

Rainow Primary School

Caring, Learning, Achieving.

Relationships and Sex Education (RSE) Policy

Member of staff responsible:	Headteacher / Mr M Gratton
Governor Committee:	Teaching and Learning
Date approved by the governors:	
Date for review by the governors:	Aut 2026

1. Aims

At Rainow Primary School, Relationships and Sex Education (RSE) supports pupils to develop the knowledge, skills and attitudes needed to lead safe, healthy and respectful lives.

The aims of RSE are to:

- Provide a safe environment for discussion of sensitive issues
- Prepare pupils for puberty and the physical and emotional changes this brings
- Develop self-confidence, resilience and empathy
- Promote respect in all relationships, including online
- Support pupils to understand boundaries, consent and personal safety
- Ensure pupils know how to seek help and support

2. Statutory Requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 and 35 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.

This policy adheres to the latest [guidance](#) issued by the secretary of state.

3. Policy Development

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

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
- Parent/stakeholder consultation – parents and any interested parties were invited to review and comment on this policy and proposed scheme of work.
- Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

Relationships and Sex Education (RSE) is a lifelong learning process that supports pupils to develop the knowledge, skills and values needed to form safe, healthy and respectful relationships. It includes the emotional, social and physical aspects of growing up, such as friendships, family relationships, personal safety, online relationships and human development. In primary schools, the focus is on building the key foundations of positive relationships, including respect, kindness, boundaries and understanding personal privacy, while preparing pupils in an age-appropriate way for the changes they will experience as they grow.

5. Curriculum

We have developed the curriculum in consultation with parents 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.

Sex education is **not compulsory** in primary schools but at Rainow Primary School sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How our body develops through puberty and why these changes are needed
- The content of the national science curriculum

For more information about our curriculum, see our curriculum map in [Appendix 1](#).

6. Delivery of RSE

Relationships and Sex Education (RSE) is an important part of the PSHE curriculum and we are required to teach it by law. Where possible, the RSE curriculum objectives will be linked to our PSHE and Science provision. However, there are times when some sessions will have to be delivered as stand-alone lessons. Such sessions will follow the 'Growing Up' curriculum resources prepared by Twinkl. For more information, see our curriculum map in [Appendix 1](#).

All sessions will be delivered in an age-appropriate manner where children will feel comfortable and relaxed, enabling them to ask and answer questions freely. Learning topics cover the following strands:

- Families and People Who Care for Me
- Caring Friendships
- Respectful, Kind Relationships
- Online Safety and Awareness
- Being Safe

Related themes and issues are also explored throughout our **No Outsiders** scheme of learning.

Each year group has 6 sequential *No Outsiders* sessions which will be delivered termly alongside 3 'Growing Up' sessions to be delivered half termly.

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).

7. Roles and Responsibilities

7.1 The Governing Body

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

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way.
- Modelling positive attitudes to RSE.
- Monitoring progress.
- Responding to the needs of individual pupils.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

Staff 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.

All class teachers are involved in and responsible for teaching RSE.

7.4 Pupils

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

8. Parents' Right to Withdraw

Parents **do not** have the right to withdraw their children from *Relationships* education.

Parents have the **right to withdraw** their children from the non-statutory components of sex education taught in the following lessons:

- Year 4 – Where Do I Come From?
- Year 6 – Human Reproduction

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

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

9. Safeguarding

Safeguarding is central to RSE.

Staff will:

- Act in line with safeguarding policies
- Respond appropriately to disclosures
- Ensure pupils know how to seek help

Teaching supports pupils to:

- Recognise risks
- Understand consent and boundaries
- Keep themselves safe

10. Equality and Inclusion

RSE teaching:

- Reflects the Equality Act 2010
- Promotes respect and tolerance
- Challenges stereotypes
- Is accessible to all learners

11. Training

Staff are trained on the delivery of RSE as part of their induction and it will be included in our continuing professional development cycle where necessary.

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 required.

12. Monitoring Arrangements

The delivery of RSE is monitored by the Headteacher and RSE subject leader through school monitoring arrangements such as planning scrutiny and learning walks.

