



Relationships, Sex and Health Education (RSHE) Policy

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'In the light of Christ we will shine together'

Jesus said: I am the light of the world. John 8.12

Live as children of light – for the fruit of light is all that is good and true and right. Ephesians 5.8-9
Our ambition is to serve our community by providing an excellent education, which is inclusive and distinctive within the context of Christian belief and practice, upholding our values in the daily life of the Academy and in our relationships with others.

1. AIMS

This policy supports the teaching of Relationships Sex and Health Education (RSHE) at our Academy. RSHE supports children to be safe and well informed with accurate and legal information. The aims of RSHE at St. Marys' are to:

- Provide a framework in which sensitive discussions can take place.
- Prepares pupils for the opportunities, responsibilities and experiences they already face and for adult life.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Teach in line with our Academy values so that children feel safe and valued.
- To empower our children to lead safe and fulfilling lives with confident and equal relationships.

RSHE at St. Mary's Academy is taught in an honest, respectful and safe environment. RSHE will ensure that our young people are safe, respected and understood. Trust and respect is demonstrated by all staff delivering RSHE and is given by children and adults. By the time our children leave Y6 they will be able to articulate how personal and social, sex and relationships can influence their health and well-being and the importance of this on their happiness and well-being. With the skills to be able to maintain caring, respectful relationships. At St. Mary's we recognise the importance that RSHE has for putting in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

2. STATUTORY REQUIREMENTS

At St. Mary's Primary Academy, we teach RSHE as set out in this policy, as we must provide relationships education and health education to all pupils as per section 34 of the Children and Social work act 2017.

Within the Science National Curriculum, we teach elements of life cycles, genetics and inheritance. The implications of emotional wellbeing, physical well being and trusting relationships are closely interlinked with these elements of the curriculum, and we teach them through RSHE. We are duty bound to provide children with a safe forum to provide relevant information and answer questions about sex and relationships. Therefore the Academy will be teaching sex education at age appropriate level.



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

3. DEFINITION

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

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

RSHE is not about the promotion of sexual activity in any way. It is to provide children with factual information, alongside understanding how to develop positive relationships that maintain their emotional and physical wellbeing.

4. 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 Academy staff were given the opportunity to look at the policy and make recommendations. Staff have received training and are offered points of contact and resources for further information.
3. Parent/stakeholder consultation – parents and any interested parties were invited to consult on the policy.
4. Pupil consultation – we investigated how pupils will learn best within RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. CURRICULUM

Intended learning outcomes for RSHE

Effective teaching in RSHE will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, empathy, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing

respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

In RSHE we will teach about relationships and health, including puberty and menstruation. The National Curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Through discussion and questions raised by the children, additional content on sex education may be covered to meet the needs of pupils.

In the Early Years Foundation Stage, RSHE is encouraged through the 'Personal, Social and Emotional Development' curriculum, but it can be linked to all aspects of the curriculum. See PSHE policy for further information.

In Key Stage One and Key Stage Two we follow the Jigsaw for RSHE which is adapted to suit the needs of individual classes.. Our RSHE programme is an integral part of our whole school PSHE education provision and will cover topics complementing health and wellbeing, relationships, living in the wider world. Within these topics children will learn about their bodies, their feelings, reproductions, body safety and puberty. As far as possible puberty should be addressed before onset.

The purpose of RSHE is to help children and young people to be safe, healthy and happy as they grow up and in their future lives. RSHE must always be appropriate to pupils' age and stage of development and is an essential part of safeguarding. Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary according to the needs of our children.

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 so they are fully informed and don't seek answers online or elsewhere.

Our RSHE programme will be taught through a range of teaching methods and interactive activities. Selected resources such as books, pictures and film clips will be used which support and promote understanding. Learning in RSHE will link and complement learning in Science, English, Beliefs and Values and other curriculum areas. Assessment in RSHE will take the approach that it actively involves pupils as partners and pupils reflect on their deepening understanding of concepts, vocabulary and topics.

