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Edna G. Olds Academy  
A L.E.A.D. Academy

# Edna G. Olds Academy

## Relationships Education and Relationships and Sex Education (RSE) and Health Education Policy Primary

### Policy/Procedure management log

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## Introduction

This statement sets out the legal framework, the definitions and our policy expectations.

L.E.A.D. Academy Trust requires this policy to be implemented by all its member academies, adapted to meet the needs of individual contexts and cohorts.

The L.E.A.D. ethos is that effective personal development is crucial to the rounded education provided to our pupils. Every child should have access to effective Relationships Education and Relationships and Sex Education (RSE) and Health Education.

L.E.A.D. Academy Trust defines the policy expectation, but the responsibility for implementation of the policy rests with the Head teacher of each academy.

This policy outlines the commitment to provide effective Relationship Education and Relationships and Sex Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the Relationships Education and Relationships and Sex Education (RSE) and Health Education guidance 2025.

RSHE teaching contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. Relationships Education and Relationships and Sex Education (RSE) and Health Education will be taught in an age-appropriate manner throughout each Academy within the Trust.

## 1. Aims

- The aims of relationships and sex education (RSE) in our trust are to:
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

At Edna G. Olds Academy we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Edna G. Olds Academy we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with central staff, academy staff, pupils, parents/carers and community groups, including faith groups. The consultation and policy development process involved the following steps:

1. Review – a member of staff or a working group of staff from each academy/central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all academies were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective academy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Consultation with community groups – including faith groups so that we can ensure that the RSE policy reflects the views and needs of the whole academy community.
6. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

#### **4. Definition**

**For the purpose of this policy:**

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

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

RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff and community groups, including faith groups and considering the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share any curriculum resources and materials with parents and carers on request.

#### **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

**The trust will make sure that:**

- Core knowledge is sectioned into units of manageable size

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

At Edna G. Olds Academy, relationship education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Primary sex education will focus on:

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

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

All resources used in the delivery of the curriculum will undergo thorough vetting and require approval from the Headteacher. This encompasses resources provided by any external visitors and speakers.

At all points of delivery of the curriculum, the academy will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

## The Curriculum

Concepts within the curriculum	
Mental wellbeing	Physical health and fitness
Sexual education	Being safe
Changing adolescent body	Health and prevention
Basic first aid	Internet safety and harms
Drugs, alcohol and tobacco	Healthy eating
Respectful relationships	Families (& people who care for me)
Online relationships	Caring friendships

We work to objectives in each year group that support the outcomes outlined in the government RSE guidance. We know there is a proven link between pupils' health and wellbeing, and their academic progress. Crucial skills and positive attitudes developed through comprehensive Personal, Social, Health and Economic education are critical to ensuring children are effective learners.

At Edna G. Olds Academy we use SCARF, a comprehensive scheme of work for PSHE (Personal, Social, Health Economic and Wellbeing education) and RSE. An overview of SCARF can be found in our appendices. It covers all of the DfE's new statutory requirements for Relationships Education, Relationships and Sex Education (RSE) and Health Education, including non-statutory Sex Education, and the PSHE Association's Programme of Study's recommended learning opportunities, as well as contributing to different subject areas in the National Curriculum.

We follow the six suggested half termly units and adapt the scheme of work where necessary to meet the local circumstances of our school, for example, we may use our local environment as the starting point for aspects of our work. The school council are also consulted as part of our planning, to ensure pupil voice is considered and fed into the planned programme.

Our RSHE/PSHE subject lead, Shai-Leigh Davies, works in conjunction with teaching staff in each year group and the phase leads (EYFS, KS1 and KS2) and is responsible for ensuring that all staff are equipped with the knowledge, skills and resources to deliver RSHE/PSHE education confidently. Teachers can access a range of teaching support resources within SCARF, including guidance documents and teacher training films. Any teacher wanting further support should contact the PSHE subject lead in the first instance to discuss their training needs.