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

Appendix 1

‘Growing Up’ (RSE) Curriculum Overview

PSHE - YEAR 1 – HEALTH & WELLBEING – GROWING UP			
This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing and others' bodies, gender stereotypes and different their feelings in response to life experiences			
BRITISH VALUES: Democracy/The rule of law/Individual liberty/Mutual respect/Tolerance of those of different faiths and beliefs. SMSC STATUTORY / NON-STATUTORY			
NC OBJECTIVES: 3H 4A 4C 4D 5A 5B 5C 5D 5E 5F 5G 5H 7D 7E 7G 11G 11H CITIZENSHIP:	ENDPOINTS / STICKY KNOWLEDGE / ASSESSMENT STATEMENTS		
LESSONSEQUENCE 1. OUR BODIES (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies <i>(repeated in Y2 for retrieval)</i> 2. IS IT OK? (Twinkl GROWING UP LESSON 2) I understand how to respect my own and other people's bodies. 3. YOUR FAMILY, MY FAMILY (Twinkl GROWING UP LESSON 4) I can talk about my family and others' families.	✓ I can use the scientific names for parts of the body. ✓ I can name similarities and differences between different people's bodies. ✓ I can identify private body parts. ✓ I understand what 'no' and 'stop' mean. ✓ I know that people's bodies and feelings can be hurt. ✓ I know who to tell if I am worried that the rules about respecting people's bodies have been broken. ✓ I understand that there are many different types of family. ✓ I can talk about similarities and differences between families. ✓ I know who to tell if I have any worries about my family.		
	VOCAB		
	LEARN caring comfortable emotions love private parts respect rules safe touch trusted adult uncomfortable unique worried	MAY ENCOUNTER advice adulthood change consent coping develop difficult female independence male responsibility stereotype traditions	genitals nipples penis testicles vagina vulva
TEACHING RESOURCES TWINKL LESSON PLANS	PRIOR LEARNING n/a	FUTURE LEARNING YEAR 2: ✓ I understand that we are all different and different people like different things ✓ I can describe how I will change as I get older ✓ I can describe things that might change in a person's life and how it might make them feel	

PSHE - YEAR 2 – HEALTH & WELLBEING – GROWING UP			
This topic is an introduction to how we grow and change, both physically and emotionally. Children will learn about their own types of families. They will also learn about respecting their own and others' bodies, keeping their bodies safe and sharing and others' bodies, gender stereotypes and different their feelings in response to life experiences			
BRITISH VALUES: Democracy/The rule of law/Individual liberty/Mutual respect/Tolerance of those of different faiths and beliefs. SMSC STATUTORY / NON-STATUTORY			
NC OBJECTIVES: CITIZENSHIP:	ENDPOINTS / STICKY KNOWLEDGE / ASSESSMENT STATEMENTS		
LESSONSEQUENCE 1. OUR BODIES (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies. <i>(repeated from Y1 for retrieval)</i> 2. PINK & BLUE NO OUTSIDERS (Twinkl GROWING UP LESSON 3) I understand that we are all different and different people like different things 3. GETTING OLDER (Twinkl GROWING UP LESSON 5) I can describe how I will change as I get older 4. CHANGES (Twinkl GROWING UP LESSON 6) I can describe things that might change in a person's life and how it might make them feel	✓ I can use the scientific names for parts of the body. ✓ I can name similarities and differences between different people's bodies. ✓ I can identify private body parts. ✓ I understand what a stereotype is. ✓ I know that you need to find out about a person to really know them. ✓ I respect others' likes and dislikes, even if they are not the same as mine. ✓ I can talk about things I would like to do as I get older. ✓ I can name some differences between children and adults. ✓ I understand that as I get older I will have more responsibilities. ✓ I can name things that might change in a person's life. ✓ I can understand how things changing might make a person feel. ✓ I can suggest things that might help someone who is finding change difficult.		
	VOCAB		
	LEARN advice change consent coping develop difficult female genitals independence male nipples penis testicles vagina vulva	REVISE caring comfortable curious differences emotions love needs private parts respect rules safe touch trusted adult uncomfortable unique worried	MAY ENCOUNTER adulthood stereotype
TEACHING RESOURCES TWINKL LESSON PLANS	PRIOR LEARNING Y1 ✓ I can name the main parts of boys' and girls' bodies. ✓ I understand how to respect my own and other people's bodies. ✓ I can talk about my family and others' families.	FUTURE LEARNING Y3 ✓ I can name the main parts of boys' and girls' bodies and explain what these are for ✓ I can describe the feelings that some people experience as they grow up	

