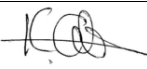




Relationship and Sex Education (RSE) Policy

Status	Current
Maintenance	Quality of Provision
Approval	Quality of Provision
Date Active	6.7.2026
Parent/carer consultatio:	Drop-in session with RSE lead and HT - July 2026 Individual parent/carer sessions where requested
Review Date	Summer Term 2027
Signed by	 Mrs E Hodge (Headteacher) – 06/07/2026
	 Mrs K Edern (Chair of Governors) – 06/07/2026

Key changes to be made statutory from September 2026:

- Pupils will learn about online financial harms such as gaming, video game monetisation, scams and fraud – as well as the reasons for age restrictions on online content such as gambling websites and social media.
- Pupils will be taught to critically engage with what they see online and recognize their rights in relation to privacy, consent and personal data.
- Pupils will learn the correct names for body parts (including genitalia).
- Pupils will learn how to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
- Pupils will learn about change and loss, including bereavement; recognising that this can cause a range of feelings, and that everyone grieves differently.
- Pupils will be taught clearer teaching of boundaries and consent.
- Pupils will be taught skills in managing difficult feelings around relationships such as disappointment, frustration and loneliness

Introduction

Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life, and can promote their moral, social, mental and physical development. Effective teaching will support young people to cultivate positive characteristics including resilience, self-worth, self respect, honesty, integrity, courage, kindness, and trustworthiness. Effective teaching will support prevention of harms by helping young people understand and identify when things are not right. (DFE; Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025).

Our school believes that its pupils have a right to the highest quality Relationship and Sex Education (RSE) as part of the overall PSHE curriculum. Through this, we will help them to develop the knowledge, skills and understanding they need to lead confident, independent and healthy lives.

We will, as far as possible, support the importance of marriage or stable relationships, for family life and bringing up children. Within this, the school will ensure there is no discrimination of children based on their different home circumstances. In this document, Sex and Relationships Education relates to 'learning about physical, moral and emotional development.' It is about understanding the importance of family life, stable and loving relationships, respect, love and care and promoting the British value of tolerance. We do not use Sex and Relationships Education as a means of promoting any form of sexual orientation.

In developing this policy, the religious background of all pupils has been taken into account when planning teaching, so that the topics are appropriately handled. We comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

This policy is in line with DFE Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teacher (July 2025). This policy sits alongside the school's PSHE policy.

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1. Aims

At Devonshire Road Primary School, we deliver our RSE using Pol-Ed, which is an Education Programme, designed by West Yorkshire Police, that provides lessons and resources under 4 umbrella topics: Relationships, Keeping Safe, Understanding the Law and Wellbeing. Pol Ed uses up to date policing data and trends which are relevant to Children and Young People in the local area and ensures that objectives are delivered for early intervention and prevention. In terms of the Bolton context, there have been a number of knife related incidents, reports of exploitation and grooming of boys online and reports of domestic violence. These areas are covered in the Year 6 Understanding the law unit, the 'exploitation and grooming' category and the Year 5 and 6 Relationships unit.

The aims of relationships and sex education (RSE) at Devonshire Road Primary School are to:

- Equip pupils with the **knowledge and skills to stay safe**, both in the real world and online, including recognising unsafe situations and knowing how to seek help.
- Develop pupils' understanding of **healthy, respectful relationships**, including friendships, family relationships and interactions with others.
- Promote **respect, kindness and equality**, enabling pupils to value themselves and others and challenge unkind or harmful behaviour.
- Teach pupils about **personal boundaries, privacy and consent** in an age-appropriate way, including understanding that they have a right to say no.
- Ensure pupils know the **correct anatomical terminology** for body parts and understand basic facts about **body changes and puberty** by the end of primary school.
- Support pupils to develop **emotional literacy**, including recognising, understanding and managing their feelings, and knowing when and how to seek support.
- Enable pupils to **communicate effectively**, express their views and feelings confidently, and build positive relationships.
- Provide pupils with the knowledge to **make informed decisions** about their wellbeing, health and relationships.
- Help pupils to understand the importance of **mental and physical health**, including healthy lifestyles and self-care.
- Prepare pupils for the next stage of their education and for life in modern Britain, including navigating a **digital world safely and responsibly**.
- Ensure pupils at Devonshire Road Primary are fully aware of the protected characteristics of the Equalities Act

