

Relationship and Sex Education Policy

St Christopher's Preparatory School

September 2025



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1. DfE Policy Statement

DFE POLICY STATEMENT: *RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION, AND PERSONAL, SOCIAL, HEALTH AND ECONOMIC EDUCATION March 2017* Given the increasing concerns around child sexual abuse and exploitation and the growing risks associated with growing up in a digital world, there is a particularly compelling case to act in relation to pupil safety. That is why the amendment places a duty now on the Secretary of State to make Relationships Education and RSE statutory through regulations. This approach will allow us time to properly and thoroughly engage with a wide range of interests and expertise. The outcomes of this engagement will then feed into the development of both the regulations making the subjects statutory, and the guidance that will support schools in delivering high quality Relationships Education and RSE.

2. Aims

Through our PSHE programme, we aim to provide children with the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible citizens. In providing children with an understanding of healthy and respectful relationships and appropriate boundaries, we consider effective RSE to be a fundamental part of our approach to supporting pupils to grow into confident, caring, responsible and respectful young citizens.

At St Christopher's RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Computing
- Circle times
- Assemblies
- Stories
- PE in the context of health and hygiene

RSE is lifelong learning about personal, physical, moral and emotional development. It should teach children and young people to develop and form positive values, attitudes, personal and social skills, and increase their knowledge and understanding of how to make informed decisions and life choices. This is taught in an age-appropriate way at St Christopher's.

The aims of Relationships, Sex and Health education (RSHE) at our school are to:

- Provide a consistent standard of relations, sex and health education across the school
- Help pupils develop feelings of self-respect, confidence and empathy
- Promote responsible behaviour
- Create a positive culture of communication around issues of relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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 (upper KS2)

- Give pupils an understanding of reproduction and sexual development
- Ensure that all pupils, by the time they reach secondary school age, are well equipped and on an equal footing, to deal with the secondary RSHE curriculum.
- To provide all pupils with knowledge, skills, and attitudes that will enable them to make positive and healthy choices concerning relationships as they grow up and deal with risk.
- Combat exploitation.

3. Definition

Within this policy, as in the DfE guidance, Relationships Education is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, Health Education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science and those related elements (the physical changes associated with puberty) within statutory Health Education.

RSE is not about the promotion of sexual activity.

4. Curriculum

Our RSE curriculum is embedded within our PSHE curriculum however, this will be adapted when necessary.

We have developed the curriculum 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 age-appropriate manner, so they are fully informed.

Key objectives of the statutory Relationships Education curriculum are outlined below:

Families and people who care for me

Children should know:

- that families are important for children growing up because they can give love, security and stability.
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
- that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Children should know:

- how important friendships are in making us feel happy and secure, and how people choose and make friends.
- the characteristics of friendships, that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
- that not every child will have the friends that 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
- that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- how to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support if needed.
- how to manage conflict, and that resorting to violence is never right

Respectful, kind relationships

Children should know:

- that they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
- how to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated
- practical steps they can take in a range of different contexts to improve or support respectful relationships.
- the importance of setting and respecting healthy boundaries in relationships and why this can be complicated
- pupils should have the opportunities to discuss the differences between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness. Pupils should have the opportunities to think about how they foster their own self esteem and build a strong sense of their own identity, including through developing skills and interests
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- how to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration
- about different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype

- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust

Online safety and awareness

Children should know:

- that people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
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- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this
- that there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- 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.
- 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.

Being safe

Children should know:

- what sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
- about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- how to respond safely and appropriately to adults they may encounter (in all contexts, including online) those they do and do not know.
- how to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
- how to ask for advice or help for themselves or others, and to keep trying until they are heard.
- how to report abuse or concerns, 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

How to ask for advice or help for themselves or others, and to keep trying until they are heard.
Where to get advice e.g. family, school and/or other sources.

