

Charlestown Community Primary School



Relationships, Sex and Health Education (RSHE) Policy 2026

Policy compiled by Sarah Wright (PSHE Subject Lead)

**Approved by: Full
Governing Body**

Date: July 2026

Amendments:

July 2026

Last reviewed on:

July 2026

Next review due by:

July 2027

1. Policy Development and Consultation

This policy has been developed through consultation with:

- Headteacher
- Parents and carers
- Governing body
- Manchester Healthy Schools
- Pupils (through pupil voice activities)

The policy reflects the **Relationships, Sex and Health Education Statutory Guidance (DfE, July 2025)** which comes into effect from September 2026, and guidance from the PSHE Association.

All school staff, parents and carers have been made aware of this policy, which is available to view via the school's website. A copy of the policy is available free of charge to anyone who requests one.

2. Rationale

RSHE is a powerful tool to safeguard children and young people. It promotes self-worth and gives children and young people the skills to take responsibility for their health and wellbeing. The Ofsted framework states that primary-age children must be taught about positive relationships and respect for others, and how these are linked to promoting good mental health and wellbeing. Our RSHE curriculum adopts a holistic approach that promotes positive health and wellbeing, encompassing the ethos of our school, whilst taking into account our knowledge and understanding of our children and their level of maturity. We ensure they receive the correct knowledge within a safe environment in order to safeguard them and equip them with the confidence to seek support if they need to. High-quality, evidence-based teaching of RSHE helps prepare pupils for the opportunities and responsibilities of adult life, and promotes their moral, social, mental and physical development. Effective teaching supports young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness, and trustworthiness. It also supports prevention of harms by helping young people understand and identify when things are not right.

3. Definition of RSHE

Relationships Education

Relationships education involves learning:

- Accurate and age-appropriate knowledge, exploring values and attitudes, and developing skills to enable pupils to build positive, respectful relationships
- How to keep themselves and others safe, and to recognise and report risks and abuse, including online
- About boundaries, privacy, and children's rights over their own bodies and personal information
- To recognise emotional, physical and sexual abuse
- How to lead fulfilling, happy lives and develop healthy relationships of all kinds

At Charlestown Community Primary School, we believe, even very young children can be equipped to understand what counts as abusive behaviour and to trust their instincts about behaviour that doesn't feel right.

Health Education

Health education involves learning about how our bodies change as we grow up and during adolescence. The main aim of health education is to:

- Enable pupils to make good decisions about their own health and wellbeing
- Understand the links between physical and mental health
- Recognise when things are not right in their own health or the health of others
- Seek support when needed
- Develop strategies for self-regulation, perseverance and determination, even in the face of setbacks
- Reduce stigma attached to health issues, particularly relating to mental health

Sex Education

Sex education enables children and young people to acquire knowledge about the body, reproduction and how a baby is made.

At Charlestown Community Primary School, sex education is limited to one lesson in Year 6, where pupils learn about sexual intercourse as one part of an intimate relationship between consenting adults, and

how babies are conceived. This goes beyond the statutory Science curriculum requirements.

Parents have the right to request that their child be withdrawn from this sex education lesson (see section 10).

4. Our School Setting

Charlestown Community Primary School serves a diverse mix of children and families with increasing numbers who are new to the area and the country. We have a mixed ethnic community, which is becoming increasingly diverse.

Our RSHE curriculum is designed to be relevant and responsive to the needs of pupils in our local area and working, where appropriate, with local partners to understand specific local issues and ensure needs are met.

5. Aims and Objectives

The overall aim of this RSHE policy is to enable effective planning, delivery and assessment of RSHE.

Our RSHE programme aims to equip Charlestown pupils with skills to prepare them for adult life in which they can:

- Develop values and a moral framework that will help them develop healthy, nurturing relationships of all kinds, not just intimate ones
- Understand the characteristics of a healthy relationship and what makes a good friend
- Understand how to treat others with kindness and respect, valuing honesty and truthfulness
- Understand the concept of personal privacy and consent
- Recognise positive and negative relationships both online and offline
- Recognise that families take on many forms and be sensitive about the families of those around them
- Recognise unacceptable behaviours in relationships and have the confidence and self-esteem to value themselves and manage the situation, or seek appropriate help
- Know how to report and recognise emotional, physical and sexual abuse
- Understand the importance of values such as respect (for self and others), equality, responsibility, care and compassion
- Reflect upon the importance of stable and loving relationships for family life, including marriage and civil partnerships
- Know the changes that occur to their bodies and emotions (as a consequence of growth from childhood to adulthood- learning about the life cycle)
- Develop skills to enable them to make positive, informed and safe choices concerning relationships and healthy lifestyles
- Understand that bullying (including cyberbullying and the use of derogatory terms relating to sex, race, disability or sexual orientation) has a negative and often lasting impact on mental wellbeing
- Know where and how to seek support, including who in school they should speak to if they are worried about their own or someone else's wellbeing