6. DELIVERY OF RSHE - SAFE AND EFFECTIVE PRACTICE

We will ensure a safe learning environment by establishing clear rules and boundaries appropriate to each class age and stage. RSHE will be taught in mixed gender classes. Teachers and pupils will agree ground rules by discussion and rules will be displayed and referred to consistently. Our ground rules are adapted to suit each class and revisited during each session.

Ground rules are broadly based around the following principles;

- We listen to each other.

- We do not say or do anything that would hurt another person.
- We do not use people's names within personal discussions.
- We signal when we want to say something.
- We may pass on a conversation / question.
- If a game involves touch, we may sit and watch before making a decision to join in.

The classroom rules are negotiated at the beginning and throughout each school year between the teacher and children.

During teaching sensitive subjects, distancing techniques are used. Distancing techniques, such as; being in a role, empathising with a character or speaking in response to the actions of others (real or imaginary) are used to allow pupils to explore their feelings about issues safely, because they are not speaking or acting as themselves. The curriculum will be planned but we will respond to local or national events. If children need to respond or acknowledge events we will make time for this.

We will also develop our teachers' confidence through practising responses we may need to use when dealing with sensitive issues. Teachers will respond to the needs of individuals and groups as a case by case.

Pupils' sensitive questions will be answered by using a question "Ask it Basket" or similar question box at the end of every session. Sensitive issues will be handled by teachers being well informed, teachers will use the following strategy:

- Thank them for the question and check you have understood what they are asking and what they think the answer is.
- Give a factual, age-appropriate answer when teachers can.
- Buy time if necessary: explain you do not know the answer/are not sure how best to answer and that you will find out more and respond later.
- Be prepared with a response such as 'That's a really interesting question and it deserves a good answer – let me have a think about it (for a minute) / (and get back to you later).'
- Staff will be able to consider whether they need to consult senior colleagues.
- If a verbal question is too personal, staff will remind pupils of the ground rules.
- If a question is too explicit, feels too 'old' for a pupil, is inappropriate for the whole-class, or raises concerns, staff will not provide more information than is appropriate to the age of the pupils.

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

Teachers are aware that effective RSHE which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the DSL and in their absence the Alternate Safeguarding Lead (ASL).

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 RSHE curriculum, see Appendix 1.

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, LGBTQ+ 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).

To ensure that RSHE follows safe and effective practice, RSHE at St Marys:

1. Is an identifiable part of our PSHE curriculum, which has planned, timetabled lessons across all key stages
2. Is taught by staff regularly trained in RSHE
3. Works in partnership with parents and carers, informing them about what their child will be learning and how they can contribute at home.
4. Delivers lessons where pupils feel safe and encourages participation by using a variety of teaching approaches with an opportunity to develop critical thinking skills and relationship skills.
5. Is based on reliable sources of information, including about the law and legal rights, and distinguishes between fact and opinion.
6. Promotes safe, caring and enjoyable relationships and discusses real life issues appropriate to the age and stage of pupils including friendship, families, consent, relationship abuse, sexual exploitation, and safe relationships online.
7. Gives an honest view of human sexuality, with honest and medically accurate information, so that pupils can learn about their bodies and sexual and reproductive health in ways that are appropriate to their age and stage.
8. Gives pupils opportunities to reflect on values and influences (such as peers, media, faith and culture) that may shape their attitudes to relationships and sex, and nurture respect for different views.
9. Includes learning about how to get help and treatment from sources such as the school nurse and other health and advice services, including reliable information online.
10. Fosters gender equality and LGBTQ+ (lesbian, gay, bisexual, trans, queer) equality and challenges all forms of discrimination in RSHE lessons and in every-day school life.
11. Meets the needs of all pupils with their diverse experiences – including those with special educational needs and disabilities
12. Seeks pupils views so that RSHE can be made relevant to their real lives and assessed and adapted as their needs change.