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

5. Statutory Science Curriculum

Early Years Foundation Stage children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body using the correct terminology
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (Years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement
- To describe the simple functions of the basic parts of the digestive system in humans
- To identify the different types of teeth in humans and their simple functions
- To describe the life process of reproduction in some plants and animals
- To describe the changes, as humans develop to old age
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- To describe the way nutrients and water are transported within animals, including humans
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

6. Non-Statutory Sex Education

As part of statutory Health Education, children are taught in an age-appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 2 that animals, including humans, have offspring which grow into

adults. In Year 5, they describe the changes as humans develop to old age and about how reproduction occurs in some plants and animals.

Alongside this, children in Year 4 are taught to recognise the signs and changes that may occur during the onset of puberty, in preparation for further lessons on this subject which also focus on emotional changes and menstruation (girls). These lessons form part of the statutory requirements for Health Education.

Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 4, 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother (Year 4)
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from this additional non-statutory sex education. Please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view and will be sent out before the units are taught.

7. Delivery of our RSE

Our Relationships and Sex Education programme will be delivered in an age appropriate and sensitive manner by class teachers/head teacher. Teaching is normally taught in mixed gender groups, though some content is covered in single sex groups e.g. menstrual hygiene, single sex question sessions, and conception.

We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes.

Ground rules in class and across the school are essential when discussing sensitive subject matter and teaching RSE. Clear ground rules are established in partnership with the class, then reinforced at the start of each relevant lesson. As a minimum, ground rules are likely to include the following basic guidelines:

- Listen politely to each other

- Everyone gets a turn to speak, if they want to
- Everyone has a right not to speak
- Everyone's contribution is respected
- We don't ask or have to answer any personal questions
- We use anatomically correct language when we have learnt it

Delivery methods will be adjusted should the need for remote learning ever return.

Dealing with sensitive issues and difficult questions

Pupil's questions will be dealt with honestly and sensitively and in an age-appropriate way. If staff are faced with a question they do not feel comfortable answering within the classroom, techniques such as distancing, the use of a question box, or creating a time to talk to a child individually will be used. Children may also be signposted back to parents/carers and the teacher will contact the parents/carers to give a context to the conversations that have been held in class. If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead. 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 school at any time they are dealing with children.

8. Roles and Responsibilities

Governing Body

The governing body has viewed this policy at regulatory governance meetings.

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 components of RSE.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and reports to governors on the effectiveness of the policy

Staff

All staff are responsible for:

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

Class teachers are responsible for teaching RSE at St Christopher's

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. Teachers will need to answer questions that may arise through the direct teaching of sex education, as well as those that may be asked at other times. All questions will be handled sensitively and set within a general context.

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. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Pupils

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

Parents

The school is well aware that the primary role in children's RSE lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this objective we:

- Will carry out our statutory duty to consult with parents and governors on the contents of this policy
- Inform parents about the school's RSE policy and practice; this includes informing parents by letter or email before beginning to teach a unit of RSE
- Answer any questions that parents may have about the RSE of their child; this includes providing opportunities for parents to view the resources that are used in lessons
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school
- Acknowledge parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, this rarely happens as, by working in partnership with parents, they recognise the importance of this aspect of their child's education
- Keep a register of any pupils who are removed from lessons and distributed to all teachers involved.

9. Parents Right to Withdraw

As previously stated, the RSE curriculum consists of both statutory and non-statutory elements:

- Parents do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. We encourage parents to allow their children to attend these lessons in preparation for senior school and to avoid misinformation shared by peers
- Parents do not have the right to withdraw their children from statutory relationships education, health education or the Science curriculum.

Parents wanting to withdraw their children are invited to speak to the class teacher. The class teacher will explore the concern of the parents and the possibility of adjusting the programme or approach and will discuss any impact that withdrawal may have on the child. He/she will talk with the parents about the possible negative experiences or feelings that may result from withdrawal of the child and the ways in which these may be minimised. If the parent still wishes to withdraw the child, requests for withdrawal should be put in writing and addressed to the Headteacher. Once a child has been withdrawn, they cannot take part in sex education until the request for withdrawal has been removed.

Alternative work will be given to pupils who are withdrawn from sex education and that child will go to another class for the duration of the lesson.

10. Confidentiality

Teachers conduct sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as outlined in the Child Protection and Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse or exploitation. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection or the headteacher as a matter of urgency. Disclosure of female genital mutilation must be reported to the police (either by the teacher to whom it is disclosed or by the DSL).