These are driven by our mission statement for Devonshire Road Primary school and reflect our three overarching aims: Be Kind; Be Curious; Be the Best you Can Be.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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 RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Devonshire Road 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. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group 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
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified
6. This policy is available on our school website and paper copies may be obtained free of charge via our school office.

4. Definition

Relationships and Sex Education (RSE) in primary schools is the teaching of age-appropriate knowledge, skills and values that enable children to form healthy relationships, understand their bodies and development, and stay safe both online and offline.

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out (see appendices) but we may need to adapt it as and when necessary to meet the needs of our pupils and fulfil the changing requirements as laid out by the Department for Education.

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. We feel that this will ensure that pupils are fully informed and don't seek answers online which can make them vulnerable to misinformation. Teachers will endeavour to answer questions as honestly as possible but if faced with a question they do not feel comfortable answering within the statutory guidance, provision would be made to meet the individual child's needs. This may involve referring the child back to their parent/carer, school health advisor/school nurse for an answer or seeking advice from the PSHE coordinator or senior pastoral lead.

Primary Sex Education at Devonshire Road Primary School will focus on the statutory content from the Science and PSHE curriculum:

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

For more information about our curriculum and resources, see our curriculum map in appendices and visit <https://www.pol-ed.co.uk/>.

6. Delivery of RSE

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

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 RSE curriculum, see Appendices 1 and 2.

As the statutory guidance outlines, 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 (families in our committee include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

7. Roles and responsibilities

7.1 The governing board

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from sex education which is non-statutory/non-science components of RSE. Relationships education is statutory for all pupils (see section 8), as such, parents have no right to withdraw from any element of the Relationship Education content at Devonshire Road Primary School. Please refer to appendix B for a breakdown of which elements of the curriculum are **not** statutory.

The Headteacher monitors this policy on a regular basis and reports to governors on its effectiveness. This includes whether:

- all pupils are making progress in achieving the expected educational outcomes;
- the subjects are well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents/carers on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.3 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 wish them to be withdrawn from the non-statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Headteacher or Deputy Headteacher.

At Devonshire Road Primary School, the subject lead for RSE is Mrs. Emma Hodge.

Relationships education is taught through PSHE lessons. Staff receive training on the curriculum and support in their teaching when requested. Where we deem appropriate and necessary, discrete lessons are taught by specialist agencies such as Fort Alice, the School Nurse team, NSPCC and other accredited agencies.

7.4 Pupils

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

8. Parents'/carers' right to withdraw from non-statutory Sex Education

Teaching of Non-Statutory Sex Education

We would urge all parents and carers to fully understand what is taught, and why it is taught, before they make the decision to withdraw their child from Sex Education. We have effectively taught Sex Education at Devonshire Road Primary School for many years, with very few parents and carers choosing to withdraw their children from lessons. Since the introduction of Relationship and Health Education (Sept 2020), much of what we traditionally taught as SRE is now taught as a statutory element through our PSHE curriculum. Teaching the non-statutory elements of the RSE curriculum is something that has been carefully considered by all stakeholders in school. It is something we feel we need to do in line with our school's mission to prepare our children so that they can make good choices and contributions to the world, so that they take responsibility for themselves.

Please see Appendix 3 for a breakdown of the statutory and non-statutory elements of our SRE curriculum.

Topics that will not be taught directly, but to which answers will be given if questions arise (following the guidance above):

Contraception

Condoms

FGM

Infections

Rape – *but the concept of consent is discussed as a concept and in different contexts*

Sexual behaviour

Good Practice

At Devonshire we recognise there are different teaching and learning styles which enable effective SRE. We acknowledge, as educators, the core education skills, which include practical skills, communication skills, decision-making skills, inter-personal skills, problem-solving skills and leadership skills. We will develop them with our pupils by:

- Establishing clear ground rules
- Differentiating learning
- Using active learning methods, such as stories, mind mapping
- Using Circle Time structures
- Individual/paired/group work
- Role play
- Discussion techniques
- Reporting back
- Story boards
- Videos and films
- Sharing lesson objectives with pupils
- Using distancing and de-personalising techniques

Dealing with unplanned-for questions or disclosures from children during SRE sessions

All staff at Devonshire Road understands that the subject of Sex and Relationship Education can be challenging but do believe that our pupils have a right to be provided with suitable, accurate information, matched to their age, physical and emotional development. This is essential to keeping them safe and healthy.

As a part of the SRE programme, children will be encouraged to ask questions. This could be through the use of an 'ask it' basket (anonymously) or as a general part of the lesson. This will enable them to ask questions about issues related to SRE which they want clarifying. At Devonshire Road we believe that all questions should be acknowledged but accept that some questions may require further consideration and as such do not have to be answered directly or immediately. If a teacher is in doubt about how to respond to a question raised in an SRE session, they will liaise first with the PSHE key teacher.

Teachers are advised that school has agreed that questions relating to the following topics will be referred to parents and carers to deal with in line with their personal beliefs:

- Same gender sex
- Questions about sex and morality/religion
- Underage sex
- Sex out of wedlock
- Abortion

The teacher then may answer the question later with the whole class, individually, or decide to refer the question to the parents.

As a school, we will use our professional skills and discretion in such cases and always keep in mind the age and maturity of the child as well as the aims, objectives, values and procedures set out in the policy document.

If a teacher feels that a child has raised an issue that indicates a Child Protection concern, then the school's Child Protection officer must be informed in line with our school's Safeguarding policy.

If a child poses a private question to a teacher or other member of staff and requests secrecy (this could be in the 'ask it' basket or in person), no promise of secrecy or confidentiality will be given. The child will be reassured that any steps taken will always be in his/her best interests.

Children with SEND

All of our teaching materials are appropriate and have regard to the age and religious backgrounds of our pupils. We recognise the significance of other factors, such as any special educational needs or disabilities of our pupils.

It is up to the school to make sure that the needs of all pupils are met. We support children with SEN within SRE lessons as we would in any other area of the curriculum. This may mean additional support within lessons, small group or individual lessons and an adapting of resources to enable access. Parents may need to be consulted individually with regard to children with SEN, especially if the pupil has a very low mental and or emotional age.

Pupils with SEND may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitation and violence, bullying and other issues. RSHE can be particularly important for these pupils, particularly those with social, emotional and mental health needs or learning disabilities. (DFE; Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025)

Parents/carers do not have the right to withdraw their children from Relationship Education.

The policies and resources for Sex Education are all saved in a secure part of the school's website. Parents and carers are able to view these with the use of a password which is given on request but also sent out to the parents/carers of the relevant year groups before the Summer Term each year.

Parents/carers have the right to withdraw their child from part, or all, of the **non-statutory** elements of our RSE curriculum. This can be done by emailing hodgee@devonshire.bolton.sch.uk. Emma Hodge, Headteacher, will then speak to the parent/carer about their right to withdraw. Any concerns, queries or comments can also be directed via this email address. We offer translation support for our parents with EAL. Where parents/carers make such withdrawal requests the pupils concerned will be work in another classroom. Parents/carers will be invited to information sessions prior to work in Year 5 and 6.

9. 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 healthy relationships professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by senior leaders in school through a variety of monitoring methods: learning walks, pupil interviews, book checks, planning checks. Teacher assessment will inform discussion about the successful implementation of the policy. Judgements about the success of the policy can also be made through gathering evidence from school staff about how the policy supports them, from parents and governors about the clarity of the information provided, and from pupils about how Sex and Relationships Education provision is meeting their needs.