Teaching staff within our school will be confident in planning, delivering

and assessing the RSHE curriculum. They will be equipped to confidently handle sensitive issues and answer both pupil and parents' questions, responding appropriately.

6. Guiding Principles for RSHE

Our RSHE curriculum is developed with the following key principles in mind:

a. Engagement with Pupils

An inclusive and well-sequenced RSHE curriculum is informed by meaningful engagement with pupils to ensure that the curriculum is relevant and engaging. We involve pupils through pupil voice activities, surveys and discussions.

b. Engagement and Transparency with Parents

We engage with parents on the content of RSHE and are transparent with parents about all materials used in RSHE. All materials are available to parents on request (see section 9). Parents have a right to request that their children are withdrawn from sex education, and we ensure parents are aware of sex education content within lessons in advance.

c. Positivity

We focus on building positive attitudes and skills, promoting healthy norms about relationships and about health, including mental health. We avoid language which might normalise harmful behaviour among young people.

d. Careful Sequencing

We cover all statutory topics, recognising that young people can start developing healthy behaviour and relationship skills as soon as they start school. We sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms.

e. Relevant and Responsive

We develop the curriculum to be relevant, age and stage appropriate and accessible to pupils in our area, working where appropriate with local partners and other bodies to understand specific local issues and ensure needs are met.

f. Skilled Delivery of Participative Education

The curriculum is delivered by school staff or, where we choose to use them, external providers who have the knowledge, skills and confidence to create a safe and supportive environment and to facilitate participative and interactive education which aims to support and not to alarm pupils. Staff are trained in safeguarding and offering support, recognising the increased possibility of disclosures.

g. Whole School Approach

The curriculum is delivered as part of a whole school approach to wellbeing and positive relationships, supported by other school

policies, including our behaviour and safeguarding policies.

7. Morals, Values, and Equalities Framework

RSHE strives to promote acceptance and end discrimination in line with the Equalities Act 2010. Charlestown Community Primary School is working towards the promotion of spiritual, moral, cultural, mental and physical development of the child.

- The RSHE curriculum reflects our school values and is taught within the context of relationships and health
- The RSHE programme reflects our ethos and encourages children to explore cultural perspectives in a respectful way
- RSHE is delivered as a whole school approach to ensure that every child is equipped with the skills necessary for transition to adolescence
- The RSHE programme promotes the acceptance of and celebrates difference and diversity
- The RSHE programme promotes gender equality and equality in relationships
- The RSHE programme challenges gender stereotypes and inequality
- The RSHE programme supports the development of spiritual, moral, social and cultural awareness in accordance with the Equality Act 2010
- Teaching reflects the law (including the Equality Act 2010) as it applies to relationships, so that young people clearly understand what the law allows and does not allow

Religion and Belief

The religious background of all pupils is taken into account when planning teaching, so that the topics included in the statutory guidance are appropriately handled. We ensure we comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.

Families

Teaching is sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching illustrates a wide range of family structures in a positive way, and care is taken to ensure that children are not stigmatised based on their home circumstances.

Lesbian, Gay, Bisexual and Transgender (LGBT) Content

Our RSHE curriculum is inclusive and reflects the diversity of our school

community. We teach about different types of families and relationships in an age-appropriate way that promotes understanding and respect for all people.

8. Delivery of Relationships, Health and Sex Education

Curriculum Structure

RSHE is delivered within PSHE lessons that take place weekly. Many aspects of RSHE are taught throughout the year, whilst some specific age-related aspects are delivered at a pre-planned point during the year, such as the 'Growing and Changing' Unit in the summer term. Our PSHE subject overview can be found on the school website, so that parents can be involved in supporting their child and can respond in a timely manner to questions that may arise from these lessons to reinforce learning.

Teaching Approach

Our curriculum breaks down core knowledge and skills into manageable and well-sequenced units, including opportunities for pupils to practise skills so that they will be confident to use them in real-life situations. The curriculum builds knowledge and skills sequentially, with regular feedback provided on pupil progress.