Legally, the school cannot offer or guarantee absolute confidentiality. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support. If confidentiality has to be broken, pupils are informed first and then supported by the designated teacher throughout the whole process.

11. Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

12. Equality and Diversity

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions.

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our

community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

13. Complaints Procedure

Any complaints or concerns about the Relationships and Sex Education programme should be made to the class teacher in the first instance. Parents can choose to follow the St Christopher complaints procedure if they feel things are not resolved.

14. Monitoring Arrangements

The delivery of RSE is monitored by the Senior Leadership Team through, for example, planning scrutinies, learning walks and lesson observations.

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

15. The School Environment

The school will ensure that the whole school environment reflects the values of respect for themselves and others. It will:

- Ensure that posters and displays use positive images and celebrate difference and diversity.
- Use anonymous question boxes or similar items enabling children to have questions and concerns answered privately where needed.
- Ensure that communication between staff and pupils is welcomed and encouraged, and children know how to access members of staff.
- Provide provisions for pubertal girls, including sanitary ware and free sanitary towels.
- Ensure that discriminatory behaviour is always challenged in any context.

16. Equal Opportunities

St Christopher's School is committed to equality of opportunity in all aspects of school life. In RSE this will include:

- Examining and challenging gender stereotyping,
- Celebrating difference and diversity
- Ensuring a programme of Relationships Education that is relevant to all pupils

17. Monitoring Government updates

St Christophers are aware of the Governments changes to RSHE in schools.

Recent updates on Relationships, Sex, and Health Education (RSHE) in primary schools in England are centered around improving protections for students and addressing concerns over inappropriate content. The UK government initiated a review of RSHE in response to concerns that some schools were teaching material deemed unsuitable for certain age groups.

One of the key changes is restricting the teaching of certain sensitive topics to older students. For example sex education will only be introduced from age nine and up, with grooming education starting at age 11, and contraception discussed from age 13.

Additionally, the government has stressed the importance of engaging parents in the process, requiring schools to consult with them and make teaching materials available, this is a practise St Christopher's has had in place for several years. This transparency aims to restore parental confidence and ensure children are not exposed to content that is too complex for their developmental stage. (These procedures are already followed at St Christopher's).

St Christopher's School will continue to monitor all changes.

Appendix 1

Year 6 – RSE Learning Objectives

| Relationships and Sex education | Health Education |
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| <p>Health and Wellbeing: Managing conflict, Transition and managing change, Taking responsibility for my own safety, Relationships: Changing relationships Living in the Modern World: Rights, responsibilities and the law</p> <p>Looking forward Children should have opportunities to:</p> <ul style="list-style-type: none"> •Talk about their own feelings and reactions, read and express non-verbal messages •Recognise that one's actions have consequences for themselves and others •Manage a range of emotions such as excitement, anger, jealousy, know ways of coping with difficult emotions, fears and worries •Develop strategies to avoid conflict in situations, including bullying •Coping with loss, including bereavement •Develop a sense of fair play in their dealings with peers and others, resolving problems and conflicts democratically using discussion | <ul style="list-style-type: none"> • Learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • Learn key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. |

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| <ul style="list-style-type: none"> • Know their individual rights and responsibilities at home, in school and in the community, gain knowledge of what happens when human rights are not respected • Demonstrate that their reasoning is informed and considered • Use varied and appropriate language to express their ideas, present themselves confidently and positively. • Take responsibility for their bodies and behaviour, differences between acceptable / unacceptable physical contact • Know what affects positive mental health, e.g.: the balance between work and leisure, positive relationships • Recognise the need to ask for support sometimes, know who to ask and how to find out more, know when to keep things confidential or secret • Think about making new relationships as they get older, recognising the benefits of, and challenges to, making new friends <p>Sex Education – age appropriate</p> <ul style="list-style-type: none"> • Appreciate different ways of loving and its importance to a range of relationships • To explore the emotional and physical changes that occur during puberty • To describe how and why the body changes during puberty in preparation for reproduction, to consider reproduction in the context of relationships • To explore the process of conception and pregnancy and know some basic facts about both • Answer each other's' questions about sex and relationships with confidence and know where to find support and advice • Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents | |
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Appendix 2