Class teachers follow the suggested six half termly units provided by SCARF for each year. Lessons can be a weekly standalone PSHE lesson or be cross curricular. The lesson plans list the specific learning objectives for each lesson and provide support for how to teach the lessons; class teachers and our PSHE lead often discuss this on an informal basis.

We have chosen SCARF as our RSHE/PSHE resource because the lessons build upon children's prior learning; we have assessed the content and feel that it is relevant and sensitive to the needs of the children. There is planned progression across the SCARF scheme of work, so that children are increasingly and appropriately challenged as they move up through the school. Assessment is completed by the class teacher using the SCARF Summative Assessment 'I can...' statements, alongside the lesson plan learning outcomes to demonstrate progression of both skills and knowledge.

## **The Early Years Foundation Stage**

In the Early Years Foundation Stage, RSHE/ PSHE education is about making connections; it's strongly linked to child-led activities, including play. RSHE/PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

## **KS1 and KS2**

The SCARF programme divides the year into 6 themed units which link to the objectives within our whole school PSHE and safeguarding curriculum overviews:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mind-set (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

Children are encouraged to engage in activities that promote an understanding of themselves as growing and changing individuals, and as members of a wider community, based on their own first hand experiences. These activities also encourage pupils to understand how their choices and behaviours can affect others. They are encouraged to play and learn alongside – then collaboratively with – their peers. They may use their personal and social skills to develop or extend these activities. Children are also given the opportunity to make choices about their health and environment and are encouraged to develop a caring attitude towards others.

Within National Curriculum Science in Y2, the children learn that animals, including humans, have offspring that grow into adults. They should be introduced to the concepts of reproduction and growth, but not how reproduction occurs. In Y5, children are taught about the life cycles of humans and animals, including reproduction. They also learn about the changes that happen in humans from birth to old age. This includes learning what happens in puberty.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The DfE recommends that all primary schools should have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils. Within our non-statutory sex education that takes place in Y6 children will learn about how a baby is conceived, whether through sexual intercourse or IVF. This information builds on content they have previously learnt in the programme about relationships, puberty changes and reproduction; it lays the foundations for their ongoing Relationships and Sex Education in their secondary phase.

In addition to the resources outlined above it is important to note that RSHE is embedded in the wider PSHE curriculum, SEALs and within Science.

Life skills transferable to RSHE are taught through the DAaRT programme in year 6.

Additionally in Y6 we utilise the SCARF resources to support non-statutory sex education video to support with our RSE. This is shared with parents prior to teaching.

The curriculum will be evaluated by pupils, teachers and parents on a regular basis.

### **Implementation**

We deliver our RSHE curriculum through a range of approaches within the school day.

These include:

Assemblies

A weekly PSHE lesson

Science Lessons

PSHE lessons are taught by their class teacher once a week in their timetabled PSHE lesson, throughout the whole year in their usual classes using a range of interactive teaching methods.

To ensure that children feel comfortable to learn about a range of topics, we create a safe learning environment using a group agreement at the beginning of lessons or topics. This includes a confidentiality statement understood by adults and children. The teachers will also use a range of skills, including distancing techniques and the anonymous question box. Teachers will answer children's questions factually and honestly in an age appropriate way and respond to any disclosures following the schools safeguarding procedures/child protection policy which can be found on the school website.

Support is provided to children experiencing difficulties on a one-to-one or small group basis, via our yoga nurture intervention specialist. Relevant leaflets, websites and posters can be found on display referring pupils to sources of help and advice, alongside suitable books which can be found in the library.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life, including the playground. It is important then that all staff understand they have a responsibility to implement this policy and promote the aims of the Academy at any time they are dealing with children.

### **Teaching and Learning**

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. The approach to the teaching of this subject matter is rooted in education, rather than beliefs or emotion. A balanced and non-judgmental approach will therefore be taken. Teachers, and all those contributing to RSE will work to the agreed values within this policy.

