

Relationships, Health and Sex Education Policy 2025-26

Frogwell Primary School

Be Safe. Be Kind. Aim high.

- ***Be safe:*** We want all children to feel emotionally and physically safe in our school and to enjoy coming here each day. We aim to make our school a happy place for everyone
- ***Be Kind:*** We believe it is essential to provide children with the support they need to succeed both academically, socially and emotionally.
- ***Aim High:*** We believe all children should be encouraged to aspire for the future, regardless of their starting points. We aim to inspire children and build their confidence to aim high.

Date of Policy: June 2026

Review Date: June 2027

Governor Responsibility: Full Governing Body

Governor Lead: David Roussel

Nominated Lead Member of Staff: Lucy Cooper

Status & Review Cycle: Annual

1. Aims

The aims of Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE):

- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Definition

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

RSHE involves a combination of sharing information, and exploring issues and values.

RSHE is not about the promotion of sexual activity.

3. Statutory requirements

It is now a statutory requirement for primary schools to deliver Relationships Education and Health Education, and the Department for Education (DfE) recommends primary schools to deliver Sex Education in Years 5 and 6, in line with content about conception and birth, which forms part of the National Curriculum for Science. It is also statutory to teach Health Education.

We acknowledge that under the Education Act 2002, schools must provide a balanced and broadly-based curriculum and our policy not only covers the statutory content but covers all aspects of our Personal, Social, Health Economic (PSHE) education provision.

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must follow the statutory guidance [Relationships education Relationships and sex education \(RSE\) and Health Education](#) (July 2025)

4. Policy Development

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

1. Review – a member of staff pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/Carers consultation – Parents/Carers and any interested parties were invited to give feedback on the policy.
4. Pupil consultation.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

5. Curriculum

Our Personal, Social, Health and Economic (PSHE) education, including statutory Relationship and Health Education and non-statutory sex education, provides a framework through which key skills, attributes and knowledge can be developed and applied.

Our PSHE curriculum promotes positive behaviour, good mental health and wellbeing, resilience and achievement, helping children to stay safe online, develop healthy and safe relationships, challenge extreme views and developing skills to negotiate and assert themselves now and in the future.

The school's PSHE curriculum supports the school's values of developing citizens who are safe, kind and able to achieve their full potential. The social and emotional development of pupils is embedded throughout the entire school's curriculum and culture. Relationship and Sex Education is an important part of this provision.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring
- friendships
- Respectful relationships
- Online relationships
- Being safe

We have developed the curriculum 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 all curriculum materials with parents and carers upon request.

Primary sex education will focus on:

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

For detailed information on the curriculum content see the curriculum map (Appendix 1). All of the DfE's statutory requirements for Relationships Education and Health Education, including non-statutory Sex Education are included.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in Religion and World Views Education (RWV).

We use SCARF, a comprehensive scheme of work for PSHE and Wellbeing education, to deliver our PSHE and RSHE curriculum.

We have chosen the SCARF scheme 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.

Our curriculum is taught within the context of family life, taking care to make sure 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 and 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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Inclusion

When we teach RSHE we consider how a diverse range of learners will relate to topics. We are sensitive to pupils' experiences and teachers ensure that pupils feel supported and safe and are able to engage with the key messages.

Teachers ensure that pupils learn about topics in an environment that is appropriate for them. This may be in a whole class mixed gender setting, small groups or a 1:1 discussion.

8. Roles and Responsibilities

a) The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

b) The headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

c) Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- 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 RSHE

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

d) Pupils

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

9. Parents / Carers' right to withdraw

Parents/Carers do not have the right to withdraw their child from Relationships Education.

Parents/Carers have the right to withdraw their child from the non-statutory components of sex education within RSHE. Appendix 2 details the statutory and non-statutory content that is covered in our RSHE curriculum.

Parents/Carers will be informed in writing about the content that is planned to be delivered in the RSHE curriculum for their child's year group. (See Appendix 3)

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

10. Training

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

11. Monitoring arrangements

The delivery of RSHE is monitored by Lucy Cooper (Assistant Headteacher) through planning scrutinies, learning walks and pupil voice.