PSHE - YEAR 3 – HEALTH & WELLBEING – GROWING UP			
This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and structures. how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.			
BRITISH VALUES: Democracy/The rule of law/Individual liberty/Mutual respect/Tolerance of those of different faiths and beliefs. SMSC STATUTORY / NON-STATUTORY			
NC OBJECTIVES: CITIZENSHIP:	ENDPOINTS / STICKY KNOWLEDGE / ASSESSMENT STATEMENTS		
LESSON SEQUENCE 1. HUMAN REPRODUCTION (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies and explain what these are for (repeated in Y4 for retrieval)	✓ I can use scientific names for parts of the body. ✓ I can explain why both a male and a female body are needed in human reproduction. ✓ I can explain why humans reproduce. ✓ I can name the range of feelings that people may experience as they go through puberty. ✓ I understand why these changes in emotions happen during puberty. ✓ I recognise that there are things I can do to help manage these changing emotions.		
2. CHANGING EMOTIONS (Twinkl GROWING UP LESSON 4) I can describe the feelings that some people experience as they grow up	VOCAB		
	LEARN adam's apple breasts feelings hormones puberty tearful anger anxious excited confusion lonely relatives	REVISE advice change consent coping develop difficult female genitals independence male nipples penis testicles vagina vulva	MAY ENCOUNTER adopted attracted asexual biological sex blended family civil partnership commitment crush fostered gay gender identity lesbian same-sex
TEACHING RESOURCES TWINKL LESSON PLANS	PRIOR LEARNING Y2 ✓ I understand that we are all different and different people like different things ✓ I can describe how I will change as I get older ✓ I can describe things that might change in a person's life and how it might make them feel	FUTURE LEARNING Y4 ✓ I can describe how boys' bodies will change as they go through puberty ✓ I can describe how girls' bodies will change as they go through puberty ✓ I can describe how babies are made and how they are born	

PSHE - YEAR 4 – HEALTH & WELLBEING – GROWING UP			
This topic builds on children's knowledge of the human body; how we grow and change, both physically and emotionally. Children will learn about their own and others' bodies and structures. how male and female bodies play a part in human reproduction. They will also learn about different relationships and family structures.			
BRITISH VALUES: Democracy/The rule of law/Individual liberty/Mutual respect/Tolerance of those of different faiths and beliefs. SMSC STATUTORY / NON-STATUTORY			
NC OBJECTIVES: CITIZENSHIP:	✓ ENDPOINTS / STICKY KNOWLEDGE / ASSESSMENT STATEMENTS		
LESSON SEQUENCE 1. OUR BODIES (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies and describe what these are for. (repeated from Y3 for retrieval)	✓ I can use scientific names for parts of the body. ✓ I can explain why both a male and a female body are needed in human reproduction. ✓ I can explain why humans reproduce. ✓ I can name the differences between a boy's body and a man's body. ✓ I understand what the word puberty means. ✓ I can explain why boys' bodies change. ✓ I can name the differences between a girl's body and a woman's body. ✓ I understand what the word puberty means. ✓ I can explain why girls' bodies change.		
2. CHANGES IN BOYS (Twinkl GROWING UP LESSON 2) I can describe how boys' bodies will change as they go through puberty CHANGES IN GIRLS (Twinkl GROWING UP LESSON 3) I can describe how girls' bodies will change as they go through puberty 4. WHERE DO I COME FROM? (Twinkl GROWING UP LESSON 6) I can describe how babies are made and how they are born. <i>Where Willy Went (Nicholas Allan)</i> Mummy laid an egg (Babette Cole) *CAN BE LEGALLY OPTED OUT OF BY FAMILIES	VOCAB		
	LEARN biological sex gender identity menstruation period ovaries reproduction sperm testes testosterone oestrogen uterus womb	REVISE Adam's apple breasts feelings hormones puberty tearful anger anxious excited confusion lonely relatives	MAY ENCOUNTER attracted blended family civil partnership commitment erection foetus fostered gay lesbian married offspring same-sex sex hormones single parent umbilical cord
TEACHING RESOURCES TWINKL LESSON PLANS	PRIOR LEARNING Y3 ✓ I can name the main parts of boys' and girls' bodies and explain what these are for ✓ I can describe the feelings that some people experience as they grow up	FUTURE LEARNING Y5 ✓ I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies ✓ I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings	