Within RSE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, a number of teaching strategies may be used, including:

- Establishing ground rules with pupils
- Dealing with children's questions in an appropriate manner
- Using discussion and the appropriate materials
- Encouraging reflection
- Use strategies for pupils who may not wish to raise suggestions in front of others e.g. a question (ballot style) box.

### **Assessment and review**

Teachers at Edna G. Olds Academy use a range of assessment strategies to track pupils' progress towards our published outcomes. Teachers will use work produced and small group discussions to

assess pupils understanding within RSE. At the end of each half term the teachers consider a range of statements which summarise children's learning against the unit's key learning outcomes.

Teachers will use informal assessment to revise future RSE lessons.

This method of recording also enables the teacher to make an annual assessment of progress for each child, as part of the child's annual report to parents. We pass this information on to the next teacher at the end of each year.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## **6.1 Inclusivity**

Our academy will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences and backgrounds
- During lessons, makes pupils feel:
  - Safe and supported to participate and interact
  - Able to engage with the key messages
- Pupils outside of lessons can act and reflect on key messages

**They will also:**

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
  - Same sex groups, if appropriate
- The academy will also consider the level of adaptation required for pupils with additional needs and vulnerable pupils

### **SEND**

Teachers will plan in different ways and use a variety of teaching strategies to meet the needs of individuals. For some children, particularly those with special educational needs and disabilities, a

tailored approach may be necessary to ensure learning outcomes are met – this will be discussed with parents/carers and based upon the individual needs of the pupil, prior to the session.

### **Vulnerable Pupils**

Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

## **6.2 Use of resources, including digital resources**

The academies will view and vet all resources prior to use, and in doing so they will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## **7. Use of external organisations and materials**

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

When vetting materials used by external organisations, the academies **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum

- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see 10 days in advance any materials that the agency may use and cross reference to the curriculum, the academy should feedback to the agency both verbally and followed up in writing with any key points within 48 hours after receipt of materials, this is so that materials can be adapted, and shared with parents
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the academy, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a (situations in which a session may be halted include the use of inappropriate materials that are not suitable for the age group, personal narratives and opinions, as well as political perspectives)
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the academy is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Our academy won't, under any circumstances:
  - Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme
  - Work with agencies who don't allow their material to be shared with parents and carers

## 1. Roles and responsibilities

Key Staff	
Full name of Academy	Edna G. Olds Academy
Contact details	T: 0115 915 6813      Email: admin@ednagoldsacademy.co.uk
R.S.E Lead	Miss Shai-Leigh Davies Email: admin@ednagoldsacademy.co.uk
Designated safeguarding Lead	Mrs Hannah Crotty T: 0115 915 6813      Email: admin@ednagoldsacademy.co.uk

## **8.1 The board of trustees**

The board of trustees will approve the RSE policy and hold the headteacher to account for its implementation through local governing bodies.

## **8.2 EMT**

The executive management team will

- Consult with leaders about the policy and curriculum
- Review the trust policy
- Work with headteachers to make sure they can implement the policy in their academy
- Report to the board of trustees on any issues with its implementation across the trust

## **8.3 Local governing bodies**

Local governing bodies are responsible for supporting the implementation of the policy at their academy and reporting issues to the board of trustees through the governance team, if they occur.

## **8.4 The headteacher**

The headteacher is responsible for making sure that Relationship Education and Relationship and sex education(RSE) and health education is taught consistently well across their academy and in age-appropriate way. The headteacher should also make sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from components of RSE (see section 9).

## **8.5 Staff**

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling and maintaining positive attitudes to Relationship Education and Relationship and sex education(RSE) and health education
- Monitoring progress of pupils through the Relationship Education and Relationship and sex education(RSE) and health education curriculum
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSE
- Modelling and maintaining positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the academy's designated safeguarding lead (DSL)

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.