Consent

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact - these are the forerunners of teaching about consent. Respect for others will be taught in an age appropriate way, in terms of understanding one's own and others boundaries in play, in negotiations about space, toys, books and resources.

7. ROLES AND RESPONSIBILITIES

The RSHE programme will be led by RSHE lead and it will be taught by all teachers from EYFS to Year 6 and supported by all staff. A Pastoral team will be made up of staff and governors with a responsibility for nurture, mental health, physical development and health. The pastoral team will support PSHE and RSHE, the lead will work to ensure practice and procedure is followed in accordance with this policy. Ensuring a spiral curriculum of learning in a safe and respectful environment with a range of extended PSHE opportunities.

7.1 The governing board

The Governing Body has appointed a link governor as link RSHE governor. The policy will be reviewed by the Standards and Curriculum Committee and recommendation made for ratification by the full Governing Body.

7.2 The Principal

The Principal is responsible for ensuring that RSHE is taught consistently across the Academy in line with statutory guidance, and for managing requests to withdraw pupils from components of RSHE.

7.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Ensuring they are up to date with school policy and curriculum requirements
- Modelling positive attitudes to RSHE
- Monitoring progress and report back to the RSHE coordinator on any areas that they feel are not covered adequately
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Principal.

7.4 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

Parents do not have the right to withdraw their children from **relationships** education. They do not have the right to withdraw their child from sex education within Science National Curriculum.

Parents do have the right to withdraw their children from the non-statutory components of **sex** education (human reproduction) within RSHE.



Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the Principal.

Alternative work will be given to pupils who are withdrawn from sex education. Detrimental effects of being withdrawn from the subject should be sensitively discussed with parents.

A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action.

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

Withdrawal requests will be dealt with on a case by case basis and discussed with class teachers involved for the least impact on the pupil.

9. TRAINING

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

The Principal will also invite visitors from outside the Academy, such as Academy nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

10. ASSESSMENT MONITORING AND REVIEW ARRANGEMENTS

The delivery of RSHE is monitored by SLT members through planning scrutinies, learning walks, book looks and pupil voice activities. Monitoring will drive development in adapting planned learning activities.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems (Insight). Pupils will have an opportunity to review and reflect on their learning during and after lessons.

The PSHE Lead/Principal and Link Governor will be responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed by the Standards and Curriculum Committee; or before at any time, if there is new relevant legislation or guidance.

We assess pupils' learning in RSHE in line with approaches used in the rest of the curriculum (including assessment for learning) but it is not about giving them a fixed level. Assessment looks at the content of the learning, looks at the activities we use to develop that learning, some of which is around knowledge and some of which around skills and some of which may be attitudinal change.

We need to think about the information and knowledge that we are imparting, the skills and the knowledge. We will need to use different styles of assessment to provide learners with regular opportunities to reflect. We may well use statements such as:

"I have seen you being empathetic during playtimes", "I can see that you can show kindness", "You made a very good impression on our visitor with your ability to reflect on both sides of the debate"

Individual assessment and behaviour and attitudes is more important. Assessment opportunities are built into lessons, looking at skills, values, attributes and knowledge and pupils reflect on their knowledge and others. We can use questioning, mind maps and brainstorming to find out what we already know at the start of a topic. We may think about graffiti walls, Tell an Alien and Ask It Basket. These will all highlight gaps in understanding.

We then hope children can explain their thinking "I agree because... I would contradict with X because..."

This is a space in the curriculum where children can think, explore, discuss, change their minds, develop their understanding of themselves and be free from right and wrong. Monitoring of the subject will be through lesson observation and key stage support.

Evaluation looks at the process and the experience rather than the learning and considers how effective activities, approaches and materials have been in achieving the learning objectives. Evaluations will be taken from feedback from a range of pupils and scrutiny of assessment records sampling pupils' work and portfolios. We will actively use pupil voice to inform our curriculum.