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

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

Appendix 1 : RSHE curriculum

Non-statutory content

Reception	
DfE Statutory Requirements - end of primary statements (Statutory from Year 1)	SCARF Learning Outcomes
Term 1 - Me and My Relationships	
Relationships Education Respectful, kind relationships Families and people who care for me Caring friendships Being Safe	• Talk about their families; • Talk about how they are the same or different to others • Talk about the important people in their lives; • Understand that we have different special people; • Name key people outside of families that care for them. • Suggest ways in which they can help a friend who is sad; • Choose ways to help themselves when they feel sad.
Health and Wellbeing Education General wellbeing Physical Health and Fitness Health protection and prevention	• Talk about when they might feel unsafe or unhappy; • Name the people who will help them; • Explore how we feel at certain times or events; • Identify ways to change feelings and calm down.
Term 2 - Valuing Difference	
Relationships Education Respectful, kind relationships Caring friendships Families and people who care for me	• Describe their own positive attributes; • Share their likes and dislikes; • Listen to and respect the ideas of others. • Be sensitive towards others. • Suggest ways in which we can be kind towards others
Health and Wellbeing Education General wellbeing	• Recognise the similarities and differences amongst their peers; • Recognise the similarities and differences between their home and those of others; • Talk about what makes their home feel special and safe;

Reception

Term 3 - Keeping Safe

Relationships Education

Families and people who care for me
Respectful, kind relationships
Being Safe

- Name the adults who they can ask for help from, and will keep them safe;
- Name people in their community who help to keep them safe;
- Talk about keeping themselves safe, safe touches and consent.
- What to do and who to talk to if they feel unsafe online;

Health and Wellbeing Education

Health Protection and Prevention
General Wellbeing
Physical Health and Fitness
Healthy Eating
Drugs, alcohol, tobacco and vaping
Personal Safety
Wellbeing online

- Name things that keep their bodies safe;
- Talk about what our bodies need to stay well;
- Name the safe ways to store medicine and who can give it to children (adults).
- Name some hazards and ways to stay safe inside and outside
- Share ideas about activities that are safe to do on electronic devices (including not to talk to any strangers online.);
- Think about the healthy amount of time to spend on devices

Term 4 - Rights and Respect

Relationships Education

Families and people who care for me
Respectful, kind relationships
Caring friendships

- Understand that our special people can be different to those of others.
- Talk about why friends are important and how they help us;
- Identify ways to care for a friend in need;

Health and Wellbeing Education

Wellbeing online

- Recognise that adults can use devices like phones to pay for things.
- Think about the risks related to online gaming.

Term 5 - Being My Best

Health and Wellbeing Education

General wellbeing
Healthy Eating
Health Protection and Prevention

- Develop their confidence and resilience towards having a growth mindset;
- Name and choose healthy foods and drink;
- Explain the jobs of different food groups.
- Name and recognise how healthy choices can keep us well.

Reception	
Physical Health and Fitness	- Describe the changes in their body during exercise and what is happening to their body; - Explain how exercise can help us stay well - physically and mentally; - Understand why our body needs sleep and discuss bedtime routines
Term 6 - Growing and Changing	
Relationships Education Families and People who care for me Caring Friendships Respectful, kind relationships	- Talk about marriage and civil partnerships – what they are and why people might choose them. - Understand that every family is different. - Talk about similarities and differences between themselves and others. - Explain which parts of their body are kept private and safe and why. - Tell or ask an appropriate adult for help if they feel unsafe.
Health and Wellbeing Education Developing bodies	- To understand that animals and humans change in appearance over time; - Use relevant vocabulary such as egg, seed, baby, grow, change, old, young - Use the language and describe the different life stages of: baby, child, teenager, adult, older age. - Explain that a baby is made by a woman and a man, and grows inside a mother's tummy. - Name parts of the body (including reproductive parts) using the correct vocabulary (penis, vulva, testicles, vagina, nipples, breasts, anus

YEAR 1	
DfE Statutory Requirements - end of primary statements	SCARF Learning Outcomes
Term 1 - Me and My Relationships	
Relationships Education Respectful, kind relationships Caring friendships Being Safe	- Suggest simple strategies for resolving conflict situations; - Recognise how others might be feeling by reading body language/facial expressions - Recognise that people's bodies and feelings can be hurt; - Identify simple qualities of friendship;