RSHE is delivered through a varied range of activities, which promote dialogue and understanding. These include:

- Circle time
- Active teaching and learning
- Role play and scenarios
- Card sorting
- Small group and whole class discussions
- Draw and write activities

Safe Learning Environment

RSHE is taught in a safe, non-judgmental environment where adults and children are confident that they will be respected.

Ground rules are used in all PSHE and RSHE lessons. Pupils are made aware as part of these ground rules that teachers or external visitors cannot promise unconditional confidentiality; if a disclosure is made then the school's child protection/safeguarding procedures must be followed.

Resources

To support the teaching of RSHE, we use carefully selected resources from our PSHE scheme 'SCARF', as well as the Manchester Healthy Schools iMatters curriculum, which are unique to the needs and understanding of children and families in the local area.

We assess each resource carefully to ensure it is:

- Appropriate for the age and maturity of pupils
- Sensitive to their needs

- Medically accurate where relevant
- Inclusive and representative of diverse families and relationships

Lessons are differentiated to ensure they are accessible to all pupils, including those with SEND and EAL.

Use of Correct Terminology

Correct medical/scientific and inclusive language is used throughout the RSHE and PSHE curriculum to equip children to explain themselves to trusted adults or medical professionals should they have any concerns or wish to make a disclosure.

Year 2: The words '**penis**', '**vulva**' and '**genitals**' are introduced when children learn to name body parts (in line with the statutory Science Curriculum), including what can be seen when wearing clothing, and private body parts, which cannot be seen.

Year 4: The following words are introduced as children begin to learn about puberty. We aim to ensure that children are well-informed and understand how to stay healthy, with a large focus on hygiene, before puberty begins. Government guidance states: *'Health education should include puberty, including menstruation, and this should as far as possible be addressed before onset'*.

- Puberty
- Pubic hair
- Vagina
- Womb/uterus
- Cervix
- Breasts
- Ovary/ovaries
- Fallopian tube
- Menstrual cycle
- Menstruation
- Discharge
- Urethra
- Foreskin
- Testicles/testes
- Scrotum

Year 6: The following words are introduced in the sex education lesson (from which parents may withdraw their child):

- Sperm
- Ejaculation
- Fertility

- Ovulation
- Fertilised
- Sperm cell
- Endometrium

As a school we promote the safeguarding of our children above all else and believe it is our duty to inform our children using the correct terminology should they encounter any conversations when they reach high school that may occur in informal situations - with friends, other children or in the playground.

External Agencies

External agencies can be invited to support or enhance the delivery of RSHE. These include:

- The school nurse
- Voluntary sector organisations
- Theatre groups
- Police
- NSPCC

External agencies and visitors must make themselves familiar with and understand the school's RSHE policy, confidentiality, child protection and safeguarding policy and work within these policies. They must have the knowledge, skills and confidence to create a safe and supportive environment for pupils

9. Parental Involvement and Transparency

The school is committed to working with parents and carers who are the child's first educator and believes that it is important to have the support of parents and the wider community for the PSHE and RSHE programme.

Consultation

We proactively engage and consult parents when we develop and review our RSHE policy, ensuring parents understand that effective RSHE is important for promoting and protecting the wellbeing of all children.

Communication and Transparency

To promote effective communication and discussion between parents and their children, we:

- Notify parents through information letters about when particular aspects of RSHE will be taught
- Provide information on displays and through the school website
- Make all curriculum materials available to parents on request
- Inform parents of any deviation from our published RSHE policy in advance and share any relevant materials with them on request
- Encourage an open-door policy to help ensure that parents can discuss issues with school staff in a positive, sensitive and proactive manner

Information for Parents

Parents are informed that the RSHE curriculum serves to:

- Safeguard and promote the welfare of their children - this is paramount in our school
- Ensure school work is in line with the Equality Act (2010) and the RSHE Statutory Guidance (2025)
- Encourage the spiritual, moral, social and cultural development of the children
- Prepare children and young people for the challenges and responsibilities of adult life, enabling them to access all opportunities
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Viewing Materials

Parents can request to view any materials used in RSHE lessons by contacting the PSHE Lead or the school office. We are committed to

being open and transparent about the resources we use.

