the difference between a safe and an unsafe secret; Identify situations where someone might need to break a confidence in order to keep someone safe. • Help! I'm a Teenager – Get Me Out of Here! Recognise how our body feels when we're relaxed; List some of the ways our body feels when it is nervous or sad; Describe and/or demonstrate how to be resilient in order to find someone who will listen to you. • Stop, Start, Stereotypes Recognise that some people can get bullied because of the way they express their gender; Give examples of how bullying behaviours can be stopped. Sex Education The SCARF units covering puberty and periods from Year 3, 4, 5 and 6 will be taught in Year 5. See content of the Year 3, 4, 5 and 6 lessons below: • Year 3: My Changing Body Recognise that babies come from the joining of an egg and sperm; Explain what happens when an egg doesn't meet a sperm; Understand that for girls, periods are a normal part of puberty. • Year 4: All Change! Identify parts of the body that males and females have in common and those that are different;

	Know the correct terminology for their genitalia; Understand and explain why puberty happens. • Year 4: Preparing for changes at puberty Know the key facts of the menstrual cycle; Understand that periods are a normal part of puberty for girls; Identify some of the ways to cope better with periods. • Year 5: Growing Up and Changing Bodies Identify some products that they may need during puberty and why; Know what menstruation is and why it happens. • Year 5: Changing Bodies and Feelings Know the correct words for the external sexual organs; Discuss some of the myths associated with puberty. • Year 6: Making Babies Identify the changes that happen through puberty to allow sexual reproduction to occur; Know a variety of ways in which the sperm can fertilise the egg to create a baby; Know the legal age of consent and what it means.
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Year 6

Autumn Me and My Relationships Valuing Differences	• Solve the Friendship Problem Recognise some of the challenges that arise from friendships; Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach. • Dan's Day Describe the consequences of reacting to others in a positive or negative way; Suggest ways that people can respond more positively to others. • Behave Yourself Recognise and empathise with patterns of behaviour in peer-group dynamics; Recognise basic emotional needs and understand that they change according to circumstance; Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about. • Assertiveness Skills List some assertive behaviours; Recognise peer influence and pressure; Demonstrate using some assertive behaviours, through role-play, to resist peer influence and pressure • Don't Force Me Describe ways in which people show their commitment to each other; Know the ages at which a person can marry, depending on whether their parents agree; Understand that everyone has the right to be free to choose who and whether to marry. • Acting Appropriately Recognise that some types of physical contact can produce strong negative feelings; Know that some inappropriate touch is also illegal. • OK to be Different Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences; Suggest strategies for dealing with bullying, as a bystander; Describe positive attributes of their peers. • We Have More in Common Than Not Know that all people are unique but that we have far more in common with each other than what is different about us; Consider how a bystander can respond to someone being rude, offensive or bullying someone else; Demonstrate ways of offering support to someone who has been bullied. • Respecting Differences Demonstrate ways of showing respect to others, using verbal and non-verbal communication. • Tolerance and Respect for Others Understand and explain the term prejudice; Identify and describe the different groups that make up their school/wider community/other parts of the UK; Describe the benefits of living in a diverse society; Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this • Advertising Friendships! Explain the difference between a friend and an acquaintance; Describe qualities of a strong, positive friendship; Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative). • Boys Will be Boys? Challenging Gender Stereotypes Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people.
Spring	• Think Before You Click! Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face;

Keeping Myself Safe Rights and Responsibilities	Understand and describe the ease with which something posted online can spread. • It's a Puzzle Identify strategies for keeping personal information safe online; Describe safe and respectful behaviours when using communication technology. • To Share or Not to Share? Know that it is illegal to create and share sexual images of children under 18 years old; Explore the risks of sharing photos and films of themselves with other people directly or online; Know how to keep their information private online. • Joe's Story (part 1) Understand that all humans have basic emotional needs and explain some of the ways these needs can be met; Explain how these emotional needs impact on people's behaviour; Suggest positive ways that people can get their emotional need met. • Joe's Story (part 2) Understand and give examples of conflicting emotions; Understand and reflect on how independence and responsibility go together. • Two Sides to Every Story Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them; Describe the language and techniques that make up a biased report; Analyse a report also extract the facts from it. • Fakebook Friends Know the legal age (and reason behind these) for having a social media account; Understand why people don't tell the truth and often post only the good bits about themselves online Recognise that people's lives are much more balanced in real life, with positives and negatives.
Summer Being My Best Growing and Changing	• What's the Risk? (1) Identify risk factors in a given situation; Understand and explain the outcomes of risk-taking in a given situation, including emotional risks. • What's the Risk? (2) Recognise what risk is; Explain how a risk can be reduced; Understand risks related to growing up and explain the need to be aware of these; Assess a risk to help keep themselves safe. • I Look Great! Understand that fame can be short-lived; Recognise that photos can be changed to match society's view of perfect; Identify qualities that people have, as well as their looks. • Media Manipulation Define what is meant by the term stereotype; Recognise how the media can sometimes reinforce gender stereotypes; Recognise that people fall into a wide range of what is seen as normal; Challenge stereotypical gender portrayals of people. • Pressure Online Understand the risks of sharing images online and how these are hard to control, once shared; Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be. • Helpful or Unhelpful? Managing Change Recognise some of the changes they have experienced and their emotional responses to those changes; Suggest positive strategies for dealing with change; Identify people who can support someone who is dealing with a challenging time of change. • Is this Normal? Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;

	Suggest strategies that would help someone who felt challenged by the changes in puberty; Understand what FGM is and that it is an illegal practice in this country; Know where someone could get support if they were concerned about their own or another person's safety. FGM is raised in the context of, 'Who is the best person to decide what happens to a person's body?' and briefly explaining what FGM is.
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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/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		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/carers	