YEAR 1	
	● Suggest simple strategies for making up.
Health and Wellbeing Education General Wellbeing	● Understand and explain how our emotions can give a physical reaction in our body (e.g. butterflies in the tummy etc.). ● Suggest strategies for someone experiencing 'not so good' feelings to manage these. ● Suggest ways of dealing with different kinds of hurt.
Term 2 - Valuing Difference	
Relationships Education Families and People who care for me Respectful, kind relationships Caring friendships Online safety and Awareness Being safe	● Identify the differences and similarities between people and begin to appreciate the positive aspects of these differences. ● Explain the difference between unkindness, teasing and bullying; ● Understand that bullying can happen online ● Explain some of their school rules and how those rules help to keep everybody safe. ● Recognise and explain what is fair and unfair, kind and unkind; ● Recognise and name some of the qualities that make a person special to them. ● Recognise that they belong to various groups and communities such as their family;
Term 3 - Keeping Safe	
Relationships Education Families and People who care for us Caring friendships Respectful, kind relationships Being Safe Online Safety and Awareness	● Identify people who can help them when they feel unsafe ● Understand and learn the PANTS rules; ● Explain the difference between appropriate and inappropriate touch; ● Understand that they have the right to say “no” to unwanted touch; ● Start thinking about who they trust and who they can ask for help. ● Identify people they can trust to help if they see something online that makes them feel scared or uncomfortable.
Health and Wellbeing Education General wellbeing Wellbeing online	● Recognise the importance of sleep in maintaining a healthy, balanced lifestyle; ● To explore how screen use can make us feel and learn how to make healthy and sensible choices. ● Name and know which body parts should be private;

YEAR 1	
Developing bodies Wellbeing Online Drugs, alcohol, tobacco and vaping	• Start thinking about how to stay safe online, including safety around sharing images; • Explain simple issues of safety about medicines and their use. • Recognise the range of feelings that are associated with loss.
Term 4 - Rights and Respect	
Relationships Education Caring friendships Respectful, kind relationships	• Recognise how a person's behaviour (including their own) can affect other people; • Explain the importance of looking after things that belong to themselves or to others.
Health and Wellbeing Education Basic First Aid	• How to make a clear and efficient call to emergency services if necessary,
Term 5 - Being My Best	
Relationships Education Caring friendships Respectful, kind relationships	• Demonstrate attentive listening skills; • Suggest simple strategies for resolving conflict situations; • Give and receive positive feedback, and experience how this makes them feel.
Health and Wellbeing Education Healthy Eating Health Protection and Prevention Physical health and Fitness	• Recognise the importance of fruit and vegetables in their daily diet; • Recognise which foods we need to eat more of and which we need to eat less of to be healthy. • Recognise the importance of regular hygiene routines; • Recognise and use simple strategies for preventing the spread of diseases. • Name major internal body parts (heart, lungs, blood, stomach, intestines, brain) and understand simple bodily processes associated with them.
Term 6 - Growing and Changing	
Relationships Education Families and People who care for me Online safety and Awareness	• Identify the people who help/helped them at different stages of their life. • Explain the difference between teasing and bullying; • Understand that bullying can happen online;

YEAR 1

Caring friends Respectful, kind relationships Being safe	● Give examples of what they can do if they experience or witness bullying; ● Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep. ● Identify parts of the body that are private; ● Describe ways in which private parts can be kept private;
Health and Wellbeing Education Health Protection and Prevention Physical health and fitness Wellbeing Online Developing bodies	● Recognise that exercise and sleep are important parts of a healthy lifestyle; ● To explore how screen use can make us feel and learn how to make healthy and sensible choices. ● Identify things they could do as a baby, a toddler and can do now; ● Use the correct names of private body parts, including the penis, vulva, vagina, testicles, scrotum, nipples.

YEAR 2

DfE Statutory Requirements - end of primary statements	SCARF Learning Outcomes
Term 1 - Me and My Relationships	
Relationships Education Respectful, kind relationships Caring friendships Online Safety and awareness	● Suggest actions that will contribute positively to the life of the classroom, understand the conventions of courtesy and manners. ● Recognise that friendship is a special kind of relationship ● Understand that bullying and unkind behaviour are both unacceptable ways of behaving; ● Understand that bullying can happen online, as well as in person, and to know what to do if this happens; ● Understand that they should not share images of themselves or others without permission. ● Understand and describe strategies for dealing with bullying;
Health and Wellbeing Education General Wellbeing	● Recognise that people have different ways of expressing their feelings; ● Recognise, name and understand how to deal with feelings (e.g. anger, loneliness); ● Explain where someone could get help if they were being upset by someone else's behaviour.