10. Parents' Right to Withdraw from Sex Education

Parents **do not** have the right to withdraw their child from:

- Relationships Education (this is statutory for all primary pupils)
- Health Education (this is statutory for all primary pupils)
- The aspects of sex education that are part of the Science National Curriculum (e.g., naming body parts, learning about puberty, understanding that animals including humans reproduce)

Parents **do** have the right to request that their child be withdrawn from:

- The one sex education lesson in **Year 6** that goes beyond the Science National Curriculum (specifically the lesson about sexual intercourse and how babies are conceived)

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Process for Withdrawal

If a parent wishes to withdraw their child from the Year 6 sex education lesson, they should:

1. Collect the 'Right to Withdraw Form' from the main school office and fill it in (Appendix 3)
2. Submit the form to their child's class teacher or the PSHE Lead
3. Meet with the Headteacher and/or PSHE Lead to discuss their concerns and the implications of withdrawal

During this meeting, we will:

- Discuss the benefits of the lesson and the content covered
- Explore any concerns the parent may have
- Explain what will happen if the child is withdrawn
- Discuss how the school will support the child if they are withdrawn

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If Withdrawal is Confirmed

If, after discussion, the parent still wishes to withdraw their child:

- The school will respect the parent's request
- Alternative arrangements will be made for the child during this lesson
- The school will document the withdrawal
- The child will still receive all other aspects of RSHE, including all relationships education and health education

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How Questions Will Be Handled

If a child who has been withdrawn from sex education asks questions about topics covered in that lesson, teachers will:

- Acknowledge the question

- Explain that this is a topic their parent has chosen for them not to learn about in school
 - Suggest the child discusses the question with their parent
 - Not provide detailed information about the withdrawn content
 - Follow safeguarding procedures if the question raises any concerns
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11. Managing Difficult Questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups.

Teachers will:

- Use their professional judgement to decide what is appropriate and inappropriate in a whole-class setting
- Answer questions honestly and age-appropriately
- Redirect questions that are not appropriate for whole-class discussion
- Speak to individual pupils or small groups separately if needed
- Inform parents if their child has asked questions that indicate they may have been exposed to inappropriate content
- Follow safeguarding procedures if questions raise any concerns

Staff receive support and training in answering questions that are better not dealt with in front of a whole class.

12. Menstruation and Period Products

Period poverty is estimated to affect around 1 in 10 women in the UK, and pupils are beginning to menstruate as early as Year 4, and even earlier.

Language

We use appropriate language such as **period pads and menstrual products** instead of sanitary items or feminine hygiene products.

Access to Period Products

Pupils who are menstruating can obtain period pads and menstrual products from:

- Any member of staff
- The school office
- Key Stage 2 female toilets

Period products can also be obtained to take away from the school office as part of the DfE free period products scheme.

Facilities

Period product disposal bins are provided in all female and disabled toilets.

Teaching About Menstruation

Curriculum content related to puberty and menstruation is taught in Years 4, 5 and 6, and is complemented by sensitive arrangements to help girls prepare for and manage menstruation, including supporting with requests for period products.

As far as possible, teaching about menstruation is addressed before onset, in line with government guidance, so that pupils feel prepared and confident at the time of onset.

13. Safeguarding and Child Protection

Creating a Safe Environment

RSHE discussions or lesson content may prompt a pupil to disclose related incidents; for example, FGM, forced marriage, child exploitation or abuse. Staff are trained in safeguarding and recognise the increased possibility of disclosures during RSHE lessons.

Confidentiality

A child's confidentiality may not always be maintained by the teacher or member of staff concerned. Pupils are made aware through ground rules that if a disclosure is made, this will be reported to the appropriate professional.

Procedure for Disclosures

If a disclosure is made, or a member of staff believes that a child is at risk of harm or has concerns about any information disclosed, the staff member must:

1. Discuss with the named Designated Safeguarding Lead - **Mrs Peters** or a trained member of the safeguarding team.
2. Follow the procedure set out in the Safeguarding/Child Protection Policy

All staff and visitors are familiar with the policy and know the identity of the members of staff with responsibility for Safeguarding/Child Protection issues.

The child concerned will be informed that confidentiality is being breached and the rationale for this. The child will be supported by staff throughout the process.

Prevention of Harm

While teaching children how to stay safe, including online, teachers are clear that being a victim of abuse is never the fault of the child. Primary children are introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities.

14. Accessibility and Inclusion

Equalities Act

The RSHE policy reflects, and is in line with, the school's equal opportunities policy. In line with the Equality Act (2010), the school ensures that the RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with any of the protected characteristics.