PSHE - YEAR 5 – HEALTH & WELLBEING – GROWING UP			
This topic builds on children's knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.			
BRITISH VALUES: Democracy/The rule of law/Individual liberty/Mutual respect/Tolerance of those of different faiths and beliefs. SMSC STATUTORY / NON-STATUTORY			
NC OBJECTIVES: CITIZENSHIP:		ENDPOINTS / STICKY KNOWLEDGE / ASSESSMENT STATEMENTS	
LESSON SEQUENCE 1. CHANGING BODIES (TWINKL GROWING UP Lesson 1) I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies (repeated in Y5 for retrieval)		✓ I can use scientific vocabulary when talking about the human body. ✓ I can discuss changes my body will go through and I know what to expect. ✓ I can explain how to look after my changing body. ✓ I can explain how to protect my body and stay safe. ✓ I can use scientific vocabulary when talking about puberty and changes. ✓ I can discuss the emotional changes I might experience and I know what to expect. ✓ I know where to get help and advice if I need it.	
2. CHANGING EMOTIONS (TWINKL GROWING UP Lesson 2) I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings		VOCAB	
Y5 Science curriculum cover the statutory teaching of puberty		LEARN acne birth body odour conceive conception discharge fertilise mood swings wet dreams	REVISE biological sex gender identity menstruation period ovaries reproduction sperm testes testosterone oestrogen uterus womb
TEACHING RESOURCES TWINKL LESSON PLANS		PRIOR LEARNING Y4 ✓ I can describe how boys’ bodies will change as they go through puberty ✓ I can describe how girls’ bodies will change as they go through puberty ✓ I can describe how babies are made and how they are born	FUTURE LEARNING Y6 ✓ I can describe the process of human reproduction, from conception to birth ✓ I understand what a sexual relationship is and who can have a sexual relationship

PSHE - YEAR 6 – HEALTH & WELLBEING – GROWING UP									
This topic builds on children’s knowledge of how we grow and change, both physically and emotionally, and the types of relationships that people have. Children will learn about sexual relationships and sexually transmitted diseases. They will also learn about positive body images and stereotypes.									
BRITISH VALUES: Democracy/The rule of law/Individual liberty/Mutual respect/Tolerance of those of different faiths and beliefs. SMSC STATUTORY / NON-STATUTORY									
NC OBJECTIVES: CITIZENSHIP:		ENDPOINTS / STICKY KNOWLEDGE / ASSESSMENT STATEMENTS							
LESSON SEQUENCE 1. CHANGING BODIES (TWINKL GROWING UP Lesson 1) I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies (repeated from Y5 for retrieval) 2. HUMAN REPRODUCTION (TWINKL GROWING UP Lesson 6) LINK to Y4 I can describe the process of human reproduction, from conception to birth *CAN BE LEGALLY OPTED OUT OF BY FAMILIES 3. LET’S TALK ABOUT SEX (TWINKL GROWING UP Lesson 5*) I understand what a sexual relationship is and who can have a sexual relationship LINK TO NO OUTSIDERS *REMOVE CONTRACEPTION AND STIs (KS3)		✓ I can use scientific vocabulary when talking about the human body. ✓ I can discuss changes my body will go through and I know what to expect. ✓ I can explain how to look after my changing body. ✓ I can explain how to protect my body and stay safe. ✓ I can use the appropriate scientific vocabulary when talking about human reproduction. ✓ I can describe how a baby grows inside the womb. ✓ I can explain how a baby is born. ✓ I can describe the terms ‘sexual relationship’ and ‘sexual intercourse’. ✓ I can explain who can have a sexual relationship, according to the law. ✓ I can judge when physical contact is unacceptable and I know how to respond. VOCAB <table><tr><td>LEARN</td><td>REVISE</td><td>MAY ENCOUNTER</td></tr><tr><td>intercourse sexual intercourse embryo foetus amniotic fluid amniotic sac placenta vaginal birth caesarean section</td><td>acne birth body odour conceive conception discharge fertilise mood swings wet dreams</td><td>masturbation</td></tr></table>		LEARN	REVISE	MAY ENCOUNTER	intercourse sexual intercourse embryo foetus amniotic fluid amniotic sac placenta vaginal birth caesarean section	acne birth body odour conceive conception discharge fertilise mood swings wet dreams	masturbation
LEARN	REVISE	MAY ENCOUNTER							
intercourse sexual intercourse embryo foetus amniotic fluid amniotic sac placenta vaginal birth caesarean section	acne birth body odour conceive conception discharge fertilise mood swings wet dreams	masturbation							
TEACHING RESOURCES TWINKL LESSON PLANS		PRIOR LEARNING Y5	FUTURE LEARNING						
		✓ I can describe the changes that people’s bodies go through during puberty and how we can look after our changing bodies	KS3 curriculum						
		✓ I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings							