11. ENGAGING STAKEHOLDERS

Parents will be informed about the policy through email. The policy once approved will be available on the school website. We are committed to working with parents and carers by ensuring that they are fully aware of what is being taught and provide additional resources and support through our web links. As part of our whole school approach to RSHE, Parent Information sessions and opportunities for parents to view the materials and resources used will be planned yearly. We will notify parents when RSHE will be taught by letter.

12. LEGISLATION AND GUIDANCE AND SAFEGUARDING

The Department of Education Statutory Guidance states that from September 2020 all schools must deliver relationships education in primary schools.

It is important that children, staff and parents know what the law says about sex, relationships and young people, as well as broader safeguarding issues. This includes a range of important facts and the rules regarding sharing personal information, pictures, videos and other material using technology. This will help young people to know what is right and wrong in law, but it can also provide a good foundation of knowledge for deeper discussion about all types of relationships.

There are also many different legal provisions whose purpose is to protect young people and which ensure young people take responsibility for their actions. Pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including for example:

- marriage
- consent, including the age of consent
- violence against women and girls
- online behaviours including image and information sharing (including 'sexting', youth-produced sexual imagery, nudes, etc.)
- pornography
- abortion



- sexuality
- gender identity
- substance misuse
- violence and exploitation by gangs
- extremism/radicalisation
- criminal exploitation (for example, through gang involvement or 'county lines' drugs operations)
- hate crime
- female genital mutilation (FGM)

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will consult with the DSL and in their absence the alternate DSL.

Any visitors who support the delivery of RSHE will be required to follow this policy and the class teacher will remain in the room at all times as an active part of the session.

The PSHE Association (www.pshe-association.org.uk) gives more guidance on Handling Appropriate Lessons, Emotional Mental Well Being and Mental Health Guidance.

For further information regarding the teaching of RSHE please refer to:

The Department for Education Statutory Guidance for Relationships Education, Relationships Sex Education (RSHE) and Health Education.

Education Act (1996)

Learning and Skills Act (200)

Education and Inspection Act (2006)

Equality Act (2010)

Supplementary Guidance for SRE for the 21st Century (2014)

Keeping Children Safe in Education – Statutory Safeguarding Guidance (2016)

Children and Social Work Act (2017)

Public health data is also available via SHEU (schools Health Education Unit), <http://sheu.org.uk> and Public Health England.

There are a set of questions to help parents and carers understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19, organised by age, in Appendix 5. These questions may support parents if there are concerns about how RSHE will be taught.

13. MONITORING AND REVIEW ARRANGEMENTS

The Principal will be responsible for monitoring the implementation and effectiveness of this policy. It will be reviewed every two years by the Standards and Curriculum Committee; or before at any time, if there is new relevant legislation or guidance.

APPENDIX 1:

Relationships Sex and Health Education curriculum map for Years 5 & 6 (please refer to PSHE policy for more information of curriculum)

<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 5)</p> <ul style="list-style-type: none"> What are male and female sexual parts called and what are their functions? BS How can I talk about bodies confidently and appropriately? BS What happens to different bodies at puberty? CAB What might influence my view of my body? How can I keep my growing and changing body clean? HP How can I reduce the spread of viruses and bacteria? HP 	<ul style="list-style-type: none"> Names of sexual parts Puberty Physical and emotional change Menstruation Developing body image Changing hygiene routines Viruses and bacteria 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 6)</p> <ul style="list-style-type: none"> What are different ways babies are conceived and born? (Sex Education) What effect might puberty have on people's feelings and emotions? CAB How can my words or actions affect how others feel, and what are my responsibilities? MW What should adults think about before they have children? FP Why might people get married or become civil partners? FP What are different families like? FP 	<ul style="list-style-type: none"> Human lifecycle Sexual reproduction Changing emotions and relationships Responsibility for others Love and care Marriage & civil partnership Families
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Years 3 & 4