Teachers ensure that the content, approach and use of inclusive language reflect the diversity of the school and wider community, and ensure all pupils feel valued and included, regardless of their gender, ability, religion, disability, sexual orientation, experiences or family background.

Anti-Bullying

Inappropriate actions and bullying are not tolerated at Charlestown Community Primary School and are challenged and dealt with as part of our commitment to promoting inclusion, equality and anti-bullying (see the anti-bullying policy).

Pupils with Special Educational Needs and Disabilities (SEND)

High quality teaching that is differentiated and personalised is the starting point to ensure accessibility, in accordance with the SEND code of practice.

Resources used are specific to each pupil based on their cognitive ability and understanding. Our school ensures that high quality RSHE is accessed by all pupils, including those with SEND and EAL.

Teaching takes account of the developmental differences of children and is adapted to meet individual needs.

15. Evaluating and Monitoring Learning

Assessment and Evaluation

To ensure that the curriculum content and teaching is effective, the delivery of RSHE is assessed and evaluated in the classroom.

The school uses pupil and staff voice to influence and amend learning activities through:

- Questioning
- Draw and write activities
- Surveys
- Discussion
- Learning walks
- Floor book content (removed pre and post unit assessments)

Monitoring

RSHE is monitored on an annual basis by the PSHE and RSHE

Coordinator to ensure that:

- The content is relevant for the pupils
- Resources are updated and appropriate
- Teaching is effective
- The curriculum is meeting statutory requirements
- The policy is being implemented effectively

Pupil Evaluation

Pupil evaluation of RSHE is carried out via surveys and discussions to ensure the curriculum is meeting their needs and is relevant and engaging.

16. Pupil Involvement

We involve pupils in the development of the RSHE curriculum through pupil voice activities, which promote dialogue about feedback and learning, enabling teachers to monitor pupils' views. This meaningful engagement with pupils ensures that the curriculum is relevant and engaging and helps us to understand and respond to emerging needs or issues.

Specific ground rules are established at the beginning of RSHE work, in addition to those already used in the classroom, to create a safe and supportive environment.

17. Professional Development for Staff

Regular staff training is provided at staff meetings and INSET days by external organisations, such as Manchester Healthy Schools and SCARF.

Training ensures that staff:

- Have the knowledge, skills and confidence to deliver RSHE effectively
- Can create a safe and supportive environment
- Can facilitate participative and interactive education
- Are trained in safeguarding and offering support
- Can handle sensitive issues and answer questions appropriately
- Understand the increased possibility of disclosures during RSHE lessons

Should any staff identify any training needs, this should be reported to the PSHE Lead.

18. Roles and Responsibilities

The Governing Body

The governing body will:

- Approve the RSHE policy
- Ensure the policy is reviewed every two years
- Ensure the school complies with statutory requirements for RSHE
- Support the Headteacher and staff in the implementation of the policy

The Headteacher

The Headteacher is responsible for:

- Ensuring the policy is implemented effectively
- Managing requests from parents to withdraw pupils from sex education
- Ensuring staff are appropriately trained
- Monitoring the quality of RSHE teaching

The PSHE Lead (Sarah Wright)

The PSHE Lead is responsible for:

- Coordinating the RSHE curriculum
- Monitoring and evaluating the effectiveness of RSHE
- Providing support and guidance to staff
- Liaising with parents and external agencies
- Keeping up to date with developments in RSHE
- Leading the review of the policy

All Staff

All staff are responsible for:

- Delivering RSHE in line with this policy
 - Creating a safe and supportive learning environment
 - Following safeguarding procedures
 - Responding appropriately to questions and disclosures
 - Engaging in professional development
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19. Links to Other Policies

This policy should be read in conjunction with:

- **Keeping Children Safe in Education (2025)** - statutory guidance
- **Early Years Foundation Stage (EYFS) Statutory Framework** - safeguarding and welfare requirements for children in reception year
- **Working Together to Safeguard Children** - statutory guidance on multi-agency working
- **Behaviour Policy**
- **Safeguarding and Child Protection Policy**
- **Anti-Bullying Policy**
- **Equal Opportunities Policy**
- **SEND Policy**
- **SEND Code of Practice: 0 to 25 years**
- **Teaching Online Safety in Schools**
- **Mental Health and Behaviour in Schools**
- **Science Curriculum Policy**
- **PSHE Policy**

20. Policy Review

This policy is reviewed at least every 2 years and in the light of any related issue that may occur, such as any new findings arising from educational research, local or national guidance.