Term 2 - Valuing difference

Relationships Education

Respectful, kind relationships
Families and people who care for me
Caring Friendships

- Know and use words and phrases that show respect for other people.
- Identify people who are special to them and explain some of the ways these people are special to them.
- Suggest and use strategies for helping someone who is feeling left out.
- Suggest kind words and actions they can show to others;
- Show acts of kindness to others in school.
- Suggest strategies for dealing with a range of common situations requiring negotiation skills to help foster and maintain positive relationships.

Health and Wellbeing Education

General Wellbeing

- Recognise and explain how a person's behaviour can affect other people.

Term 3 - Keeping Safe

Relationships Education

Being Safe

- Suggest actions for dealing with unsafe situations including who they could ask for help.
- Identify situations in which they would need to say 'Yes', 'No', 'I'll ask', or 'I'll tell', in relation to keeping themselves and others safe.
- Identify who they can talk to if someone touches them in a way that makes them feel uncomfortable.
- Recognise the importance of telling someone they trust about a secret which makes them feel unsafe or uncomfortable.

Health and Wellbeing Education

General Wellbeing
Drugs, alcohol, tobacco and vaping
Developing bodies

- Understand that medicines can sometimes make people feel better when they're ill;
- Give examples of some of the things that a person can do to feel better without use of medicines, if they are unwell;
- Explain simple issues of safety about medicines and their use.
- Know that they can ask someone to stop touching them;

Term 4 - Rights and respect

Relationships Education

Caring friendships
Respectful, kind relationships

- Describe and record strategies for getting on with others in the classroom.
- Identify special people in the school and community who can keep them safe;

Being safe Online Safety and awareness	• Know the importance of keeping personal information private, when online and only talking to people they know in real life; • Know that they can tell an adult they trust if anything happens that makes them worried.
Health and Wellbeing Education General Wellbeing , Wellbeing online	• Explain, and be able to use, strategies for dealing with impulsive behaviour. • Understand the money risks related to online gaming.
Term 5 - Being My Best	
Health and Wellbeing Education Physical health and fitness Health protection and prevention Basic First Aid	• Understand and explain that some choices can be either healthy or unhealthy and can make a difference to their own health. • Explain how germs can be spread; • Describe simple hygiene routines such as hand washing; • Understand that vaccinations can help to prevent certain illnesses • Explain the importance of good dental hygiene and describe routines • Recognise that exercise and sleep are important to health. • Learn how to make healthy and sensible choices about screen use and sleep
Term 6 - Growing and Changing	
Relationships Education Caring friendships Being safe	• Demonstrate simple ways of giving positive feedback to others. • Explain what privacy means; • Identify how inappropriate touch can make someone feel; • Explain that if someone is being touched in a way that they don't like they have to tell someone in their safety network so they can help it stop.
Health and Wellbeing Education General wellbeing Developing bodies	• Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to. • Identify different stages of growth and what people are capable of at these stages (e.g. baby, toddler, child, teenager, adult); • Identify which parts of our body are private, using correct names of body parts: penis, vulva, vagina, testicles, scrotum, nipples • Explain that our genitals help us make babies when we are older;

YEAR 3	
DfE Statutory Requirements - end of primary statements	SCARF Learning Outcomes
Term 1 - Me and My Relationships	
Relationships Education Caring friendships Respectful, kind relationships Being Safe	● Suggest strategies for maintaining a positive relationship with their special people. ● Rehearse and demonstrate simple strategies for resolving given conflict situations. ● Suggest reasons why friends sometimes fall out and learn skills for making up again ● Express opinions and listen to those of others; ● Suggest strategies to use if they are ever made to feel uncomfortable or unsafe by someone asking them to do a dare.
Health and Wellbeing Education Wellbeing Online General wellbeing	● Looking after our special people ● Explain why we have rules and why rules are different for different age groups, in particular for internet-based activities; ● Explain some of the feelings someone might have when they lose something important to them and understand these feelings are normal.
Term 2 - Valuing Difference	
Relationships Education Respectful, kind relationships Families and people who care for me Online safety and awareness	● Give examples of how to challenge another's viewpoint, respectfully. ● Recognise that there are many different types of family and understand what is meant by 'adoption' 'fostering' and 'same-sex relationships.' ● Identify similarities and differences between a diverse range of people from varying national, regional, ethnic and religious backgrounds and know how to treat people respectfully ● Recognise that repeated name calling (can be online) is a form of bullying and learn strategies for dealing with name calling (including talking to a trusted adult). ● Understand and explain some of the reasons why different people are bullied;
Health and Wellbeing Education General Wellbeing	● Recognise the benefits that come with belonging to a community, in particular the benefit to mental health and wellbeing.

