



Aim High....Fly High!

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| Name of Policy | Relationships Education Policy |
| Date last reviewed | March 2024 |
| Date to be reviewed | March 2025 |
| Governor Committee | Standards |
| Key Member of staff | Headteacher |
| Statutory | |

Duxford Church of England Community Primary School is committed to safeguarding and promoting the welfare of children and young people and requires all staff and volunteers to share this commitment.



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1.Context

This policy is intended to act as a document and be to implemented in January 2024 in line with the mandatory curriculum objectives for Health and Relationships Education.

1.1. Relationships Education in our school

We believe Relationships Education is learning about emotional, social and physical aspects of our lives, about ourselves and our relationships. It enables pupils to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips pupils with information and skills they need to understand about themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help pupils to develop skills to keep themselves and others safer, physically and emotionally, both on and off line. Relationships Education enables pupils to explore their own attitudes and those of others respectfully.

Relationships Education makes a major contribution to fulfilling our school's aims and values, which are encapsulated in a classroom context as Ready, Respectful and Safe. It is also fundamental to our four key pillars of PSHE – Relationships, Respect, Reward and Risk.

1.2. Context of Wider PSHCE

We deliver Relationships Education as part of our wider provision of Personal, Social, Health and Citizenship Education (PSHCE), which also includes statutory Health Education.

The aims of Relationships Education are further supported by interventions, extracurricular and enrichment activities we provide. For example, our Eco-Committee, our Wellbeing Warriors, a Peer Mediation Scheme, School Council and regular timetabled Wellbeing days.

1.3. Aims of Relationships Education

Through the delivery of Relationships Education we intend to further our school's aims of providing a curriculum which is relevant to the needs of pupils, both now and in the future. It will enable pupils to develop the knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

All adults in school will work towards achieving these aims for Relationships Education. We seek to enable our children to:

- develop interpersonal and communication skills
- develop positive, personal values and a moral framework that will guide their decisions and behaviour
- respect themselves and others, their views, backgrounds, cultures and experiences



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- develop respectful, caring relationships based on mutuality, reciprocity and trust
- develop their ability to keep themselves and others safe, physically and emotionally, both on and off line
- develop their understanding of a variety of families and how families are central to the wellbeing of children
- recognise and avoid coercive and exploitative relationships
- explore relationships in ways appropriate to their age and stage of development
- value, care for and respect their bodies
- build confidence in accessing additional advice and support for themselves and others.

2. Implementing Our Policy

2.1. Inclusion

As with all areas of our curriculum provision, we ensure our Relationships Education programme provides for those with additional needs. We recognise that those with SEND are often more vulnerable to sexual harassment and abuse and that we need to ensure that children are supported to develop appropriate strategies and attitudes to keep themselves safer. We consider:

- levels of vulnerability to coercion and pressure
- previous experiences of negative behaviours in peer or child-adult relationships
- individual need to learn and demonstrate appropriate behaviour
- their need to develop self-esteem and positive body image
- the need to involve all staff, including ancillary staff and parent/carers, in policy development, planning and training
- the management of personal care
- clarity about sources of support for pupils

2.2. Equality

The Equality Act 2010 has special resonance in Relationships Education. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another. We strive to ensure that every child feels valued and represented in our school as a whole and specifically through our Relationships Education Provision.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected



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characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will encourage respect and discourage abuse and exploitation.
- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons
- We will ensure that the law in relation to, for example, equality, marriage, online behaviours, sexuality, discrimination and violence are explained in age appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus, but will accept and celebrate difference, and enable children to develop skills to do the same.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to build positive communication skills and empathy, we will teach in mixed sex groups wherever possible. We will offer small single-sex groups where cultural or religious views make children and their families feel uncomfortable in mixed-sex groups. Where teaching in single-sex groups is requested, the needs and wishes of non-binary children and their parents will be taken into account.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout our units of work, including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

2.3. Safeguarding

We understand the importance of high quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables pupils to understand about mutual, consensual and reciprocated relationships in all their forms. Whether the children are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Family and Friends' and 'Anti-bullying' enables us to fulfil our statutory duty to prevent 'peer-on-peer' abuse.

In the case of RSE and Personal Safety, we recognise that effective teaching may alert children to what is appropriate and inappropriate behaviour (including inappropriate sexual behaviour) and that there is an increased possibility that a disclosure relating to abuse may be made. RSE and Personal Safety enable us to fulfil our duty to prevent Female Genital Mutilation (FGM). All staff are aware of



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the local Safeguarding and Child Protection procedures in place and will report the disclosures or concerns to the Designated Safeguarding Lead (DSL) or their designated deputy immediately.