Evaluation of the programme will be made by assessing, the attitudes of the pupils, the development of their personal skills and the knowledge and understanding they have gained. Pupil evaluation will be monitored in line with other PSHE monitoring arrangements.

This policy will be reviewed by the RSE lead annually. At every review, the policy will be approved by the Quality of Provision Sub Committee. When DFE guidance is revised every three years, parents will also be consulted.

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
EYFS Passport	What are emotions?	What is empathy?	What is respect?	
	What is self-worth?	What is resilience?	What is risk?	
EYFS	How can I be a good friend?	How can I play safely?	What are rules?	How can I be a germ buster?
	How can I make other children feel happy?	How can I keep safe at school?	What are consequences?	How does food help me?
	How can I play nicely with others?	How can I keep safe at home?	What can I do if I'm feeling big emotions?	How does exercise help me?
	How can adults at school help me?		Who are the police and how do they help us?	
Year 1	How can I be an ally?	How can I keep safe in new places?	How can I be responsible?	What makes me special?
	How can I make friends?	How can I speak up?	What can happen when rules are broken?	What do feelings feel like?
	What if my friends are making me feel sad?	How can I use things at home safely?	What do the police do?	How can I share my feelings?
	What is bullying?	What is 999?	Why have different rules in different places?	How can I be an empathy expert?
	Why are safe hands important?	What is private information?		
	Why is name calling unkind?	Who are my trusted adults?		
Year 2	How are we the same? How are we different?	How can I keep safe online?	What are needs and wants?	How can I deal with change?
	How can I work with different people?	What are different types of meetings?	What is a job?	What does it mean to be healthy?
	How do I share family worries?	What are medicines?	What is money?	How can I look after my body?
	What is a family?	What are private body parts?	What is the internet?	Why is sleep important?
	Why are relationships important?	What is fire safety?	Why does age matter?	When do I need to take a break? What are the risks of video gaming?

	Relationships	Keeping Safe	Understanding the Law	Wellbeing
Year 3	How should we treat people?	How can I share my worries?	How can I be a responsible citizen?	What is mental health?
	What can I do when friendships go wrong?	What are emergency services?	How do we enforce the law?	What am I good at?
Year 4	What do we mean by consent in friendships?	What are emergency situations?	What are children's rights?	How can intense feelings feel?
	What is bullying?	What do we mean by risk?	What is the law and why do we have it?	What words can I use to talk about my feelings?
Year 5	Who are my key people?	When should I break a secret?		How can vaccinations support our health?
				How does school help me?
Year 6	How can we be role models?	How can I keep safe in my local area?	How can I respect my environment?	How do my choices help me to be healthy?
	What is a healthy friendship?	How can we keep safe on the road?	What are protected characteristics?	What are healthy habits?
Year 7	What is discrimination?	What are hazards in the home?	What can I be?	Why is food fuel?
	What is diversity?	What is first aid?	What is hate crime?	How can I be a hygiene hero?
Year 8	What is peer influence?	Who do I encounter?		How does school build my character?
	Who makes up my community?			What is my body trying to tell me?
Year 9	How can my adult relationships affect my future?	How can we keep our things safe?	How do rules help our community?	What is my personal identity?
	How do words have power?	How can we use our phones sensibly?	What can and can't I do on the internet?	How might puberty impact the way I feel?
Year 10	What are my personal boundaries?	What are deep fakes?	What is gambling?	How might being online impact the way I feel?
	What are online friendships?	What are the risks with money?		How might my activity levels impact the way I feel?
Year 11	What is grooming?	What do I know about drugs?		How might school impact the way I feel?
	What is media influence?	Why are our special people important?		How can drugs and alcohol make people feel?
Year 12	What is peer pressure?	What is media literacy?		
Year 13	How can I get ready for secondary relationships?	How is my data shared?	What different types of crime are there?	What does adulthood look like?
	How can we be allies against racism?	What is spiking?	What does the law say about legal drugs?	How can I re-frame my thinking?
Year 14	How can we challenge sexism?	What is the issue with addiction? (Vaping/smoking)?	What does the law say about marriage?	How can I seek support for my mental health?
	How can we respect different relationships?	Why does media have age restrictions?	What is a weapon?	How can I manage moving to high school positively?
Year 15	What is a debate?	Bonfire Night Lesson	What is antisocial behaviour?	What is grief?
	What is my relationship with authority?	Halloween Lesson	What is shop theft?	

WHOLE SCHOOL	NSPCC – SPEAK OUT, STAY SAFE • whole school assemblies (split into key stages) every two years • Annual assemblies delivered in class GROOMING/ GANG CRIME • Workshops on community cohesion, grooming and gang crime delivered to Years 5 and 6 HEALTHY LIVING WEEK • Whole school assembly • Activities planned throughout the week (e.g. food in DT) • Fun Food Chef CHILDREN’S MENTAL HEALTH WEEK • Whole school assembly ROAD SAFETY WEEK • Whole school assembly • Road safety workshop for Year 6 FORTALICE- Healthy relationships programme • 4 workshops delivered weekly covering topics such as healthy relationships, Domestic Violence, Rules and Law and Stereotypes FIRST AID WORKSHOP • Delivered to Year 4 to cover basic First Aid SHOW RACISM THE RED CARD COMPETITION • Whole school art/ creative writing focus on the theme of anti-racism
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	PARLIAMENT WEEK • annual • KS2 • Cross-class debate about topics including gaming and online safety NATIONAL ONLINE SAFETY WEEK (Spring Term) • Annual • Whole school assemblies about online safety • Additional work completed in class ANTIBULLYING WEEK (Autumn Term) • Annual • Whole school assemblies about bullying and friendship • Additional work completed in class WORRY BOXES • All children have access to four boxes across the school; these are checked daily by the peer mentors and shared with class teachers PEER MENTORS • Up to 20 Year 5 and Year 6 pupils • Trained annually on restorative practices when dealing with friendship and relationship issues
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Appendix 2

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. 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.
3. 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. 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.
3. 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.
4. 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.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. 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.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. 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.
4. 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.
5. 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.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. 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.
9. 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.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. 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.
2. 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.
3. 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.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. 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.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. 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.
2. 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.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. 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.
7. 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.

Appendix 3 - SRE:

Year 1 content

	Year 1, Science- Animals: Sensitive bodies	Main task/activity	Statutory RSE or science	SRE – can withdraw
1	Lesson 1: To name parts of the human body What children will learn and do - Describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals, including pets) - Identify, name draw and label the basic parts of the human body and say which part of the body is associated with each sense. In this lesson, children are building knowledge of variation and understanding of difference within an age-appropriate context.	Pupils will focus on parts of their body such as arm, leg, head, chest, neck, hand, fingers, feet, torso and toes.	Yes	no
	Year 1, Science- Animals: including humans			
	Lesson 1- To identify and group animals What children will learn and do - Name animals - Identify the features of animals. - Group animals based on their similarities and differences	Children group cards into the five vertebrate groups (fish, amphibians, reptiles, birds and mammals).	Yes	no
	Year 1, PSHE- Relationships:	Main task/activity	Statutory RSE or science	SRE – can withdraw
	Why are safe hands important? - Learn what is meant by safe hands. - Identify safe and unsafe hands. - Think about why children might forget to use safe hands. - Demonstrate empathy and respect (covers consent in age appropriate manner).	Children will give examples of safe hands and unsafe hands	Yes	no

Year 2 content

	Year 2, Science- Animals including Humans (life cycles and health):	Main task/activity	Statutory RSE or science	SRE – can withdraw
1	Lesson 1: To identify different stages of the human life cycle. What children will learn and do - identify animal offspring. - order the human life cycle. - describe how humans change	Children to create their own human life cycle by drawing and labelling each stage.	Yes	no
2	Lesson 2: What do animals need to survive? - Children continue to observe and measure the changes in a life cycle of an amphibian, bird or insect first hand (from Lesson 1) (optional). - They learn that all animals need food, water and air for survival. - They learn about the importance of love, medical care and toys for human babies compared to other animals. - They learn that a human baby's essential needs are completely dependent on adults.	Looking at timelines; growing older; life cycle of a human. Look at cards, decide whether it is a need or a want for a baby.	Yes	No
	Year 2, PSHE- Relationships:	Main task/activity	Statutory RSE or science	SRE – can withdraw
	What is a family? - A family is a group of people who care for each other. - Families can look different and that is OK. - People might have different feelings towards members of their family. - If someone in your family makes you feel unsafe or unhappy, it's important to tell a trusted adult.	Think of words they associate with the term family. They will draw and write the names of people in their family, inside and outside the home.	Yes	No
	Year 2, PSHE- Keeping Safe:	Main task/activity	Statutory RSE or science	SRE – can withdraw
	What are private body parts?	DRPS will teach the terms 'vagina vulva, testicles, nipples and penis.'	Yes	No

	• Learn what private means. • Learn what private parts are. • Consider how we can keep private parts, private. • Develop skills of respect.			
	NSPCC PANTS Power	Main task/activity	Statutory RSE or science	SRE – can withdraw
	NSPCC PANTS power • Recognise that adults take care of children and help them to stay safe and healthy • Identify safe adults and how to ask for help to share worries • Recognise that some parts of the body are private and name the body parts • Rehearse and recall the PANTS rule	Children label body parts, including genitalia. Children practise saying 'no!' and apply to different scenarios. Children will identify trusted adults	Yes	No

Year 3 content

	Year 3, PSHE- Relationships:	Main task/activity	Statutory RSE or science	SRE – can withdraw
	What do we mean by consent in friendships? • Learn what is meant by consent. • Explore what permission seeking and permission given means to us. • Understand that they may feel conflicting emotions when seeking and giving permission. • Develop skills of informed decision-making.	Children will discuss a range of scenarios and talk about whether consent is needed and why	Yes	No
	Year 3, PSHE- Keeping safe:	Main task/activity	Statutory RSE or science	SRE – can withdraw
	When should I break a secret? • Learn about different types of secrets. • Consider what safe secrets are and how these might feel.	Children discuss appropriate examples of safe and unsafe secrets to be discussed as a class.	Yes	No

	- Consider what unsafe secrets are and how these might feel. - Develop our skills of informed decision making.	Discuss who they can share unsafe secrets with.		
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	Year 4, NSPCC PANTS power	Main task/activity	Statutory RSE or science	SRE – can withdraw
	Revisit the PANTS and build confidence in seeking help - Explain the talk PANTS rule and understand that their body belongs to them - Identify examples of appropriate and inappropriate touch - Identify that no means no and different ways to express this - Demonstrate ways to tell an adult and seek help when needed	Children match different types of touch with safe or unsafe Respond to different scenarios and think about what the character could say or do.	Yes	No

Year 5 content

	Year 5, Science- Plant and animal life cycles:	Main task/activity	Statutory RSE or science	SRE – can withdraw
	Lesson 5: Do all mammals have the same gestation period? - Children revisit previous learning about mammals. - They compare the life cycles of four mammals. - They look for a pattern between the gestation period of different mammals and their adult weight. - They compare the life cycle of a mammal with the life cycle of a bird.	Research gestation periods of a pipistrelle bat, hedgehog, mountain gorilla or polar bear. and plot on a graph	Yes	No
	Year 5, Science- Human growth and reproduction	Main task/activity	Statutory RSE or science	SRE – can withdraw
	Lesson 1: How do newborn babies change into teenagers? - Children learn about the different developmental stages in humans from newborn to teenager – physical changes and capabilities, social and learning. - They sequence the developmental stages of children as a ‘milestones chart’.	Create a chart of all the developments made by a child as they grow from a newborn to a teenager	Yes	No