Term 3 - Keeping safe	
Relationships Education Being safe	Identify situations which are safe or unsafe and know people who can help if a situation is unsafe;
Health and Wellbeing Education Personal Safety Wellbeing online Drugs, alcohol, tobacco and vaping	- Define the words danger and risk and explain the difference between the two; - Suggest ways of reducing or managing risks. - Evaluate the validity of statements relating to online safety and recognise potential risks associated with browsing online; - To think about screen usage and understand that online gaming can be addictive. - Understand that medicines are drugs and suggest ways that they can be helpful or harmful. - Identify some key risks from and effects of cigarettes and alcohol; - Define the word 'drug' and understand that nicotine and alcohol are both drugs.
Term 4 - Rights and Respect	
Relationships Education Being safe	Identify key people who are responsible for them to stay safe and healthy;
Health and Wellbeing Education Wellbeing online General wellbeing	- Understand the difference between 'fact' and 'opinion'; - Recognise some of the reasons why people volunteer, including mental health and wellbeing benefits to those who volunteer.
Term 5 - Being My Best	
Relationships Education Respectful, kind relationships Online safety and awareness	- Develop skills in discussion and debating an issue, showing empathy for different viewpoints - Explain why some groups of people are not represented as much on television/in the media.
Health and Wellbeing Education Healthy Eating Health protection and prevention	- Explain how each of the food groups on the Eatwell Guide benefits the body; - Explain what is meant by the term 'balanced diet'; - Explain how some infectious illnesses are spread from one person to another; - Explain how simple hygiene routines can help to reduce the risk of the spread of infectious illnesses

Term 6 - Growing and Changing	
Relationships Education Caring friendships Being safe Online safety awareness	● Recognise who they have positive healthy relationships with. ● Understand what is meant by the term body space (or personal space) and learn strategies for when someone is inappropriately in their body space. ● Recognise and describe appropriate behaviour online as well as offline; ● Understand that people online may not always be who they say they are, and to learn how to stay safe by checking with a trusted adult before communicating with others; ● Understand that they should not share images of others without their permission; ● Think carefully before sharing any information about themselves; ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Health and Wellbeing Education Developing bodies Basic First Aid	● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that for girls, periods are a normal part of puberty ● Understand puberty changes for boys and girls ● Basic first aid

YEAR 4	
DfE Statutory Requirements - end of primary statements	SCARF Learning Outcomes
Term 1 - Me and My Relationships	
Relationships Education Respectful, kind relationships Caring friendships	● Define and demonstrate successful qualities of teamwork and collaboration. ● Explain what we mean by a 'positive, healthy relationship'; ● Recognise that there are times when they might need to say 'no' to a friend; ● Describe appropriate assertive strategies for saying 'no' to a friend. ● Give examples of strategies to respond to being bullied, including what people can do;

YEAR 4

Health and Wellbeing Education

General wellbeing

Wellbeing online

- Describe 'good' and 'not so good' feelings and how feelings can affect our physical state;
- Recognise that different people can have different feelings in the same situation;
- Demonstrate a range of feelings through their facial expressions and body language;
- To understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult.

Term 2 - Valuing difference

Relationships Education

Caring friendships

Respectful, kind relationships

Families and people who care for me

Online Safety and Awareness

Being Safe

- Understand the need to manage conflict or differences and suggest ways of doing this, through negotiation and compromise.
- List some of the ways that people are different to each other (including differences of race, gender, religion);
- Define the word respect and demonstrate ways of showing respect to others' differences.
- Suggest strategies for dealing with someone who is behaving aggressively;
- Understand that bullying or aggressive behaviour can happen online as well as in person, and to learn how to recognise it and report it to a trusted adult;
- Understand they should not share images of other people online without their permission.
- Recognise that they have different types of relationships with people they know (e.g. close family, wider family, friends, acquaintances);
- Understand and identify stereotypes, including those promoted in the media.
- Understand that they have the right to protect their personal body space;
- Suggest people they can talk to if they feel uncomfortable with other people's actions towards them.