At primary all of our teaching staff will teach relationship education. In years 5 and 6, the following teaching staff will be responsible for teaching the RSE elements of the curriculum

Year Group	Staff
Year 5	Mrs Helen Wright
Year 6	Mr Mark Hamill

## 8.6 Pupils

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

### Menstrual Wellbeing

Some pupils will begin menstruation whilst still in primary education. To support pupils who are menstruating, we have in place the following:

- Sanitary disposal units are available in the Year 5 and Year 6 toilets
- Pupils can access sanitary products from the Year 6 classroom
- For those experiencing period poverty free sanitary protection can be accessed from the Year 6 classroom

When a pupil starts menstruating in the Academy, we will support them on-site and inform parents. Our RSE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at the Academy please contact the class teacher or school office for support.

## 9. Parents' right to withdraw

At Edna G. Olds Academy, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the academy.

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

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education. In this circumstance the headteacher should discuss this decision with the Director of School before finalising this decision.

Pupils who are withdrawn from RSE lessons will be assigned alternative work, which should focus on the topics of relationship or health education.

## 10. Training

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

The headteacher will also invite visitors from outside the academy, such as the school nurse to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by Miss Shai-Leigh Davies, the PSHE lead through:

- Book/Showbie monitoring
- Lesson observations
- Learning walks
- Pupil voice
- Assessments

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

This policy will be reviewed by the governing body annually. At every review, the policy will be approved by the governors.

### **Links to other Policies**

**It is important to acknowledge that this policy does not remain in isolation and is used in conjunction with the following Policies:**

- Anti-bullying
- Healthy eating
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- SMSC
- British Values
- Curriculum
- Complaints





YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• I can explain the difference between a secret and a nice surprise</li> <li>• I can identify parts of the body that are private</li> <li>• I can describe ways in which private parts can be kept private</li> </ul>	
Year 2	Spring 1  Spring 2   Summer 1  Summer 2	Keeping Safe <ul style="list-style-type: none"> <li>• I can identify the types of touch they like and do not like</li> </ul> Rights and Respect <ul style="list-style-type: none"> <li>• I can recognise ways to stay safe online</li> <li>• I can understand that we should never share personal information online</li> <li>• I can understand that people have choices about what they do with their money</li> </ul> Being My Best <ul style="list-style-type: none"> <li>• I can develop a positive attitude that supports my wellbeing</li> </ul> Growing and Changing <ul style="list-style-type: none"> <li>• I can identify different stages of growth (e.g. baby, toddler, child, teenager, adult)</li> <li>• I can identify which parts of the human body are private</li> <li>• I can explain that a person's genitals help them to make babies when they are grown up</li> </ul>	Coram Life Education: SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>• I know that you are not allowed to touch someone's private belongings without their permission</li> <li>• I can identify how inappropriate touch can make someone feel</li> </ul>	
Year 3	Autumn 2  Spring 1  Summer 2	Valuing Difference <ul style="list-style-type: none"> <li>• I can recognise that there are many different types of family</li> </ul> Keeping Safe <ul style="list-style-type: none"> <li>• I can recognise potential risks associated with browsing online</li> <li>• I can give examples of strategies for safe browsing online</li> </ul> Growing and Changing <ul style="list-style-type: none"> <li>• I can recognise who they have positive healthy relationships with</li> <li>• I can recognise and describe appropriate behaviour online as well as offline</li> <li>• I can identify what constitutes personal information and when it is not appropriate or safe to share this</li> <li>• I can recognise that babies come from the joining of an egg and sperm</li> <li>• I understand that for girls, periods are a normal part of puberty</li> </ul>	Coram Life Education: SCARF
Year 4	Spring 1	Keeping Safe	Coram Life Education: SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	<p>Spring 2</p> <p>Summer 2</p>	<ul style="list-style-type: none"> <li>• I understand that we can be influenced both positively and negatively</li> <li>• I can identify images that are safe/unsafe to share online</li> <li>• I know and explain strategies for safe online sharing</li> </ul> <p>Rights and Respects</p> <ul style="list-style-type: none"> <li>• I can recognise that reports in the media can influence the way they think about a topic</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• I understand how the onset of puberty can have emotional as well as physical impact</li> <li>• I know the correct terminology for their genitalia</li> <li>• I understand and explain why puberty happens</li> <li>• I understand that periods are a normal part of puberty for girls</li> <li>• I can recognise how different surprises and secrets might make them feel</li> <li>• I understand that marriage is a commitment to be entered into freely and not against someone's will</li> <li>• I can recognise that marriage includes same sex and opposite sex partners</li> </ul>	
Year 5	Autumn 1	<p>Me and My Relationships</p> <ul style="list-style-type: none"> <li>• I can recognise basic emotional needs, understand that they change according to circumstance</li> </ul> <p>Valuing Difference</p>	Coram Life Education: SCARF

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Autumn 2	<ul style="list-style-type: none"> <li>• I understand that the information we see online, either text or images, is not always true or accurate</li> <li>• I can recognise that some people post things online about themselves that aren't true</li> <li>• I understand and explain the difference between sex, gender identity, gender expression and sexual orientation</li> </ul>	
	Spring 1	<p>Keeping Safe</p> <ul style="list-style-type: none"> <li>• I can consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private</li> <li>• I know how to protect personal information online</li> </ul>	
	Spring 2	<p>Rights and Respects</p> <ul style="list-style-type: none"> <li>• I can express my opinions on an issue concerning health and wellbeing</li> <li>• I can suggest advice for a range of situations involving personal finance</li> </ul>	
	Summer 1	<p>Being My Best</p> <ul style="list-style-type: none"> <li>• I can identify people who are responsible for helping them stay healthy and safe</li> <li>• I can recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life</li> </ul>	
	Summer 2	<p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• I can distinguish between good and not so good feelings</li> <li>• I can understand what kinds of touch are acceptable or unacceptable</li> <li>• I can explain the difference between a safe and an unsafe secret</li> </ul>	



YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
	Summer 2	<ul style="list-style-type: none"> <li>• I can present information I researched on a health and wellbeing issues outlining the key issues and making suggestions for any improvements concerning those issues</li> <li>• I can describe how the five ways to wellbeing contribute to a healthy lifestyle</li> </ul> <p>Growing and Changing</p> <ul style="list-style-type: none"> <li>• I can recognise that photos can be changed to match society's view of perfect</li> <li>• I understand the risks of sharing images online and how these are hard to control, once shared</li> <li>• I understand that people can feel pressured to behave in a certain way because of the influence of the peer group</li> <li>• I can recognise some of the changes they have experienced and their emotional responses to those changes</li> <li>• I can define the word 'puberty' giving examples of some of the physical and emotional changes associated with it</li> <li>• I can identify the changes that happen through puberty to allow sexual reproduction to occur</li> <li>• I know a variety of ways in which the sperm can fertilise the egg to create a baby</li> <li>• I know the legal age of consent and what it means</li> </ul>	

Appendix 2: By the end of primary academy pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	<ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• The characteristics of healthy and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li><li>• That other children's families, either in academy or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care</li><li>• That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li><li>• That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships</li><li>• That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it</li><li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li><li>• About managing conflict with kindness and respect, and that violence is never right</li><li>• How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li></ul>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>• The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>• How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>• That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>• The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>• Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs</li> <li>• 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</li> <li>• How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	<ul style="list-style-type: none"><li>• That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li><li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>• The rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how to report them</li><li>• That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li><li>• That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li><li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>• How information and data is shared and used online, including where pictures or words might be circulated</li><li>• Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up</li><li>• That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online</li></ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li><li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li><li>• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li><li>• How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so</li><li>• Where to get advice, for example from their family, academy and/or other sources</li></ul>

**Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE**

**TO BE COMPLETED BY PARENTS/CARERS**

Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the academy to consider			
Parent/carers signature			

**TO BE COMPLETED BY THE ACADEMY**

Agreed actions from discussion with parents/carers	