2	Lesson 2: How do girls become women? (Taught in single gender groups) Pupils learn about the physical changes associated with puberty in girls. Pupils • Children learn that the female body changes as it goes through puberty – from about age 12. • They learn that there is a fast period of growth and that changes occur that prepare women to have babies. • are able to define puberty: the changes that occur sometime between 8-17 that turns us from children to young adults • understand that everyone's experience of puberty is different and that it begins and ends at different times • identify physical and emotional changes associated with puberty	Produce a poster with the title 'Things all girls need to know by the age of 10'. They should show the main physical changes, including information about the significance of the changes, such as breasts produce milk for babies, and any useful advice, such as about personal hygiene.	Yes	no
3	Lesson 3: How do boys become men? (Taught in single gender groups) • Children learn that the male body changes as it goes through puberty – from about age 12. • They make a poster to inform young people about these changes. • They learn about life cycle changes in boys • They will know some of the physical changes involved.	Have a range of statement cards-sort the cards into three piles: always true; sometimes true; I don't know.	Yes	No
4	Lesson 4: What is the human life cycle? • Children learn that adulthood is the stage after puberty until old age. Adult bodies don't grow or change much. They are the strongest they will be in their lives and can reproduce. • They learn that ageing starts from about middle adulthood; hair turns grey, skin becomes wrinkled and bodies get weaker. • They learn that death is when the body stops working, and humans cannot move, think, breathe, feel, or do any of the things they used to do when they were alive.	Children will represent the human life cycle diagrammatically.	Yes	No
5	Pupils learn to answer each other's questions about puberty with confidence, to seek support and advice when they need it • can identify sources of information, support and advice for children and young people • can use appropriate language to discuss puberty and growing up with confidence	True false quiz; questions from the 'ask-it-basket'	Yes	No

	can answer their own questions about puberty and growing up			
	Year 5, PSHE- Relationships	Main task/activity	Statutory RSE or science	SRE – can withdraw
	What is grooming? - Learn what is grooming. - Reflect on the difference between surprises and secrets. - Discuss who to speak to in a difficult situation. 'Red flags' (possible warning signs) are discussed, but it is acknowledged that these may not always be evident. - Discuss possible solutions to grooming situations. - Create, as a class, 10 top tips for keeping ourselves safe.	Discuss scenarios. Create a class list of 10 top tips for 'keeping ourselves safe if the situation feels scary or makes us feel uncomfortable'.	Yes	No
	Year 5, PSHE- Wellbeing	Main task/activity	Statutory RSE or science	SRE – can withdraw
	How might puberty impact the way I feel? - Learn that puberty brings emotional as well as physical changes. - Learn to identify a range of feelings that may arise during puberty. - Learn healthy strategies for managing new and strong emotions. - Develop our fact-finding skills and self-worth.	Pupils engage in a discussion activity where they look at different case studies and work in pairs to investigate how puberty impacts their young person.	Yes	No

Year 6 content

	Year 6, PSHE- Relationships	Main task/activity	Statutory RSE or science	SRE – can withdraw
	How can we respect different relationships? - Learn about different types of relationships. - Consider how relationships might be different to one another.	Discuss case studies and consider how negative comments regarding relationships that may	Yes	No

	Consider why it is important to respect other people's relationships.	appear different can be hurtful.		
	Year 6, NSPCC PANTS power	Main task/activity	Statutory RSE or science	SRE – can withdraw
	Revisit the PANTS and learn about the importance of treating others respectfully - Recognise that other people's bodies belong to them and this should be respected. - Describe how to challenge language and behaviour that is unacceptable. - Identify when it is right to break a confidence or share a secret. - Explain how to get help for themselves or a friend.	Sort behaviours into 'respectful, disrespectful or it depends.' Discuss scenarios about how a character might feel and what they could do.		
	Year 6, PSHE- RSE- Islington resources			
1	Pupils learn about the changes that occur during puberty Pupils: *can identify the physical, emotional and behavioural changes that occur during puberty for both males and females *understand that puberty is individual and can occur anytime between 8-17 *understand that body changes at puberty are a preparation for sexual maturity	Revision from the work done in Year 5 in PHSE but also Science	Yes	No
2	Pupils learn to consider different attitudes and values around gender stereotyping and sexuality and consider their origin and impact Pupils - understand how our attitudes and values about gender and sexuality may be affected by factors such as religion and culture - can recognise and challenge gender stereotypes - understand how media messages affect attitudes, can cause inequality of opportunity and affect behaviour	Looking at gender statements and seeing whether they agree or disagree Looking at influences and beliefs (media, religions)	Yes	No
3	Pupils learn what values are important to them in relationships and to appreciate the importance of friendship in intimate relationships Pupils	Looking at what each child thinks is important in a relationship i.e. with their peers, their family etc	Yes	No