The next review date is: **March 2028.**

The policy is approved by the governing body and is available on the school website and on request from the school office.

Appendix 1: RSHE Curriculum Content

Nursery

- Growing and changing in nature
- When I was a baby
- Different families
- NSPCC's Talk PANTS

Reception

- Seasons
- Life stages - plants, animals, humans
- Human life stage - who will I be?
- Getting bigger
- NSPCC's Talk PANTS

Year 1

What are the differences between people?

How we are all different and unique and the importance of respecting difference; delivering the message that we are all equal.

What is private?

What is meant by 'privacy', children's right to keep things 'private' and the importance of respecting others' privacy.

Healthy me

Why healthy eating, exercise, sleep and washing are all important to stay healthy.

Taking care of a baby

What do babies need?

Surprises and Secrets

Learning the difference between a surprise and a secret and what to do if asked to keep a secret they feel uncomfortable with.

Year 2

Growing up

Understanding of the life cycle and that we all start life as a baby. Identifying key life stages.

Body parts

Naming body parts that children are used to seeing on the outside of people's clothes as well as some parts that are usually under our clothes - understanding that these are private. Introduction to the words 'penis', 'vulva' and 'genitals'.

Respecting privacy

Respecting other people's private belongings, understanding private information, private parts of the body - genitals - and understanding

what privacy means in this respect.

Some secrets should never be kept

Understand how inappropriate touch can make someone feel, understand that there are unsafe secrets and who to reach out to for support.

Year 3

Personal space

What is meant by personal space and acceptable/unacceptable touch.

Healthy relationships

What a healthy relationship looks like and what skills are required to maintain a relationship.

Gender roles

What the terms 'stereotype' and 'discrimination' mean and challenging gender stereotypes

Year 4

Changes to my body

Beginning to learn new names for more body parts which can be seen under clothes, personal hygiene.

Puberty and periods

Describing the key body changes when growing up and how to keep clean. Introduction to words including: puberty, pubic hair, vagina, womb/uterus, cervix, breasts, ovary/ovaries, fallopian tube, menstrual cycle, menstruation, discharge, urethra, foreskin, testicles/testes, scrotum.

My feelings are all over the place

Name some positive and negative feelings; understand how the onset of puberty can have emotional as well as physical impact.

Secret or surprise

Continuation of previous learning about the differences between secrets and surprises and where to go for support if they feel uncomfortable with a secret.

Year 5

Puberty and periods

Retrieve and develop understanding following on from Year 4.

Different relationships in my life

Looking at the different roles of people who care for the child; describing what a healthy relationship looks like.

Unwanted touch

Describing appropriate and inappropriate touch and explaining the right to privacy and where on the body is private.

Taking notice of our feelings

The meaning of 'trust' and the people we trust in our lives; think about what to do if someone made us feel unsafe - including if that person was someone we trust.

Dear Ash

Continuation of 'Secret or surprise'.

Year 6**Puberty and periods**

Retrieve and develop understanding following on from Years 4 and 5.

How babies are made *(Sex Education - parents may withdraw)*

Identify what sexual intercourse is and how this may be one part of an intimate relationship between consenting adults. Introduction to words including: sperm, ejaculation, fertility, ovulation, fertilised, sperm cell, endometrium.

Loving relationships

Describe different relationships - including marriage; differences between friendships and intimate relationships; define 'forced marriage'.

Changes in life

Identifying how growing older has increased responsibilities; how transitioning between changes may be challenging - including high school.

Appendix 2 - Statutory Provision in Science Curriculum

Detailed below are sections taken directly from the updated Science Curriculum Statutory (2014). The sections detailed are those which specifically mention relationships and sex education. There are other relevant sections, which could create opportunities to discuss relationships and sex education further.

Key Stage 1

Children should learn to:

- Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults

Key Stage 2

Children should learn to:

- Describe the changes as humans develop to old age
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Appendix 3: Parent Form - Right to Withdraw from Sex Education within RSHE

Please note: Parents can only request withdrawal from the one sex education lesson in Year 6 that goes beyond the Science National Curriculum. Parents cannot withdraw their child from Relationships Education, Health Education, or the aspects of sex education that are part of the Science curriculum.

Name of child:		Team:	
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 following discussion with above parent/carer: