

# Dalestorth Primary and Nursery School



## Relationships and Sex Education Policy

January 2026

## 1. Sources of Information

This policy has been informed by and may be read in conjunction with:

- National Curriculum 2014
- Keeping Children Safe in Education 2025
- Equality Act 2010
- SEND Code of Practise
- Mental Health and Behaviour in Schools
- [www.teachernet.gov.uk](http://www.teachernet.gov.uk)
- The Revised Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1 September 2026)

## 2. How this Policy was developed.

In addition to this, the policy has been developed in consultation with staff, pupils, parents/carers and governors. The consultation and policy development process involved the following steps:

1. Information about our duties and responsibilities has been provided for staff and governors. This policy was developed by seeking guidance and following modelled suggested policies and in line with current (~~June 2019~~ [July 2025](#)) statutory guidance.
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy, in which the PSHE Lead shared the school’s approach to teaching RSE.
4. Ratification – once amendments were made, the policy was shared with governors and ratified. This policy is subject to approval.

## 3. Aims of the Policy.

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, in line with our school values – Be You, Be Honest, Be Kind, Be Brave and Be a Friend
- Create a positive culture around issues of sexuality and relationships

➤ Teach pupils the correct vocabulary to describe themselves and their bodies

#### 4. Statutory Guidance.

This policy has been developed to reflect the most recent Statutory RSHE guidance: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf).

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.

We must also have regard to our 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

**At Dalestorth Primary School, we teach RSE as set out in this policy.**

**Member of staff responsible:** Mr C Robertson (Headteacher) & Mrs R Torr (PSHE Curriculum Lead)

#### 5. What is RSE and why is it important?

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.

At Dalestorth Primary school, we teach RSE in line with current guidance and our curriculum coverage is available towards the end of this policy (Appendix 1). High quality RSE can create safe school communities in which pupils can grow, learn and develop positive and healthy behaviour for life. Effective RSE is important to ensure that children grow up able to enjoy the positive benefits of loving, rewarding and responsible relationships. It is also essential to be informed and made comfortable with the changes during puberty and understanding how to remain sexually healthy and emotionally safe.

Schools provide a safe place for children and young people to make sense of relationships, health and sex.

## 6. Curriculum

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

As a school, we have adopted (as of September 2021) a scheme of learning called, 'Talking Points' to teach PSHE. Children explore issues around health, wellbeing, emotions, mental health, relationships. In addition to our curriculum, and specific to RSE, we use the resources developed by Medway who have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape the RSE work. The resources are based on current best practice. These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty. Teachers will adapt the lessons, when necessary, to ensure it is age-appropriate.

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2.

Primary sex education is not compulsory in Primary Schools. However, at Dalestorth Primary School, 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, please turn to Appendix 1. For parent guidance, please turn to Appendix 3.

On average pupils will spend 45 minutes engaged in PSHE, each week, although this may be blocked over the term. The relevant points are discussed along with activities linked to these in order to enhance their learning. PSHE benefits children by enabling them to explore, through dialogue, opinions, ideas and hypothesis which construct positive images and thought processes around personal, social, health and emotional education.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious 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 on request.

## 7. 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. Some aspects are included in religious education (RE).

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Our approach to RSE will be conducted within a clear morals and values framework based on the following principles (these will also overlap with our school values of: be brave, be you, be honest, be kind and be a friend):

- The value of stable and loving relationships.
- Respect, understanding and empathy towards others who may have different backgrounds, cultures, sexuality, feelings and views.
- The development of relationships, including sexual relationships, based on mutual consent, rather than coercion.
- The right not to be abused by other people or be taken advantage of.
- The right of people to follow their own sexuality, within legal parameters.

We also believe that pupils have an entitlement to:

- Age and circumstance appropriate RSE.
- Access to help from trusted adults and helping services

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
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The guidance recommends that primary schools teach sex education in years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.

Teaching is conducted in a safe learning environment, which supports the participation of all pupils. Establishing ground rules and distancing techniques will help both pupils and teachers have a clear understanding of boundaries. This ensures neither the pupils nor the teachers are put on the spot or expected to discuss their own personal issues in class. Teachers are careful to ensure that their personal beliefs and attitudes do not influence the teaching of RSE. In terms of Safeguarding, the classroom is not a confidential environment.

- Pupils will be given preparation so that they will know how to minimise any embarrassment they feel.

- Pupils will treat each other with respect and not laugh or make fun of one another's questions.
- No one will be forced to take part in the discussion.
- An anonymous question box may be set up in class.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- Teaching resources are selected on the basis of their appropriateness to pupils.

#### **Answering pupils' questions**

- The school believes that pupils should have opportunities to have questions answered in a sensible and matter of fact manner.
- Occasionally a pupil may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how.
- Teachers will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with pupils and by taking an approach that encourages pupils to be mature and sensible.
- If a teacher does not know the answer to a question they will acknowledge this and suggest that they and the pupils research the answer to the question later.
- If a question is too explicit or inappropriate to answer in class at that moment, teachers will acknowledge it and attend to it later with the pupil who asked it.
- If a question is too personal, teachers will remind pupils about the ground rules and if necessary point out appropriate sources of support.
- If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's safeguarding procedures.
- Teachers should set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way, which does not encourage giggling and silliness.
- Pupils should be encouraged to write down questions anonymously and post them in a question box, the teacher will have time to prepare answers to all questions before the next session, but will choose not to respond to any questions which are inappropriate.

RSE involves consideration of a number of sensitive issues about which different people may hold strong and varying views. The school's approach to RSE will be balanced and take account of, and be sensitive to, different viewpoints but will not be based on personal bias. We shall endeavour to have an approach that is education, rather than one based on propaganda and sensationalism.

#### **Assessment**

Elements of Statutory RSE that form the Science Curriculum must be assessed in accordance with the requirements of the National Curriculum. Pupils' progress in additional RSE is assessed as part of the overall PSHE education provision. Pupils' knowledge, skills and attitudes are assessed by using a pre and post assessment at the beginning and end of the specific unit being taught. Children also have the chance to reflect on their learning by self-assessment. PSHE will be assessed in the summer term as part of the foundation subject assessments.

## **Pastoral Support for Pupils who Experience Difficulties**

### **The nature of support available to pupils**

The school takes its role in the promotion of pupil welfare seriously. Staff endeavour to make themselves approachable and to provide caring and sensitive pastoral support for pupils in a number of ways. Staff may be approached for help on an individual basis and through their class sessions or through the roles provided by the TAs. They offer a listening ear and kind eyes and where appropriate, information and advice.

Where appropriate, pupils are referred to the school nurse and/or outside helping agencies. The school will keep up to date about the development of local services and national help lines for young people, promote their existence to pupils and endeavour to form working relationships with local agencies that are relevant to pupils needs.

### **Confidentiality and informing parents/carers**

We are aware that some parents find it hard to cope with their children's sexual development, and are happy for the school to take the initiative. We will take every opportunity to inform and involve parents and carers:

- By making our commitment clear in the School Handbook and on the website.
- By placing RSE on the agenda at the relevant governors' meeting.
- By inviting parents to discuss RSE when their child enters the school and at primary-secondary transition.
- By discussing and agreeing a consistent approach for pupils to be used at home and school.
- By including RSE in the Home/School Partnership Agreement.
- By inviting parents to a meeting where resources are available, and their use explained.

School staff cannot promise absolute confidentiality if approached by a pupil for help. Staff must make this clear to pupils. Safeguarding procedures must be followed when any disclosures about abuse are made.

It is very rare for a pupil to request absolute confidentiality. If they do, in situations other than those involving safeguarding issues, staff must make a careful judgement about whether or not a third party needs to be informed. This judgement will be based upon:

- The seriousness of the situation and the degree of harm that the pupil may be experiencing.
- The pupil's age, maturity and competence to make their own decisions.

Where it is clear that a pupil would benefit from the involvement of a third party, staff should seek the consent of the pupil to do so. If appropriate, staff might inform the third party together with the pupil. Unless clearly inappropriate, pupils will always be encouraged to talk to their parent/carer.

### **Dealing with bullying**

Bullying commonly includes inappropriate and hurtful comments and behaviours concerning sexism, homophobia, appearance and other sex/relationship issues. The school takes the issue of bullying very seriously. This is reflected in the school's anti-bullying policy. Staff will challenge and deal sensitively with any evidence of bullying. Pupils will be encouraged to report any incidents. Staff will endeavour to investigate any incidents of bullying as soon as possible and give feedback to pupils who complain of bullying. The RSE and PSHE programmes will consider bullying and aim to discourage bullying based on sexism, homophobia, appearance and other relationship and sex issues.

All schools are required to report and log all known incidents of bullying on school premises and to provide an annual summative report to the local authority. The reporting process and form is contained in the LA 'An Exemplar Anti-bullying Policy'. It is important that any form of harassment or hurtful comments of a sexual nature are seen within the context of the school's anti-bullying policy.

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 ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, 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).

### **8. Roles and Responsibilities.**

The governing board will approve the RSE Policy, and hold the headteacher to account for its implementation and delegated lead, Mrs Torr. The headteacher and Mrs Torr are responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from components of RSE.

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 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 or PSHE lead.

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

A whole school approach will be adopted for RSE that actively involves the whole school community, values and ethos. All groups who make up the school community have rights and responsibilities regarding RSE. In particular:

**The senior leadership team, SLT:** will endeavour to support the provision and development of RSE in line with this policy by providing leadership and adequate resourcing.

**The designated RSE co-ordinator, R Torr:** will maintain an overview of RSE provision and have overall responsibility for its development. This will include keeping up to date with developments and good practice, accessing training, developing the provision to meet students' needs, providing support and resources for staff, arranging staff training, liaison with outside agencies and monitoring and evaluation.

**Teaching staff** All teachers are involved in the school's RSE provision and will teach it through the PSHE programme and Science curriculum. All teachers play an important pastoral role by offering support to pupils. Any teacher can be approached by a pupil who experiences a difficulty regarding relationship and sex issues. Teachers will be consulted about the school's approach to RSE and aided in their work by provision of resources, background information, support and advice from experienced members of staff and provided access to appropriate training.

**Non-teaching staff** may be involved in a supportive role in some RSE lessons and also play an important, informal pastoral support role with pupils. They will be given access to information about the RSE programme and supported in their pastoral role.

**Governors** have a vital role in setting strategic direction, agreeing and monitoring school policies. They will be consulted about the RSE provision and policy and have regular reports at Governor's meetings. They have a key role in ensuring that RSE is of high quality and meets the needs of the children. Good practice would be to have a designated governor with responsibility to oversee PSHE Education, including RSE and access appropriate training.

**Parents/carers** have a legal right to view this policy and to have information about the school's RSE provision. They also have a legal right to withdraw their children from dedicated sex education lessons if they wish, see section 9, Appendix 3 and Appendix 4. The school will seek and take account of parent/carer views and endeavour to adopt a partnership approach with parents/carers. This will periodically include information/education workshops for parents/carers. The school's approach to RSE will encourage dialogue between parents/carers and their children.

**The school nurse** can play a key role in supporting the teacher in RSE both in terms of advice, input into lessons, provision of pastoral support for pupils and resources. The school will work in ongoing consultation and partnership with the school nurse. However, the class teacher will still take the lead within RSE sessions.

**Outside agencies and speakers** This in the primary phase is anticipated as being the school nurse or agencies such as the NSPCC. We shall work in partnership with them and jointly plan their work within school. The school may also promote age appropriate support agencies that students can access, such as Childline.

**Pupils** have an entitlement to age and circumstance appropriate RSE and to pastoral support. They will be actively consulted about their RSE needs and their views will be central to developing the provision.

**9. Parents right to withdraw.**

At Dalestorth we are committed to ensuring that the education provided to our pupils in relationships education / RSE is appropriate to their age and compliant with the requirements of the Equality Act 2010.

Parents do not have the right to withdraw their children from relationships education. Parents do have the right to withdraw their children from components of sex education within RSE but do not have the right of withdrawal from any compulsory education under the science curriculum relating to sex education

An explicitly clear explanation of which lessons parents can withdraw their children from has been outline in Appendix 3, 'Guidance for Parents'. Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

**10. Use of external organisations and materials**

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

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
- 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:

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- 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
  - Inform all external organisations that the school is legally obliged to share all content with parents and carers
  - Share all external materials with parents and carers

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

**10. When planning to deliver RSE outside of the statutory Science Curriculum, what support and advice have we taken into account?**

At a local level support and guidance for schools to develop RSE is given by the LA advisory service at Lawn View House and by the Healthy Schools Co-ordinator. We have also sought advice from Nottingham City LA as well as Nottinghamshire. We have also drawn on guidance from the DFE and PSHE association.

**11. Inclusion**

Young people may have varying needs regarding RSE depending on their circumstances and background. The school believes that all students should have access to RSE that is relevant to their particular needs. To achieve this the school's approach to RSE will take account of:

**The needs of boys as well as girls** – Girls tend to have greater access to RSE than boys, both through the media, particularly magazines, and at home. We will consider the particular needs of boys, as well as girls, and approaches that will actively engage them. We shall also be proactive in combating sexism and sexist bullying.

**Ethnic and cultural diversity** – Different ethnic and cultural groups may have different attitudes to RSE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for, and understanding of, the views of different ethnic and cultural groups.

**Varying home backgrounds** – We recognise that our pupils may come from a variety of family situations and home backgrounds. We shall take care to ensure that there is no stigmatisation of children based on their home circumstances.

**Sexuality** – On average, about 5% of our pupils will go on to define themselves as gay, lesbian or bi-sexual, GLB. Students may also have GLB parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with GLB people. Our approach to RSE will include sensitive, honest and balanced consideration of sexuality. We shall promote a culture of care and respect. We will also aim to actively tackle homophobic bullying which often at this stage comes in the form of homophobic name-calling.

**Special educational needs** – We shall take account of the fact that some pupils may have learning, emotional or behavioural difficulties or physical disabilities that result in particular RSE needs.

**The teaching programme for Relationship and Sex Education** – We intend that all pupils shall experience a programme of RSE at a level which is appropriate for their age and physical development, with adaptations for those whose cognitive development is particularly slow.

**Pupils who use alternative methods of communication** – Some pupils have physical, visual or hearing impairments or are unable to use speech and may use signing, symbols and/or communication switches and aids. The staff will adapt their teaching of RSE to ensure that these pupils have equal access. For example ‘Writing with Symbols’ computer programme includes ‘private’ body parts.

**Pupils with profound and multiple learning difficulties** are not excluded from the programme. Using appropriate methods, they will experience most of the basic content; self-awareness, gender awareness, body recognition, privacy.

**Pupils with autism** will require individual teaching to meet their specific needs, RSE may be included in a TEACH programme and Picture Exchange Communication Systems, PECS, is suitable for areas such as toilet training. Explicit teaching and use of pictures and visual aids is essential to avoid confusion.

## 12. Training

Staff are trained on the delivery of RSE as part of their induction and it through CPD when required. Safeguarding updates may also form part of the continuing professional development around the teaching of RSE

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 as and when required.

## 13. Breaches / Complaints:

Breaches to this policy will be dealt with in the same way that breaches of other school policies are dealt with, as determined by the Head teacher and Governing Body.

If a parent/carer is not satisfied with our school’s actions, we ask that they follow our school’s complaint policy and procedures. This is available online from our school website, and on request from the school office.

#### 14. Links with other policies

You may find it helpful to read this RSHE Policy alongside the other following school policies:

| Policy   | How it may link   |
|--|---|
| Safeguarding Policy                            | Includes information about child protection procedures and contextualised safeguarding  |
| Child-on-Child Policy                          | Includes details about how to recognise, report and respond to all forms of child-on-child abuse  |
| Good relationships and behaviour Policy        | Includes details about the school's behaviour system including potential sanctions for pupils   |
| Anti-Bullying Policy                           | Includes information about bullying behaviours and vulnerable groups  |
| Online Safety Policy / Acceptable Use Policies | Includes information about children's online behaviour and details about online bullying / cyberbullying  |
| Equality Policy                                | Includes information about our school's approach to tackling prejudice and celebrating differences. Links to prejudice—related language and crime and the protected characteristics |
| Complaints Policy                              | Includes information about how to make a complaint if you are not satisfied with the school's response  |

#### 15. Monitoring Arrangements

The delivery of RSE is monitored by the SMSC/Pupil Welfare Lead (R Torr) in line with the monitoring of PSHE. Pupils' development in RSE is monitored by class teachers.

This policy is to be reviewed every year.  
Policy written by H Claxton/C Robertson  
Policy due to reviewed: Sept 2027

**Appendix One – Curriculum Map**

**Early Years Foundation Stage**

|                       |                         |
|-----------------------|-------------------------|
| Who am I?             | Our Day                 |
| Who are my Family?    | Keeping ourselves clean |
| Who are my friends?   | Families                |
| What do I like doing? |                         |

|                                    |                         |  |
|------------------------------------|-------------------------|--|
| Three and Four-Year-Olds Continued | Physical Development    | <ul style="list-style-type: none"> <li>• Be increasingly independent as they get dressed and undressed. For example, putting coats on and doing up zips.</li> </ul>  |
|                                    | Understanding the World | <ul style="list-style-type: none"> <li>• Begin to make sense of their own life-story and family's history.</li> <li>• Show interest in different occupations.</li> <li>• Continue developing positive attitudes about the differences between people.</li> <li>• Know that there are different countries in the world and talk about the differences they have experienced or seen in photos.</li> </ul> |

| PSHE                     |  |   |
|--------------------------|--|---|
| Three and Four-Year-Olds | Communication and Language                 | <ul style="list-style-type: none"> <li>• Be able to express a point of view and to debate when they disagree with an adult or friend, using words as well as actions.</li> <li>• Start a conversation with an adult or a friend and continue it for many turns.</li> </ul>  |
|                          | Personal, Social and Emotional Development | <ul style="list-style-type: none"> <li>• Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen or one which is suggested to them.</li> <li>• Develop their sense of responsibility and membership of a community.</li> <li>• Become more outgoing with unfamiliar people, in the safe context of their setting.</li> <li>• Show more confidence in new social situations.</li> <li>• Play with one or more other children, extending and elaborating play ideas.</li> <li>• Help to find solutions to conflicts and rivalries. For example, accepting that not everyone can be Spider-Man in the game, and suggesting other ideas.</li> <li>• Increasingly follow rules, understanding why they are important.</li> <li>• Remember rules without needing an adult to remind them.</li> <li>• Develop appropriate ways of being assertive.</li> <li>• Talk with others to solve conflicts.</li> <li>• Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'.</li> <li>• Understand gradually how others might be feeling.</li> <li>• Be increasingly independent in meeting their own care needs, e.g. brushing teeth, using the toilet, washing and drying their hands thoroughly.</li> <li>• Make healthy choices about food, drink, activity and toothbrushing.</li> </ul> |

|                        |  |  |  |
|------------------------|--|--|--|
| Reception              | Communication and Language                 |  | <ul style="list-style-type: none"> <li>Use talk to help work out problems and organise thinking and activities, and to explain how things work and why they might happen.</li> <li>Develop social phrases.</li> </ul>  |
|                        | Personal, Social and Emotional Development |  | <ul style="list-style-type: none"> <li>See themselves as a valuable individual.</li> <li>Build constructive and respectful relationships.</li> <li>Express their feelings and consider the feelings of others.</li> <li>Show resilience and perseverance in the face of challenge.</li> <li>Identify and moderate their own feelings socially and emotionally.</li> <li>Think about the perspectives of others.</li> <li>Manage their own needs. <ul style="list-style-type: none"> <li>personal hygiene</li> </ul> </li> <li>Know and talk about the different factors that support their overall health and wellbeing: <ul style="list-style-type: none"> <li>regular physical activity</li> <li>healthy eating</li> <li>toothbrushing</li> <li>sensible amounts of 'screen time'</li> <li>having a good sleep routine</li> <li>being a safe pedestrian</li> </ul> </li> </ul> |
|                        | Physical Development                       |  | <ul style="list-style-type: none"> <li>Further develop the skills they need to manage the school day successfully: <ul style="list-style-type: none"> <li>lining up and queuing</li> <li>mealtimes</li> </ul> </li> </ul>  |
|                        | Understanding the World                    |  | <ul style="list-style-type: none"> <li>Talk about members of their immediate family and community.</li> <li>Name and describe people who are familiar to them.</li> <li>Recognise that people have different beliefs and celebrate special times in different ways.</li> </ul>   |
| ELG                    | Communication and Language                 | Listening, Attention and Understanding   | <ul style="list-style-type: none"> <li>Hold conversation when engaged in back-and-forth exchanges with their teachers and peers.</li> </ul>  |
|                        |  | Speaking   | <ul style="list-style-type: none"> <li>Express their ideas and feelings about their experiences using full sentences, including use of past, present and future tenses and making use of conjunctions, with modelling and support from their teacher.</li> </ul>   |
|                        | Personal, Social and Emotional Development | Self-Regulation  | <ul style="list-style-type: none"> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly.</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate.</li> <li>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</li> </ul>  |
|                        |  | Managing Self  | <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly.</li> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul>   |
| Building Relationships |  | <ul style="list-style-type: none"> <li>Work and play cooperatively and take turns with others.</li> <li>Form positive attachments to adults and friendships with peers.</li> <li>Show sensitivity to their own and others' needs.</li> </ul> |  |

|                         |                    |   |
|-------------------------|--------------------|---|
| Physical Development    | Gross Motor Skills | • Negotiate space and obstacles safely, with consideration for themselves and others. |
| Understanding the World | Past and Present   | • Talk about the lives of people around them and their roles in society.              |

| National Curriculum – Years 1 to 6 |   |
|------------------------------------|---|
| <b>Science KS1</b>                 | -Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense<br>-Notice that animals, including humans, have offspring which grow into adults |
| <b>Science KS2</b>                 | -Pupils should describe the changes as humans develop to old age. They should learn about the changes experienced in puberty.   |

| Talking Points Scheme of Learning:   |   |  |
|--|---|--|
| <u>Families and people who care for me:</u>  | <u>Caring Friendships:</u>  | <u>Respectful Relationships:</u>   |
| Year 1 unit 1 and 2<br>Year 3 unit 7, 11, 12, 14, 16, 17 and 18<br>Year 5 unit 2, 9 and 11<br>Year 6 unit 9 and 11 | Year 1 unit 2, 7, 8 and 18<br>Year 2 unit 8 and 10<br>Year 3 unit 6, 7, 8, 9, 10, 11, 12, 13 and 14<br>Year 4 unit 2 and 3<br>Year 5 unit 7, 10, 13 and 14<br>Year 6 unit 6, 7, 8, 9, 15 and 17 | Year 1 unit 3<br>Year 2 unit 6, 7, 8, 9 10 and 14<br>Year 3 unit 6, 7, 8, 9, 10, 14 and 16<br>Year 4 unit 3, 9, 10, 14 and 15<br>Year 5 unit 7, 8, 10, 12, 14 and 15<br>Year 6 unit 6, 7, 8, 15 and 17 |
| <u>Online Relationships:</u>   | <u>Being Safe:</u>  | <u>Mental Wellbeing:</u>   |
| Year 2 unit 17<br>Year 3 unit 14<br>Year 4 unit 6 and 7<br>Year 6 unit 7, 15, 16 and 17                            | Year 1 unit 8 and 9<br>Year 2 unit 14, 15 and 16<br>Year 3 unit 5, 11 and 14<br>Year 4 unit 2, 6 and 7<br>Year 5 unit 7, 8, 10 and 14<br>Year 6 unit 9 and 16                                   | Year 1 unit 4, 5 and 10<br>Year 2 unit 5 and 6<br>Year 3 unit 1, 2 and 8<br>Year 4 unit 1, 2, 5, 8, 16, 17 and 18<br>Year 5 unit 3, 7, 9 and 10<br>Year 6 unit 3 and 4                                 |
| <u>Internet Safety and Harms:</u>  | <u>Physical Health and Fitness:</u>   | <u>Healthy Eating:</u>   |
| Year 2 unit 17<br>Year 6 unit 5, 7, 13, 14, 16 and 17  | Year 2 unit 1<br>Year 3 unit 1 and 2<br>Year 6 unit 3 and 12  | Year 2 unit 2<br>Year 3 unit 1<br>Year 6 unit 12   |
| <u>Drugs, Alcohol and Tobacco:</u>   | <u>Health and Prevention:</u>   | <u>Basic First Aid:</u>  |
| Year 3 unit 4<br>Year 5 unit 2<br>Year 6 unit 2 and 5  | Year 1 unit 13 and 14<br>Year 2 unit 3 and 4<br>Year 3 unit 1 and 2<br>Year 6 unit 12   | Year 1 unit 12<br>Year 4 unit 4  |
| <u>Changing Adolescent Body:</u>   |   |  |

Commented [RT4]: Update to Kapow from end of Summer term?

Year 6 unit 10

**Ongoing Assemblies, SMSC/PSHE lessons throughout school:**

- To develop respect, understanding and tolerance
- To promote positive self-images
- To understand and value differences
- To counter bullying, chauvinism and stereotypical views and responses
- To deal with conflict and develop conflict resolution skills
- To support the development of friendships and relationships
- To explore and value other cultural viewpoints

**Medway RSE Curriculum Resources and Coverage – KS1 to KS2**

|              | Lesson title and summary   | PSHE education Programme of Study  | DfE statutory RSHE guidance, key stages 1 and 2  |
|--------------|--|--|--|
| Year 1 and 2 | <p>1. <i>My special people</i><br/>We are learning about the special people in our lives and how we care for one another</p> <p>2. <i>We are growing: human life cycle</i><br/>We are learning about how we change as we grow</p> <p>3. <i>Everybody's body</i><br/>We are learning to name different parts of the body, including genitalia</p> | <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> | <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• 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.</li> </ul> |

|  |  |  |  |
|--|--|--|--|
| <p style="text-align: center;"><b>Year 3</b></p>       | <p><b>1. What makes a good friend?</b><br/>We are learning about friendship, including why it is important and what makes a good friend</p> <p><b>2. Falling out with friends</b><br/>We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>  | <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>   | <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <p style="text-align: center;"><b>Year 4 and 5</b></p> | <p><b>1. Puberty: time to change</b><br/>We are learning about the physical changes that happen during puberty</p> <p><b>2. Puberty: menstruation and wet dreams</b><br/>We are learning about the biological changes that happen during puberty</p> <p><b>3. Puberty: personal hygiene</b><br/>We are learning about the importance of personal hygiene during puberty</p> <p><b>4. Puberty: emotions and feelings</b><br/>We are learning about emotional changes during puberty</p> | <p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> | <ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> |

|               |   |  |   |
|---------------|---|--|---|
| <b>Year 6</b> | <p><i>1. Puberty: recap and review</i><br/>We are learning about the changes that happen during puberty (recap from year 4-5)</p> <p><i>2. Puberty: change and becoming independent</i><br/>We are learning about managing change and becoming more independent</p> <p><i>3. Positive and healthy relationships</i><br/>We are learning about positive, healthy relationships</p> <p><i>4. How babies are made</i><br/>We are learning about how a baby is made</p> | <p><b>In addition to recapping on the Year 4 and 5 content:</b></p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>1</sup></p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> | <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |
|---------------|---|--|---|

**Appendix Two – By the end of Primary School pupils should know**

| TOPIC                                 | PUPILS SHOULD KNOW   |
|---------------------------------------|--|
| Families and people who care about me | <p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>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</p> <p>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</p> <p>That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p> |
| Caring friendships                    | <p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</p> <p>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</p> <p>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</p> <p>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</p>  |

| TOPIC                    | PUPILS SHOULD KNOW   |
|--------------------------|--|
| Respectful relationships | <p>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</p> <p>Practical steps they can take in a range of different contexts to improve or support respectful relationships</p> <p>The conventions of courtesy and manners</p> <p>The importance of self-respect and how this links to their own happiness</p> <p>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</p> <p>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</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive</p> <p>The importance of permission-seeking and giving in relationships with friends, peers and adults</p> |
| Online relationships     | <p>That people sometimes behave differently online, including by pretending to be someone they are not</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online</p>  |

| TOPIC      | PUPILS SHOULD KNOW   |
|------------|--|
| Being safe | <p>What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</p> <p>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</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</p> <p>How to recognise and report feelings of being unsafe or feeling bad about any adult</p> <p>How to ask for advice or help for themselves or others, and to keep trying until they are heard</p> <p>How to report concerns or abuse, and the vocabulary and confidence needed to do so</p> <p>Where to get advice e.g. family, school and/or other sources</p> |

Appendix Three – RSE Guidance Letter for Parents (Draft Copies)

KS1 Page 1

**Dalestorth Primary & Nursery School**

Hill Crescent, Sutton in Ashfield, Notts NG17 4JA

Head Teacher: Mr Craig Robertson

Email: [office@dalestorth.notts.sch.uk](mailto:office@dalestorth.notts.sch.uk)

Tel: 01623/459339 Website: [www.dalestorth.notts.sch.uk](http://www.dalestorth.notts.sch.uk)



**Relationships and Sexuality Education (RSE) - Upcoming Lessons**

Dear Parents and Carers,

Over the final weeks of term all year groups will be carrying out their statutory RSE lessons as part of our rich PSHE curriculum. Outlined below is some guidance and background into what our children will be covering as part of these lessons.

We will be using the resources developed by Medway, who have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape the RSE work. The resources are based on current best practice. These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty.

**Commented [RT5]:** This will need updating to Kapow from end of Summer term

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2.

The lessons support schools to cover elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education.

On the second page of this document, you will find the overview of what will be covered in your child's lessons. Teachers will adapt the lessons as and when they see fit to ensure it is age-appropriate.

If you have any questions, we would be happy to help.  
Mrs Torr

KS1 Page 2

These lessons will support teachers to address the relevant learning opportunities included in the PSHE Association Programme of Study and the relevant content outlined in the Department for Education statutory guidance for Relationships Education/Relationships and Sex Education (RSE) and Health Education. The table below maps where the lesson plans address this content in each key stage.

|              | Lesson title and summary   | PSHE education Programme of Study  | DfE statutory RSHE guidance, key stages 1 and 2  |
|--------------|--|--|--|
| Year 1 and 2 | <p>1. <i>My special people</i><br/>We are learning about the special people in our lives and how we care for one another</p> <p>2. <i>We are growing: human life cycle</i><br/>We are learning about how we change as we grow</p> <p>3. <i>Everybody's body</i><br/>We are learning to name different parts of the body, including genitalia</p> | <p><b>H25.</b> to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)</p> <p><b>H26.</b> about growing and changing from young to old and how people's needs change</p> <p><b>R1.</b> about the roles different people (e.g. acquaintances, friends and relatives) play in our lives</p> <p><b>R2.</b> to identify the people who love and care for them and what they do to help them feel cared for</p> <p><b>R13.</b> to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private</p> <p><b>R20.</b> what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them</p> | <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li> <li>• 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.</li> </ul> |

KS2 Page 1

**Dalestorth Primary & Nursery School**

Hill Crescent, Sutton in Ashfield, Notts NG17 4JA

Head Teacher: Mr Craig Robertson

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Tel: 01623/459339 Website: [www.dalestorth.notts.sch.uk](http://www.dalestorth.notts.sch.uk)



**Relationships and Sexuality Education (RSE) - Upcoming Lessons**

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We will be using the resources developed by Medway, who have worked very closely with the PSHE Association and their specialist knowledge and experience has helped shape the RSE work. The resources are based on current best practice. These lessons support pupils to recognise and develop positive, healthy relationships. They also prepare them for the physical and emotional changes that take place as they grow, including those that happen during puberty. Teachers will adapt the lessons, when necessary, to ensure it age-appropriate.

**Commented [RT6]:** This will need updating to Kapow from end of Summer term

The lesson plans and accompanying guidance have been updated to reflect the Department for Education (DfE)'s statutory requirements to teach Relationships Education and Health Education at key stages 1 and 2.

The lessons support schools to cover elements of statutory Relationships and Health Education, including the topic of puberty in years 4, 5 and 6. Parents and carers do not have the right to request to withdraw their children from the lessons on Relationships and Health education.

On the second page of this document, you will find the overview of what will be covered in your child's lessons.

**Specific for KS2**

Note that in the DfE statutory guidance it states, 'puberty including menstruation should be covered in Health Education and should, as far as possible, be addressed before onset'. For this reason, the lesson plans on puberty are aimed at pupils in year 4 or year 5, so they are prepared for the changes they and their peers will experience.

In Year 6, Lesson 4 'How a baby is made' incorporates elements of Sex Education and has been included to provide a comprehensive programme of Relationships and Sex Education (RSE), to safeguard pupils effectively and to provide a foundation for later learning on healthy intimate relationships. While the Department for Education strongly recommends that primary schools deliver Sex Education, if you have any concerns or questions please speak to your child's class teacher.

If you have any questions, we would be happy to help.

Mrs Torr

**KS2 Page 2**

These lessons will support teachers to address the relevant learning opportunities included in the PSHE Association Programme of Study and the relevant content outlined in the Department for Education statutory guidance for Relationships Education/Relationships and Sex Education (RSE) and Health Education. The table below maps where the lesson plans address this content in each key stage.

|                     | Lesson title and summary   | PSHE education Programme of Study  | DfE statutory RSHE guidance, key stages 1 and 2  |
|---------------------|--|--|--|
| <b>Year 3</b>       | <p><i>1. What makes a good friend?</i><br/>We are learning about friendship, including why it is important and what makes a good friend</p> <p><i>2. Falling out with friends</i><br/>We are learning how to maintain good friendships and about solving disagreements and conflicts with peers</p>  | <p><b>R10.</b> about the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing</p> <p><b>R11.</b> what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships</p> <p><b>R13.</b> the importance of seeking support if feeling lonely or excluded</p> <p><b>R14.</b> that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them</p> <p><b>R17.</b> that friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely</p> <p><b>R18.</b> to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary</p>   | <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <li>practical steps they can take in a range of different contexts to improve or support respectful relationships</li> </ul> <p><b>Online relationships</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul> <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| <b>Year 4 and 5</b> | <p><i>1. Puberty: time to change</i><br/>We are learning about the physical changes that happen during puberty</p> <p><i>2. Puberty: menstruation and wet dreams</i><br/>We are learning about the biological changes that happen during puberty</p> <p><i>3. Puberty: personal hygiene</i><br/>We are learning about the importance of personal hygiene during puberty</p> <p><i>4. Puberty: emotions and feelings</i><br/>We are learning about emotional changes during puberty</p> | <p><b>H15.</b> that mental health, just like physical health, is part of daily life; the importance of taking care of mental health</p> <p><b>H17.</b> to recognise that feelings can change over time and range in intensity</p> <p><b>H18.</b> about everyday things that affect feelings and the importance of expressing feelings</p> <p><b>H19.</b> a varied vocabulary to use when talking about feelings; about how to express feelings in different ways;</p> <p><b>H20.</b> strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations</p> <p><b>H26.</b> that for some people gender identity does not correspond with their biological sex</p> <p><b>H30.</b> to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction</p> <p><b>H31.</b> about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams)</p> <p><b>H32.</b> about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene</p> <p><b>H34.</b> about where to get more information, help and advice about growing and changing, especially about puberty</p> | <ul style="list-style-type: none"> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul> <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> </ul> |

|        |   |  |   |
|--------|---|--|---|
| Year 6 | <p><b>1. Puberty: recap and review</b><br/>We are learning about the changes that happen during puberty (recap from year 4-5)</p> <p><b>2. Puberty: change and becoming independent</b><br/>We are learning about managing change and becoming more independent</p> <p><b>3. Positive and healthy relationships</b><br/>We are learning about positive, healthy relationships</p> <p><b>4. How babies are made</b><br/>We are learning about how a baby is made</p> | <p><b>In addition to recapping on the Year 4 and 5 content:</b></p> <p><b>H24.</b> problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools</p> <p><b>H33.</b> about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for<sup>9</sup></p> <p><b>H35.</b> about the new opportunities and responsibilities that increasing independence may bring</p> <p><b>H36.</b> strategies to manage transitions between classes and key stages</p> <p><b>R1.</b> to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships)</p> <p><b>R2.</b> that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different</p> <p><b>R5.</b> that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart</p> <p><b>R6.</b> that a feature of positive family life is caring relationships; about the different ways in which people care for one another</p> <p><b>R30.</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online</p> <p><b>R31.</b> to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships</p> | <p><b>Changing adolescent body</b></p> <ul style="list-style-type: none"> <li>key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul> |
|--------|---|--|---|

**Appendix Four – Parent Form: Withdrawal from Sex Education with RSE**

| TO BE COMPLETED BY PARENTS   |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent   |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|  |  |       |  |
| Parent signature   |  |       |  |
| TO BE COMPLETED BY THE SCHOOL  |  |       |  |
| Agreed actions from discussion with parents                                      |  |       |  |
|  |  |       |  |

Further information and support can be found through the following links:

- Statutory RSHE guidance - [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)
- Keeping Children Safe in Education - [Keeping children safe in education - GOV.UK \(www.gov.uk\)](#)

#### **Useful Websites**

[www.cwpresources.co.uk](http://www.cwpresources.co.uk)

[www.pshe-association.org.uk](http://www.pshe-association.org.uk)

[www.sexeducationforum.org.uk](http://www.sexeducationforum.org.uk)

[www.kidshealth.org](http://www.kidshealth.org)

[www.fpa.org.uk](http://www.fpa.org.uk)

[www.ChildLine.org.uk](http://www.ChildLine.org.uk)

[www.welltown.gov.uk](http://www.welltown.gov.uk)

[www.healthfreak.org.uk](http://www.healthfreak.org.uk)

[www.galaxy-h.gov.uk](http://www.galaxy-h.gov.uk)

[www.dr-ann.org](http://www.dr-ann.org)

[www.missdorothy.com](http://www.missdorothy.com)