	• can identify positive qualities and expectations from a variety of relationships • can explain the similarities and differences between friendships and intimate relationships • can describe that there are different types of intimate relationships, including marriage			
4	Pupils learn about human reproduction in the context of the human lifecycle Pupils • understand that closeness in a relationship can be expressed in a variety of ways between consenting adults • know that sexual intercourse may be one part of a sexual relationship • can describe how babies are made and explain how sexual intercourse is related to conception • can name the male and female sex cells and reproductive organs	Looking at relationships Labelling male and female body parts, including reproductive organs	No	yes
5	Pupils learn how a baby is made and grows (conception and pregnancy) Pupils • know the male and female body parts associated with conception and pregnancy • can define conception and understand the importance of implantation in the womb • know what pregnancy is, where it occurs and how long it takes	Revisiting conception and then looking at pregnancy and how a baby grows AMAZE - Age appropriate info on puberty for tweens and their parents Pregnancy and Reproduction Explained (amaze.org)	No	yes
7	Pupils learn to answer each other's questions about sex and relationships with confidence, to seek support and advice when they need it Pupils • can answer each other's questions about sex and relationships *can use appropriate language to discuss questions about sex and relationships and growing up with confidence *can identify sources of information, support and advice for children and young people	True false quiz; questions from the 'ask-it-basket'	No	yes

Appendix 4 – Supporting Books:

Books purchased to support RSE curriculum

All kinds of Families	PSHE cupboard
Usborne All about Families	PSHE cupboard
We're Different, We're the Same	PSHE cupboard
What type of family are we?	PSHE Cupboard
My Family- Our Values	PSHE cupboard, 1 copy in Year 2, 2 copies in Year 3
We all have different Families	PSHE cupboard (6 copies), 1 copy in Reception, 2 copies in Year 1, 2 copies in Year 2
We are Family	PSHE cupboard (6 copies), 1 copy in Year 1, 2 copies in Year 2, 2 copies in Year 3
Different Families- Our Values	PSHE cupboard (6 copies), 1 copy in Year 4, 2 copies in Year 5, 2 copies in Year 6
Families- A look at life around the world	PSHE cupboard
The Great Big Book of Families	PSHE cupboard (6 copies), 1 copy in Reception, 2 copies in Year 1, 2 copies in Year 2

Mental Health and Wellbeing books

Feelings- Libby Walden	1 copy in Year 4
Michael Rosen's Sad Book	1 copy in Year 6
What makes me a ME? Ben Faulks	1 copy in Year 2
The Way I feel- Janan Cain	1 copy in Year 3
The Invisible String- Patrice Karst	1 copy in Year 4
My Many coloured Days- Dr Seuss	1 copy in Year 1
Ruby's Worry	1 copy in Year 4
The Princess and the Fog	1 copy in Year 4
In my heart- A book of Feelings	1 copy in Year 4
The Huge Bag of Worries	1 copy in Year 6
Only One You	2 copies in Reception
You be You	2 copies in Reception
Glad Monster, Sad Monster	1 copy in Year 1
Ravi's Roar	1 copy in Year 5

Further information about the resources used in our PSHE Curriculum can be found at <https://www.pol-ed.co.uk/>