Sexually Active Pupils: There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The member of staff will follow safeguarding procedures and seek advice from the DSL.

2.4. Development of the Policy

This policy has been developed in consultation with pupils, staff, governors and parents/carers. The consultation period followed the provision of information about the duties and statutory elements which have to be included in Relationships Education. It also included gathering views on needs and priorities for the school community.

All views expressed by pupils, staff, governors and parents about the policy have been considered. Consultation did not give a veto to individual members of the school community. The final decision on policy has been made by the school with the support of the school governors.

2.5. Consulting on our policy

Parents/carers, pupils and other stakeholders have been given information about Relationships Education and associated duties in ways which are accessible to them. They have been asked for their views about appropriate ages for particular topics, to share relevant views and beliefs and to consider the suitability of the school's aims for Relationships Education.

Some parents and pupils have been consulted directly through face to face information sessions, surveys and questionnaires. Parents and pupils will have also been represented by school council, a parent forum and parent governors.

Further consultation with governors, staff, families and pupils will be carried out when the policy is reviewed, which is scheduled to happen every 3 years.

3. Involving the Whole School Community

3.1. Working with staff

Teaching Relationships Education can be very rewarding, but we understand that, in order to feel confident, staff need opportunities to develop their own knowledge, skills and attitudes. We recognise that all adults have different personal beliefs and attitudes, but that all teachers must understand and comply with their duties connected with safeguarding, equality and inclusion.

Teachers have a duty to deliver statutory areas of the curriculum and all teachers will be supported to develop their skills in delivering non statutory areas such as sex education. We will discuss



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relevant issues and staff concerns and, where appropriate, arrange training to enable staff members to feel confident in delivering the various aspects of Relationships Education. We will also encourage the sharing of good practice. We may also use team teaching to develop confidence.

Those with special responsibility for the development of Relationships Education will be offered opportunities to consult with advisors and attend external training courses.

3.2. Engaging with pupils

We will involve pupils in the evaluation and development of their Relationships Education in ways appropriate to their age.

- We will refer to local/countywide/national data e.g. Pupil Behaviour Surveys for our school/local area.
- We will engage the pupils in assessment activities to establish their development needs, for example 'Draw and Write' activities
- We will encourage pupils to ask questions as they arise by providing anonymous question boxes.
- We will ask pupils to reflect on their learning and set goals for future learning.
- We will consult pupils (e.g. through School Council) about their perception of the strengths of our Relationships Education provision and the areas to be further developed.

3.3. Working with governors

This policy has been developed with governor involvement, so that the governors are able to fulfil their statutory duties.

It is the responsibility of the governors to ensure, through consultation, that the Relationships Education Policy reflects the needs and views of our community.

In order to facilitate this process, the Relationships Education Policy will appear annually on the agenda of one governors' meeting. The policy will be available on the school's website. A link governor for PSHCE (including Relationships Education) will be nominated.

It is the role of governors to ensure that:

- pupils make progress in Relationships Education in line with the expected educational outcomes
- the subject is well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in a way which is accessible to all
- clear information is given to parents/carers
- the subject is resourced and taught in a way which enables the school to fulfil statutory requirements.



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3.4. Communicating with parents/carers

Parents/carers are the first and primary educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to what they learn in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education. We will encourage this partnership by:

- Sharing details of our Relationships curriculum and policy on our website.
- Inviting parents to learn more about the approach used in Relationships Education and RSE
- Informing parents and carers about PSHCE, Relationships Education and RSE programmes as their child joins the school through the school brochure/prospectus/website
- Providing supportive information about parents' role in Relationships Education
- Inviting parents to discuss their views and concerns about Relationships Education an informal basis through drop ins.
- Signposting parents to sources of support to help them address the needs of their child or build their own confidence in talking about relationships with their children.

3.5. Working with external agencies and the wider community

We believe that all aspects of Relationships Education are most effectively taught by those who know our pupils best and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We will work closely with visitors to ensure that the needs of our pupils are met.

We will follow this Code of Practice when working with visitors:

- The care and management of pupils is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with pupils, but will be supported by a member of staff.
- The school will know whether visitors are DBS checked and arrangements will be made to accompany them as appropriate.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All visits and lessons will be planned in direct liaison with the PSHCE Co-ordinator/Class teacher, taking account of the age and needs of the group and the context of the work within the Relationships Education programme.
- Visitors will be reminded that, whilst contributing to Relationships Education in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate to health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the PSHCE Co-ordinator/Class Teacher beforehand.
- The contributions of visitors will be regularly monitored and evaluated.



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4. Curriculum Organisation

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful relationships
- Online Relationships
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities
- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events, health weeks
- Other Curriculum areas, in particular, but not limited to: Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, growth mindset approaches, social skills groups, involvement in school trips and adventurous activities, activities carried out as part of our development as a health-promoting school.

4.1. Teaching methodologies



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Our aim is that teachers use a range of teaching methodologies where skills such as communication, compromise and negotiation are practised in classroom situations and where attitudes such as respect and empathy are modelled and discussed. We encourage teachers to ensure that group work, debate, taking other people's view points and working together are practised in all PSHCE lessons and across the wider curriculum. Our Relationships Education lessons are not simple opportunities to give information, but to explore views and perspectives and develop possible solutions through discussion and interaction.

In keeping with this approach we base our curriculum on a series of questions children will have the opportunity to engage with, rather than banks of knowledge they will acquire.

Ground Rules: Relationships Education is taught in a safe, non-judgemental environment where all adults and children are confident that they will be respected. Specific ground rules will be established at the beginning of any Relationships Education work, in addition to those already used in the classroom. They will cover the following areas:

- Appropriate use of language
- The asking and answering of personal questions
- Strategies for checking or accessing information.

Distancing Techniques: In order to protect children's privacy, we will employ teaching and learning strategies which enable them to discuss issues without disclosing personal experience. For example, we will use fiction, puppets, case studies, role-play, videos alongside other methods to enable children to share ideas and opinions and to practise their decision-making skills in a safe learning environment.

Single-Sex groups: Alongside our mixed-sex groups, we may use single-sex groups or small group teaching where this will help us to meet the needs of those with cultural, religious or other backgrounds which make it difficult for them to comfortably access the statutory curriculum in a mixed-sex group. We will discuss the needs of non-binary children (whose gender identity is outside the binary of boy/girl) with them and their parents/carers when deciding on grouping arrangements.

4.2. Anti-bullying and Friends and Family

4.2.1 Our Aims for Anti-bullying and Friends and Family

We recognise that children learn about skills which contribute to their ability to build and sustain healthy relationships in a wide variety of ways, not only through planned lessons, but through their everyday experiences at school and at home. Our school ethos, wider enrichment opportunities and the interventions and support offered all contribute to the development of these skills.

In addition to our broad aims for Relationships Education, in our planned lessons on Anti-bullying and Family and Friends we aim to ensure that children:

- Learn skills for developing and sustaining healthy friendships



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- Are able to apply principles of mutuality, equality, respect and loyalty across different types of relationships
- Are able to identify coercion, manipulation and power imbalance across different types of relationships
- Learn that empathy, communication skills, emotional literacy and positive mental health all contribute to healthy relationships
- Learn about the breadth of different family structures, lifestyles, religions and cultures and understand how to show respect and celebrate difference
- Are able to ask for support and support others when relationships are tough.

4.2.2 Our School Context

We weave a variety of approaches which support Anti-bullying into the wider life of our school e.g. participation in Anti-bullying week, Peer mediators, assembly programme.

We offer a variety of interventions and support to children experiencing friendship difficulties or experiencing bullying e.g. Circles of Support, play leaders, trained MDS.

All members of staff understand their role in supporting our strong anti-bullying culture.

Other school policies which are particularly relevant to our work to support mental health are Safeguarding, Behaviour, Anti-bullying, Acceptable Use.

4.3. Relationships and Sex Education (RSE)

4.3.1 Our Aims for RSE

We recognise that children learn about relationships and their growing and changing bodies at home and at school. We believe that a partnership between home and school is the most supportive environment for learning in this area. At school children learn about RSE topics through planned lessons, but also through wider provision and our inclusive school environment.

In addition to our broad aims for Relationships Education, in our planned lessons on Relationships and Sex Education we aim to ensure that children:

- develop understanding of the value of marriage, stable relationships and family life as a positive environment for bringing up children
- name the private parts of the body confidently and communicate with trusted adults to keep themselves safe
- be prepared for puberty and the emotional and physical effects of body changes, including menstrual wellbeing
- understand the attitudes and skills needed to maintain personal hygiene



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4.3.2 Our School Context

The overarching topic of RSE combines elements of Relationships Education (e.g. learning about families, personal safety and emotional wellbeing) with aspects of Health Education (e.g. learning about the spread of illnesses and the changing adolescent body). This combination offers the best location for our provision of non-statutory sex education. Although 'RSE' as a subject is not statutory at primary level, many aspects of our RSE topics are statutory parts of Relationships Education and Health Education. Some elements of our RSE topics are part of the statutory National Curriculum for Science (e.g. the biological aspects of puberty, reproduction and the spread of viruses).

We will ensure that children receive RSE, which includes teaching about puberty in order to prepare them for the physical, emotional and social changes they are approaching or undergoing.

We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery, tailored to the needs of individual children and cohorts.

4.4. Curriculum Materials and Resources

We will primarily use the Cambridgeshire Primary Personal Development Programme and the resources recommended within it when planning and delivering Relationships Education. We will avoid a 'resource-led' approach, instead focussing on the needs of the children and our planned learning objectives. We will carefully select resources which meet these objectives. We will evaluate teaching resources thoroughly before using them. We will select resources which:

- are consistent with our curriculum for Relationships Education
- relate to the aims and objectives of this policy
- are suitable to the age, maturity, needs, linguistic proficiency and ability of the children
- appeal to learners
- are up-to-date in factual content
- are produced by a reputable organisation
- do not show unfair bias e.g. towards a commercial product, religious view point
- avoid racial, gender, sexual, cultural and religious stereotyping and heteronormativity
- encourage active and participative learning
- conform to the statutory requirements for Relationships Education.

4.5. Safe and Effective Practice

In our school we have clear guidelines concerning confidentiality, which is shared with staff as part of our Staff Handbook. These procedures are also shared with governors and all other adults who work in school. In relation to pupils in Relationships Education lessons (as indeed in all other lessons) our guidelines state that:

- Staff are unable to offer absolute confidentiality.



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- We will reassure children that staff will act in their best interests and that this may involve sharing information if the child is at risk of harm.
- Children will be told if information is to be shared (taking special care with very young children or those with significant special needs) and will be offered appropriate support.

Professionals, such as school nurses and youth workers, are bound by their professional codes of conduct when offering advice and guidance to individual pupils. This often involves offering a greater level of confidentiality than school staff are able to give. However, in a classroom and other teaching situations, when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Health professionals will ensure that children are aware of the boundaries of confidentiality when beginning work with classes.

Answering Questions: We acknowledge that sensitive and complex issues may well arise in Relationships Education, as pupils will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group or below to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age appropriate way, only to the pupil/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the PSHCE leader/Designated safeguarding Lead. In some cases the question will reach beyond the planned curriculum and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, pupils or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or exploitation, teachers will pass this information to the DSL in line with school Safeguarding policy.

Sexually Active Pupils: *There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs in our school, it will be viewed as a child protection issue. The designated member of staff will follow Safeguarding Procedures and seek advice from the DSL.*

4.6. Assessment, recording, reporting

Relationships Education will be assessed in a variety of ways, including the use of self-assessment and teacher assessment. Guidance provided in the Cambridgeshire Primary PDP will be used.

From time to time the PSHCE leader will ask staff to reflect on the effectiveness of learning in particular units of work, using the RAG rating sheets in each unit and other more informal staff reflections.



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We will also use a class record book to record whole class discussions and group work in PSHCE. In some cases, we will ask the children to record key learning activities in a PSHCE Book, which follows them through school, to show their development and progress.

5. Sex Education Policy

5.1. Definition of Sex Education

Following guidance from the DfE, we define Sex Education as learning about 'how a (human) baby is conceived and born'.

This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education, as understanding sexual reproduction in humans enables children to understand the processes of puberty.

5.2. Consultation about Sex Education

The DfE recommends that all primary schools have a Sex Education programme tailored to the needs and physical and emotional maturity of the pupils. It is the duty of the school to decide whether additional this content in Sex Education is taught to meet the needs of pupils. Our school has decided that we will offer additional content in Sex Education.

Parents/carers, governors and pupils have been consulted about this and our school has decided that we will offer content in Sex Education in the context of Relationships Education and RSE.

5.3. Content of Sex Education

The content of our Sex Education programme will be gradually developed in an age appropriate way. The children will not learn about human sexual reproduction until Y5/6.

Y1/2 will learn that human babies grow inside their mothers alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.) This learning is classed as science.

Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.

Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know. The children will learn of the existence of contraception – not where to obtain it or how to use it. This learning is classed as Sex Education.

5.4. Teaching methodologies



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In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as picture books and scientific descriptions. We will avoid resource-led approaches which solely rely upon worksheets or lengthy audio visual resources. Pupils will be asked to consolidate their learning in ways which enable them to develop skills to confidently discuss sexual body parts and functions.

5.5. Delivery of the Sex Education curriculum

Sex Education will be delivered as part of our topics called Relationships and Sex Education (RSE) by a teacher, who knows the needs and natures of the children. The teacher is best placed to tailor the learning to the needs of the pupils.