Appendix 2

PSHE & No Outsiders Curriculum Overview

RECEPTION / EYFS PSHE LTP	
DIVERSITY NO OUTSIDERS	PSED Early Learning Goals:
To choose what I like <i>'You Choose'</i> It's ok to like different things <i>'Red Rockets & Rainbow Jelly'</i> To say hello <i>'Hello Hello'</i> All families are different <i>'The Family Book'</i> To celebrate my family <i>'Mommy, Mama and Me'</i> To make a new friend <i>'Blue Chameleon'</i>	COMMUNICATION AND LANGUAGE Listening, Attention and Understanding - Hold conversation when engaged in back-and-forth exchanges with their teachers and peers. Speaking - 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. PERSONAL, SOCIAL AND EMOTIONAL DEVELOPMENT Self-Regulation - Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. - Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. - Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and showing an ability to follow instructions involving several ideas or actions. Managing Self - Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. - Explain the reasons for rules, know right from wrong and try to behave accordingly. - Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices. Building Relationships - Work and play cooperatively and take turns with others. - Form positive attachments to adults and friendships with peers. - Show sensitivity to their own and others' needs. 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. *TWINKL PSED : I Belong, It's Good to Share, Super Me, Fabulous Friends, My Marvellous Mind, How I Feel, Changing Me, Look What I Can Do!, Yes, I Can.

YEAR 1 PSHE LTP		
DIVERSITY NO OUTSIDERS Delivered on Wellbeing Days	PSHE TWINKL LIFE CURRICULUM Delivered throughout the year (weekly timetable)	SEX EDUCATION (non statutory) TWINKL 'GROWING UP' Delivered during the first week of Aut 2, Spr 2 & Sum 2
I like the way I am <i>'Elmer'</i> To join in <i>'Going to the Volcano'</i> To find ways to play together <i>'Want to Play Trucks?'</i> Proud to be me <i>'Hair, it's a Family Affair'</i> I share the world with lots of people <i>'My World Your World'</i> To work together <i>'Errol's Garden'</i>	RELATIONSHIPS 1. TEAM What makes a cooperative team player? 2. BE YOURSELF What makes us special? HEALTH & WELLBEING 3. SAFETY FIRST How do we keep safe? LIVING IN THE WIDER WORLD 4. MONEY MATTERS What can we do with money? 5. AIMING HIGH What would I like to be in the future?	1. OUR BODIES (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies. <i>(repeated in Y2 for retrieval)</i> 2. IS IT OK? (Twinkl GROWING UP LESSON 2) I understand how to respect my own and other people's bodies. 3. YOUR FAMILY, MY FAMILY (Twinkl GROWING UP LESSON 4) I can talk about my family and others' families.

YEAR 2 PSHE LTP		
DIVERSITY NO OUTSIDERS Delivered on Wellbeing Days	PSHE TWINKL LIFE CURRICULUM Delivered throughout the year (weekly timetable)	SEX EDUCATION (non statutory) TWINKL 'GROWING UP' Delivered during the first week of Aut 2, Spr 2 & Sum 2
To welcome different people 'Can I Join Your Club?' PINK & BLUE (Twinkl GROWING UP LESSON 3) To have self confidence 'How To Be a Lion' To understand what diversity is 'The Great Big Book of Families' To think about what makes a good friend 'Amazing!' To communicate in different ways 'What the Jackdaw Saw' To know I belong 'All Are Welcome'	RELATIONSHIPS <u>1. VIPs</u> Who is special to us and how do we care for them? HEALTH & WELLBEING <u>2. IT'S MY BODY</u> How can I stay healthy? <u>3. THINK POSITIVELY</u> How do I know how I am feeling? LIVING IN THE WIDER WORLD <u>4. ONE WORLD</u> How can we look after each other and our world? <u>5. DIVERSE BRITAIN</u> What is it like to live in Britain?	1. OUR BODIES (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies. (repeated from Y1 for retrieval) 2. PINK & BLUE (Twinkl GROWING UP LESSON 3) I understand that we are all different and different people like different things NO OUTSIDERS 3. GETTING OLDER (Twinkl GROWING UP LESSON 5) I can describe how I will change as I get older 4. CHANGES (Twinkl GROWING UP LESSON 6) I can describe things that might change in a person's life and how it might make them feel

YEAR 3 PSHE LTP		
DIVERSITY NO OUTSIDERS Delivered on Wellbeing Days	PSHE TWINKL LIFE CURRICULUM Delivered throughout the year (weekly timetable)	SEX EDUCATION (non statutory) TWINKL 'GROWING UP' Delivered during the first week of Aut 2, Spr 2 & Sum 2
To understand what discrimination means 'This is Our House' To understand what a bystander is 'We're All Wonders' To be welcoming 'Beegu' To recognise a stereotype 'The Truth About Old People' To recognise and help and outsider 'The Heuys in the New Jumper' To consider living in Britain today 'Planet Omar: Accidental Trouble Magnet'	RELATIONSHIPS <u>1. TEAM</u> How can we be a good friend? <u>2. BE YOURSELF</u> How can I express myself? HEALTH & WELLBEING <u>3. SAFETY FIRST</u> How can we keep safe in our local area? LIVING IN THE WIDER WORLD <u>4. MONEY MATTERS</u> How can we manage money? <u>5. AIMING HIGH</u> What are my goals and aspirations? 6. FOREST SCHOOL (one term / child) See objectives for specific coverage	1. HUMAN REPRODUCTION (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies and explain what these are for (repeated in Y4 for retrieval) 2. CHANGING EMOTIONS (Twinkl GROWING UP LESSON 4) I can describe the feelings that some people experience as they grow up (Fewer lessons due to content – appropriateness and Forest School implications for teaching time)

YEAR 4 PSHE LTP		
DIVERSITY NO OUTSIDERS Delivered on Wellbeing Days	PSHE TWINKL LIFE CURRICULUM Delivered throughout the year (weekly timetable)	SEX EDUCATION (non statutory) TWINKL 'GROWING UP' Delivered during the first week of Aut 2, Spr 2 & Sum 2
To help someone accept difference <i>'Along Came a Different'</i> To choose when to be assertive <i>'Dogs Don't Do Ballet'</i> To be proud of who I am <i>'Red: A Crayon's Story'</i> To find common ground <i>'Alfred and Aalbert'</i> To look after my mental health <i>'When Sadness Comes to Call'</i> To show acceptance <i>'Julian Is a Mermaid'</i>	RELATIONSHIPS 1. VIPS What makes a good relationship? HEALTH & WELLBEING 2. IT'S MY BODY How can I live a balanced, healthy life? 3. THINK POSITIVELY How can we manage our feelings? LIVING IN THE WIDER WORLD 4. ONE WORLD How can we make the world a fairer place? 5. DIVERSE BRITAIN What is democracy?	1. OUR BODIES (Twinkl GROWING UP LESSON 1) I can name the main parts of boys' and girls' bodies and describe what these are for. (repeated from Y3 for retrieval) 2. CHANGES IN BOYS (Twinkl GROWING UP LESSON 2) I can describe how boys' bodies will change as they go through puberty CHANGES IN GIRLS (Twinkl GROWING UP LESSON 3) I can describe how girls' bodies will change as they go through puberty 4. WHERE DO I COME FROM? (Twinkl GROWING UP LESSON 6) I can describe how babies are made and how they are born <i>Where Willy Went (Nicholas Allan)</i> Mummy laid an egg (Babette Cole) *CAN BE LEGALLY OPTED OUT OF BY FAMILIES

YEAR 5 PSHE LTP		
DIVERSITY NO OUTSIDERS Delivered on Wellbeing Days	PSHE TWINKL LIFE CURRICULUM Delivered throughout the year (weekly timetable)	SEX EDUCATION (non statutory) TWINKL 'GROWING UP' Delivered during the first week of Aut 2, Spr 2 & Sum 2
To consider consequences <i>'Kenny Lives With Erica and Martina'</i> To consider responses to racist behaviour <i>'Mixed'</i> To recognise when someone needs help <i>'How To Heal a Broken Wing'</i> To explore friendship <i>'The Girls'</i> To exchange dialogue and express an opinion <i>'And Tango Makes Three'</i>	RELATIONSHIPS 1. TEAM How do we treat each other with respect? 2. BE YOURSELF How do I make positive choices? HEALTH & WELLBEING 3. SAFETY FIRST How can we help in an accident or emergency? LIVING IN THE WIDER WORLD 4. MONEY MATTERS What decisions can people make about money? 5. AIMING HIGH What skills do I need to be successful?	1. CHANGING BODIES (TWINKL GROWING UP Lesson 1) I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies (repeated in Y6 for retrieval) 2. CHANGING EMOTIONS (TWINKL GROWING UP Lesson 2) I can describe how thoughts and feelings may change during puberty and suggest how to deal with those feelings Y5 Science curriculum covers the statutory teaching of puberty.

Year 6 PSHE LTP		
DIVERSITY NO OUTSIDERS Delivered on Wellbeing Days	PSHE TWINKL LIFE CURRICULUM Delivered throughout the year (weekly timetable)	SEX EDUCATION (non statutory) TWINKL 'GROWING UP' Delivered during the first week of Aut 2, Spr 2 & Sum 2
To consider responses to immigration 'King of the Sky' To consider language and freedom of speech 'The Only Way is Badger' To overcome fears about difference 'Leaf' To consider causes of racism 'The Island' To show acceptance 'Introducing Teddy' To consider democracy 'A Day in the Life of Marlon Bundo'	RELATIONSHIPS 1. VIPs How can I communicate effectively in a relationship? HEALTH & WELLBEING 2. IT'S MY BODY How can I take care of my body? (FGM/County Lines?) 3. THINK POSITIVELY How can I look after my mental health? LIVING IN THE WIDER WORLD 4. ONE WORLD How can we look after our world? 5. DIVERSE BRITAIN How are decisions made in our country?	1. CHANGING BODIES (TWINKL GROWING UP Lesson 1) I can describe the changes that people's bodies go through during puberty and how we can look after our changing bodies (repeated from Y5 for retrieval) 2. HUMAN REPRODUCTION (TWINKL GROWING UP Lesson 6) LINK to Y4 I can describe the process of human reproduction, from conception to birth *CAN BE LEGALLY OPTED OUT OF BY FAMILIES 3. LET'S TALK ABOUT SEX (TWINKL GROWING UP Lesson 5*) I understand what a sexual relationship is and who can have a sexual relationship LINK TO NO OUTSIDERS *REMOVE CONTRACEPTION AND STIs

Appendix 3

Right to Withdraw

Parent form: withdrawal from sex education within 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	