<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 3)</p> <ul style="list-style-type: none"> How are male and female bodies different and what are the different parts called? BS When do we talk about our bodies, how they change, and who do we talk to? BS What can my body do and how is it special? Why is it important to keep myself clean? HP What can I do for myself to stay clean and how will this change in the future? HP How do different illnesses and diseases spread and what can I do to prevent this? HP 	<ul style="list-style-type: none"> Male and female bodies Talking about bodies Valuing the body's uniqueness & capabilities Responsibilities for hygiene Preventing spread of illnesses 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 4)</p> <ul style="list-style-type: none"> What are the main stages of the human life cycle? Science How did I begin? Sex Education What does it mean to be 'grown up'? CAB What am I responsible for now and how will this change? CAB How do different caring, stable, adult relationships create a secure environment for children to grow up? FP 	<ul style="list-style-type: none"> Stages of human life cycle Seed-egg Being grown up My responsibilities Families' responsibilities Caring families
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Years 1 & 2

<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 1)</p> <ul style="list-style-type: none"> What are the names of the main parts of the body? BS What can my amazing body do? When am I in charge of my actions and my body? BS How can I keep my body clean? HP How can I avoid spreading common illnesses and diseases? HP 	<ul style="list-style-type: none"> External parts of the body My amazing body Germ Hand washing 	<p>Healthy & Safer Lifestyles Relationships and Sex Education (RS 2)</p> <ul style="list-style-type: none"> How do babies change and grow? (Statutory NC Science Y2) How have I changed since I was a baby? (Statutory NC Science Y2) What's growing in that bump? (NC Science) What do babies and children need from their families? FP Which stable, caring relationships are at the heart of families I know? FP What are my responsibilities now I'm growing up? CAB 	<ul style="list-style-type: none"> Babies to children to adults Growing up Caring families Family variety Marriage Changing responsibilities
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APPENDIX 2:

National Curriculum

Lesson / Suggested year group/s	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
We are growing: human life cycle KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
Everybody's body KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Puberty Lessons 1-4 KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
How babies are made KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

APPENDIX 3:

By the end of Year 6 St. Mary's Academy pupils should know:

TOPIC:	PUPILS SHOULD KNOW:
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in Academy or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC:	PUPILS SHOULD KNOW:
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or

	<p>backgrounds), or make different choices or have different preferences or beliefs</p> <ul style="list-style-type: none"> ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in Academy and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority ● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help ● What a stereotype is, and how stereotypes can be unfair, negative or destructive ● The importance of permission-seeking and giving in relationships with friends, peers and adults with reference to law
Online relationships	<ul style="list-style-type: none"> ● That people sometimes behave differently online, including by pretending to be someone they are not ● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ● How information and data is shared and used online

TOPIC:	PUPILS SHOULD KNOW:
Being safe	<ul style="list-style-type: none"> ● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ● How to recognise and report feelings of being unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard



	<ul style="list-style-type: none"> • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, Academy and/or other source
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APPENDIX 4:

Parent form: withdrawal from sex education within RSHE

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

TO BE COMPLETED BY THE ACADEMY:	
Agreed actions from discussion with parents	

APPENDIX 5:

Age appropriate RSHE [Adapted from Sex Education forum]

These are a set of questions to help parents and carers understand what children and young people want to learn about in relation to growing up, relationships and sex from ages 3-19, organised by age. These questions may support parents if there are concerns about how RSHE will be taught.

3 – 6 years

At this age children are interested in the differences between boys and girls, naming body parts, where babies come from, and friends and family. What areas of the body are private and should not be touched and who they can talk to if they are worried are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- Who is in my family?
- How are other families similar or different to mine?
- What does my family do for me?
- What do I like about my friend?
- What does my friend like about me?
- What can other people do to make me feel good?
- Who do I look after?
- Why shouldn't I tease other people?

My body

- Why are girls' and boys' bodies different?
- What do we call the different parts of girls' and boys' bodies?

Life cycles

- Where do babies come from?
- How much have I changed since I was a baby?
- How are other children similar and different to me?

Keeping safe & looking after myself

- Which parts of my body are private?
- When is it OK to let someone touch me?
- How can I say 'no' if I don't want someone to touch me?

- Who should I tell if someone wants to touch my private parts?

People who help me

- Who can I ask if I need to know something?
- Who can I go to if I am worried about something?

7 – 8 years

At this age children are interested in the changing nature of friendships, the emotional and physical changes of growing up, similarities and differences between boys and girls, coping with strong emotions and how babies are made from eggs and sperm. How to look after our bodies and how to be safe and healthy are also important.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- How have my relationships changed as I have grown up?
- Why do friendships change?
- How can I be a good friend?
- Why can it be fun to have a friend who is different to me?
- What are some of the bad ways people can behave towards one another?
- How do I know when I am being bullied?
- What do I do if I am being bullied?
- How can I make up with my friend when we have fallen out?
- Why are some parents married and some not?

My body

- How has my body changed since I was a baby?
- Why is my body changing?
- Why are some children growing quicker than others?
- Why are some girls in my class taller than the boys? How do girls and boys grow differently?
- Why are we all different? Is it ok to be different?
- What are similarities and differences between boys and girls?
- Should boys and girls behave differently?

Feelings

- What makes me feel good?
- What makes me feel bad?
- How do I know how other people are feeling?
- Why are my feelings changing as I get older?
- How do I feel about growing up and changing?
- How can I cope with strong feelings?



Life cycles

- Why does having a baby need a male and a female?
- What are eggs and sperm?
- How do different animals have babies?
- How do different animals look after their babies before and after birth?
- What happens when people get older?

Keeping safe & looking after myself

- What are good habits for looking after my growing body?
- What do I do if someone wants me to do something dangerous, wrong or makes me feel uncomfortable?
- When is it good or bad to keep secrets?

People who help me

- Who can I talk to if I feel anxious or unhappy?
- Where can I find information about growing up?

9 – 10 years

At this age children are interested in knowing about love and the different kinds of families, they will be curious about puberty and sexual feelings and changing body image. They will want more details about conception, how babies develop and are born and why families are important for having babies. They will be interested in knowing about how people can get diseases including HIV, from sex and how they can be prevented. They will also want to know who they can talk to if they want help or advice and information about puberty and sex.

Questions to help you understand what children want to learn about are listed in themes below.

Relationships

- What are the important relationships in my life now?
- What is love? How do we show love to one another?
- Can people of the same sex love one another? Is this ok?
- What are the different kinds of families and partnerships?
- What do the words 'lesbian' and 'gay' mean?
- Why does calling someone 'gay' count as bullying?
- What should I do if someone is being bullied or abused?
- Are boys and girls expected to behave differently in relationships? Why?
- Can some relationships be harmful?
- Why are families important for having babies and bringing them up?

My body

- What is puberty?

- Does everyone go through it? At what age?
- What body changes do boys and girls go through at puberty?
- Why are some girls 'tomboys' and some boys a bit 'girly'?
- Is my body normal? What is a 'normal' body?
- How will my body change as I get older?

Feelings and attitudes

- What kinds of feelings come with puberty?
- What are sexual feelings?
- What are wet dreams?
- What is masturbation? Is it normal?
- How can I cope with these different feelings and mood swings?
- How can I say 'no' to someone without hurting their feelings?
- What should I do if my family or friends don't see things the way I do?
- What do families from other cultures and religions think about growing up?
- Can I believe everything I see on the TV about perfect bodies/ relationships/girls and boys..to be true?

Lifecycles/ human reproduction

- What is sex?
- What is sexual intercourse?
- How much sperm does a man produce?
- How many eggs does a woman have?
- How do sperm reach the egg to make a baby?
- Does conception always occur or can it be prevented?
- How do families with same-sex parents have babies?
- How does the baby develop?
- How is the baby born?
- What does a new baby need to keep it happy and healthy?