Parents will always be informed by letter/email/via the school website about the content of the curriculum in advance of teaching and will be invited to talk to staff if they have questions.

Teachers will be offered support to develop their skills and to learn from others where needed.

5.6. Right to be excused from Sex Education

Parents have the right to request that their child be excused from some or all of sex education delivered as part of statutory Relationships Education. Before granting any such request the Head Teacher and/or PSHE Leader will discuss the request with parents (and if appropriate with the child) to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The educational, social and emotional benefits for the child of being part of the lessons will also be discussed. We will record the discussion and the outcomes.

We will consider compromise arrangements which will enable the child to receive sex education at school (e.g. same sex teacher, same sex teaching group).

We will also offer support to parent/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Parents and carers will be asked to reconfirm their decision to withdraw their children from Sex Education each time a sex education element is planned for their child.

6. Monitoring, Review and Evaluation

Monitoring, review and evaluation of the Policy is the responsibility of the PSHCE leader/Head teacher. The governing body will ask for information relating to the effectiveness of the policy when it is monitored every year. Information will be gathered from the Head Teacher, the PSHCE Co-ordinator and parent/carers and pupils to inform judgements about effectiveness.

The policy will be comprehensively reviewed with engagement from members of the school community every three years, or sooner if an issue or incident occurs which warrants it.



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Information gathered to inform the comprehensive review may include information about pupil progress and attainment, feedback from the teachers about the curriculum provision and staff confidence, views of parents/carers, parental comments and concerns, level of parent/carer withdrawal from sex education.

7. Appendices

7.1 Our RSE Curriculum

| | Questions children will consider | Content Areas |
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| Age 3-5 (EYFS) | <ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? • How can I be a good friend? • Can I recognise and show my emotions? | <ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self-care skills • Change and responsibilities • Identifying and managing emotions |
| Age 5-7 (Y1/2) | <ul style="list-style-type: none"> • What are the names of the main parts of the body? (R) • What can my amazing body do? • When am I in charge of my actions and my body? (R) • How can I keep my body clean? (H) • How can I avoid spreading common illnesses and diseases? (H) • How do babies change and grow? (Science) • How have I changed since I was a baby? (Science) • What's growing in that bump? (Science) • What do babies and children need from their families? (R) • Which stable, caring relationships are at the heart of families I know? (R) • What are my responsibilities now I'm growing up? (H) | <ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene • Babies to children to adults • Growing up • Changing responsibilities |
| Age 7-9 (Y3/4) | <ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? (R) • When do we talk about our bodies, how they change, and who do we talk to? (R) • What can my body do and how is it special? • Why is it important to keep myself clean? (H) • What can I do for myself to stay clean and how will this change in the future? (H) • How do different illnesses and diseases spread and what can I do to prevent this? (H) • What are the main stages of the human life cycle? (Science) • How did I begin? (Sex Ed) • What does it mean to be 'grown up'? (H) • What am I responsible for now and how will this change? (H) • How do different caring, stable, adult relationships create a secure environment for children to grow up? (R) | <ul style="list-style-type: none"> • Difference between males and females • Valuing the body • Responsibilities for hygiene • Stages of human life • Sperm+egg=baby • Being grown up • My responsibilities • Parents/carers' responsibilities |



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| Age 9-10 (Y5) | <ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? (R, BS) • How can I talk about sexual body parts confidently and appropriately? (R, BS) • What happens to different bodies at puberty? (H, CAB) • What might influence my view of my body? • How can I keep my growing and changing body clean? (H, HP) • How can I reduce the spread of a wider range of viruses and bacteria? (H, HP) | <ul style="list-style-type: none"> • Names of sexual parts • Puberty • Menstruation • Body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle |
| Ages 10-11 (Y6) | <ul style="list-style-type: none"> • What are different ways babies are conceived and born? (Sex Ed) • What effect might puberty have on people's feelings and emotions? (H, CAB) • When can I take responsibility for how others feel? (H, MW) • What should adults think about before they have children? (R, FP) • Why might people get married or become civil partners? (R, FP) • What are different families like? (R, FP) | <ul style="list-style-type: none"> • Human sexual reproduction • Changing emotions • Responsibility for others • Love, marriage and families |

Everything with a code is statutory.

*R – Relationships Education (BS = Being Safe, FP = Families and People who Care for Me)

H = Health Education (CAB = Changing Adolescent Body, HP = Health and Prevention, MW = Mental Wellbeing)

7.2 Linked National Documents

[RSE and Health Education](#)

[Children and Social Work Bill 2017.](#)

[Sex and Relationships Education for the 21st Century'.](#)

[Equality Act 2010](#)

[Keeping Children Safe in Education](#)