Year 5 – RSE Learning Objectives

| Relationships and Sex Education | Health Education |
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| <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Learn to be assertive, especially in the face of pressure from others – saying “No” • Know that differences between people are caused by different genes and different environments • Know that people's responses to ideas and events may be determined by age, religion or culture • Value cultural background of self and others • Know that different people live their lives in different ways and that different cultures may have different life patterns • Consider gender stereotyping and sexuality • Demonstrate and promote tolerance, understanding, respect and acceptance of difference • Understand that bullying is an unacceptable response to difference | <ul style="list-style-type: none"> • Learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • Learn key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health • Accept responsibility for personal cleanliness |

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| <ul style="list-style-type: none"> •Appreciate the importance of friendship in intimate relationships •Value opportunities for new experiences in and out of school, including opportunities to meet adults other than teachers •Take a constructive interest in their local community and begin to take on a wider sense of social responsibility, know the variety of communities to which they simultaneously belong •Know what they are good at and how it can help a group perform a task •Understand how they and others can cause changes for better or for worse, both in their immediate surroundings and in the wider community •Contribute to a discussion and put their own views forward clearly and appropriately. <p><u>Sex Education – age appropriate</u></p> <ul style="list-style-type: none"> •Know how changes at puberty affect the body in relation to hygiene •Know ways to get help during puberty •Know that body changes are a preparation for sexual maturity, including menstruation | |
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Appendix 3

Year 4 – RSE Learning Objectives

| Relationships and Sex Education | Health Education |
|---|---|
| <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Make “I” statements about their interests and feelings •Explore the concept of keeping something confidential or a secret •Recognise and be sensitive to the needs and feelings of others •Clarify what is important to them •Form reasoned opinions •Know that there are many different patterns of friendship •Understand the meaning of friendship and loyalty •Be able to be honest •Understand how loss can come in many forms •Know where to get help in school and through help lines when facing problems •Understand that it is wrong for children to be bullied or abused by other children or adults. | <ul style="list-style-type: none"> • Learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • Learn key facts about the menstrual cycle (Girls) • Accept responsibility for personal cleanliness. • Accept responsibility for personal cleanliness |

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| <ul style="list-style-type: none"> •Develop understanding of different types of relationships and families •Understand what families are, and what members expect of each other •Know the different changes that take place in human life •Develop skills needed for relationships, such as listening, supporting, showing care. <p><u>Sex Education – age appropriate</u></p> <ul style="list-style-type: none"> •Understand and describe the main stages of the human life cycle and how the body changes •Identify some basic facts about puberty, reproduction and pregnancy | |
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Appendix 4

Year 3 – RSE Learning Objectives

| Relationships and Sex Education | Health Education |
|---|---|
| <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Recognise what is special about themselves and their abilities and interests • Collaborate, share and take turns. • Develop the language of feelings and be able to express feelings in different ways • Recognise the impact of feelings on others. • Know how to use basic techniques to resist pressure • Know about bullying, why it happens and the effects • Think about how to deal with bullying and how to stop it happening it has on people • Think about being a friend, know what helps and hinders friendships | <ul style="list-style-type: none"> • Know that they have rights over their own bodies <p>Identify and name body parts using the correct terminology.</p> |

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| <ul style="list-style-type: none"> • Know what we do that makes each other happy, sad and cross and consider ways of resolving differences • Be able to initiate friendships. • Recognise that all families are different • Respect the views of their peers, parents, teachers and people of different faiths and cultures • Understand that there are many social groups in society in terms of culture, religion, age, etc. • Know that people live their lives in different ways and that different cultures may have different life patterns • Respect other people's feelings, decisions, rights and bodies. • Know that everyone has human rights • Know they have the right to protect their bodies from unwanted contact • Recognise the difference between males and females including body parts <p>Sex Education – age appropriate</p> <ul style="list-style-type: none"> • Recognise the difference between males and females including correctly labelled body parts | |
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Appendix 5

Year 2 – RSE Learning Objectives

| Relationships and Sex Education | Health Education |
|---|---|
| <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Communicate and collaborate with others to contribute to the life of the class and school • Know people in their community who can help them • Respond with increasing confidence to new people and situations. • Be able to express positive statements about themselves and others • Recognise and name feelings, including feelings associated with change • Feel good about themselves | <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body using the correct terminology. |

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| <ul style="list-style-type: none"> • Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background • Know that people have things in common but that everyone is unique • Be proud of who they are and understand that difference does not mean better or worse • Explore the idea of fairness for all and begin to question media messages and stereotypes. • Understand that bullying and teasing is an unacceptable response to difference • Appreciate the need to take care, to be safe and care about keeping themselves and others safe in and out of school • Consider the qualities of a friend, and what they value in friends • Understand what a friend is, how to be a friend and understand that friendships can change, make new friends and deal with losing friends • Begin to learn to manage feelings positively and effectively • Begin to understand about trust and reliability • Respect their own and other people's property – personal and public • Begin to accept everyone as an individual, respecting others' needs, opinions and feelings <p>Sex Education – age appropriate</p> <ul style="list-style-type: none"> • To describe differences between male and female bodies and name the parts. | |
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Appendix 6

Year 1 – RSE Learning Objectives

| Relationships and Sex Education | Health Education |
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| <p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Agree rules for their class or group, know the school and classroom rules and how they help them • Collaborate with others in work and play, sharing and taking turns • Contribute to a discussion or conversation, putting their views forward clearly and appropriately • Identify ways of helping in class and improving the environment by their own actions. • Know the different groups to which they belong: families, friends, school, etc. • Recognise worth in others and make positive statements about other people | <ul style="list-style-type: none"> • Identify, name, draw and label the basic parts of the human body using the correct terminology. |

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| <ul style="list-style-type: none"> • Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying • Show respect by listening to what other people say • Consider the value of being a friend and having friends • Know what contribution they make to the life of the class and school • Show a willingness to care for others • Recognise the ways their own behaviour and choices affects others • Begin to accept everyone as an individual • Respect others' needs, feelings and opinions • Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits • Consider the value of being part of different groups and communities • Be able to help others without risk to themselves <p>Health and Wellbeing: Keeping safe</p> <ul style="list-style-type: none"> • Appropriate and inappropriate touch <p>Sex Education (see Health Education)</p> | |
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Appendix 7

Reception – RSE Learning Objectives

| Relationships and Sex Education | Health Education |
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| <p>Children should have opportunities to:</p> <p>Identify features of living things.</p> <p>Understand that everyone is unique and special.</p> <p>Compare experiences in their own life with those of others.</p> <p>Understand how they have grown since they were babies, and how they know that these changes have taken place.</p> <p>Can express how they feel when change happens.</p> <p>Understand and respect the changes that they see in other people.</p> <p>Recognise and appreciate their place in the world, their extended family, and friends and neighbours.</p> | <p>Children's understanding of what they need to do to maintain health, for example that we need food to grow, and what foods are suitable for babies and children.</p> <p>The occasions when children speak clearly and confidently and show awareness of the listener – for example, children talk about their meals, about where they eat and who they eat with.</p> <p>Children's understanding of what they need to maintain health – <i>for example, knowing that they need food to grow.</i></p> |

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| <p>Speak clearly and confidently and show awareness of the listener – <i>for example, when talking about their families and friends.</i></p> <p>Experience different relationships with other children and with adults, <i>for example, ways they can care for/support each other.</i></p> <p>Share ideas and explanations about what is right and wrong; children's awareness of the consequences of their words and actions (<i>can give reasons why it is important to play fairly; can suggest some rules for fair play</i>).</p> <p>Show their own feelings and are sensitive to the ... views and feelings of others.</p> <p>Initiate play, offering cues to peers to join them ELG - Children play cooperatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings and form positive relationships with adults and other children.</p> | <p>Develop an understanding of growth, decay and changes over time - ELG - Children make observations and explain why some things occur and talk about changes.</p> <p>Physical development - Health and self-care - Observing the effects of activity on their bodies.</p> <p>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health ELG - Children know the importance for good health of physical exercise and a healthy diet, and to talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently.</p> |
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