Keeping safe & looking after myself

- How can I look after my body now I am going through puberty?
- How can girls manage periods (menstruation)?
- How can people get diseases from sex and can they be prevented?
- What is HIV, how do you get it and how can you protect yourself from it?

People who help me/getting help and advice

- Who can I talk to if I want help or advice?
- Where can I find information about puberty and sex?
- How can I find reliable information about these things safely on the internet?

11 – 13 years

At this age most young people will be entering puberty and will be interested in hormones, how they will be affected by them, the menstrual cycle, wet dreams, erections, fertility, pregnancy - how it can be avoided, and safer sex. They may also be wondering if their physical development is 'normal'. They will want to know about the difference between sexual attraction and love and whether it is normal to be attracted or in love with someone of the same gender. Young people will be asking questions about relationships, when is the right time to have sex, how to avoid pressure and where they can get more information if they need it, including the best websites, confidential services etc.

Questions to help you understand what young people want to learn about are listed in themes below.

Relationships

- What makes a relationship happy or unhappy?
- Why do relationships change during adolescence?
- How can I cope with changing relationships with my family and friends?
- Why do people get married or have a civil partnership?
- What can I do about family and friendship break-up?
- What are the qualities I should look for in a partner?
- Should everyone have a boyfriend or girlfriend at my age?
- At what age is it legal to have sex? At what age is it legal to get married/ or have a civil partnership?
- How do I know when I am ready to have sex/be intimate with my boyfriend/girlfriend?
- Do males and females have different expectations in relationships?
- What does it mean to be gay, lesbian, bisexual or transgender?
- What is the difference between transvestite and trans-sexual?
- What is acceptable touching and behaviour amongst my peers?

My body

- Am I normal? What is normal for my age? If I am a late-developer, will I catch up?
- Why do the media show so many pictures of thin/muscly/perfect celebrities? Should we all look like this?
- People say our hormones are raging during adolescence - what effect do they have on the body?
- How do hormones affect boys and girls differently?
- What is the menstrual cycle and how does it affect fertility?
- Why do boys get erections?
- What is the menopause, when does it happen in a woman's life and do men go through it too?
- What is happening to my body when I get sexually excited?
- What is an orgasm and how can I have one?
- Do males and females experience orgasm in the same way?
- What are normal bodily fluids secreted from penis and vagina?

Feelings and attitudes

- What is the difference between sexual attraction and love?
- How will I know if I am in love?
- Is it normal to be attracted or in love with someone of the same gender? Does this mean I am gay or lesbian?

- Do you have to have sex to show someone you love them?
- What should I do if I feel I am being pressured into having sex? Is everybody doing it?
- In my community being a teenage parent is acceptable- is this wrong?
- My religion says that being gay or having sex before is marriage is wrong, what should I think?

Keeping safe and looking after my sexual health

- What is safer sex?
- Should everyone who is sexually active carry condoms?
- What infections can be caught from having sex? What are the symptoms? What is the impact on your health?
- What is HIV and AIDS, how do you get it? Is it always through sex?
- How do women get pregnant and how does the baby develop?
- Does sex always lead to pregnancy? How can conception be prevented?
- Are there ways of enjoying sex that don't risk pregnancy or infection?
- What are the different methods of contraception? Are some easier to use than others?
- When should emergency contraception be used?
- Who should be responsible for contraception/safer sex in a relationship?
- If someone is on the pill, why do they have to use a condom as well?
- Does drinking alcohol or using drugs affect my decisions about behaviour?

People who can help me/Sources of help and advice

- If I think I have a sexually transmitted infection, where can I get it treated?
- If a woman gets pregnant, what choices does she have?
- What are the best websites on sex and relationships for young people?
- How can I find out about local contraception and sexual health services, and what should I expect from them?
- Can I see a nurse or doctor in private?