Term 3 - Keeping Safe

Relationships Education

Respectful, kind relationships

Caring friendships

Online safety and Awareness

- Identify from given scenarios which are dares and which are not and learn strategies for managing dares.
- Describe stages of identifying and managing risk and suggest people they can ask for help in managing risk.
- Give examples of some of the consequences of behaving in an unacceptable, unhealthy or risky

YEAR 4	
	way, including online • Understand and explain the implications of sharing images online without consent. • Know and explain strategies for safe online sharing;
Health and Wellbeing Education Personal Safety Wellbeing online Health protection and prevention Drugs, alcohol, tobacco and vaping	• Define the terms 'danger', 'risk' and 'hazard' and explain the difference between them; • Identify situations which are either dangerous, risky or hazardous; • Understand that we can be influenced online both positively and negatively; • Understand that medicines are drugs and explain safety issues for medicine use; • Suggest strategies for limiting the spread of infectious diseases (e.g. hand-washing routines). • Understand some of the key risks and effects of smoking and drinking alcohol; • Understand that increasing numbers of young people are choosing not to smoke and that not all people drink alcohol (Social Norms theory).
Term 4 - Rights and respect	
Relationships Education Being safe Respectful, kind relationships	• Explain how different people in the school and local community help them stay healthy and safe; • Suggest ways they can help the people who keep them healthy and safe. • Suggest and engage with ways that they can contribute to the decision-making process in school (e.g. through pupil voice/school council); • Recognise that everyone can make a difference within a democratic process; • Explain the role of the bystander and how it can influence bullying or other anti-social behaviour;
Health and Wellbeing Education Wellbeing Online	• Understand the risks relating to online gaming and that gaming can become addictive. • Recognise that reports in the media can influence the way they think about an topic; • Form and present their own opinions based on factual information and express or present these in a respectful and courteous manner.
Term 5 - Being My Best	
Relationships Education Respectful, kind relationships Caring friendships	• Recognise that there are times when they will make the same choices as their friends and times when they will choose differently. • Give examples of choices they make for themselves and choices others make for them;

YEAR 4	
Health and Wellbeing Education Healthy Eating Physical health and fitness	● Understand that making healthy choices around food is important for their wellbeing ● Understand that the body gets energy from food, water and oxygen and that exercise and sleep are important to our health; ● Understand the importance of a healthy relationship with food ● Understand the importance of good quality sleep and take practical steps for improving sleep.
Term 6 - Growing and Changing	
Relationships Education Families and people who care for me Respectful, kind relationships Being safe Caring friendships	● Suggest reasons why young people sometimes fall out with their parents; ● Practise how to compromise ● Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; ● Know who they could ask for help if a secret made them feel uncomfortable or unsafe. ● Understand that marriage or civil partnership is a commitment to be entered into freely and not against someone's will; ● Recognise that marriage or civil partnership includes same sex and opposite sex partners; ● Know the legal age for marriage or civil partnership in England or Scotland; ● Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.
Health and Wellbeing Education General wellbeing Developing bodies	● Describe some of the changes that happen to people during their lives and suggest people who may be able to help them deal with change ● Identify parts of the body that males and females have in common and those that are different and know the correct terminology for their genitalia; ● Understand and explain why puberty happens. ● Recognise that babies come from the joining of an egg and sperm; ● Explain what happens when an egg doesn't meet a sperm; ● Understand that periods are a normal part of puberty for girls; ● Identify some of the ways they can cope better with periods.

YEAR 5	
DfE Statutory Requirements - end of primary statements	SCARF Learning Outcomes
Term 1 - Me and My Relationships	
Relationships Education Caring friendships Online safety and awareness	● Explain what collaboration means and describe the attributes needed to work collaboratively. ● Explain what is meant by the terms negotiation and compromise; ● Describe strategies for resolving difficult issues or situations. ● Understand that online communication can be misinterpreted; ● Accept that responsible and respectful behaviour is necessary when interacting with others online as well as face-to-face. ● Identify what things make a relationship unhealthy and identify who they could talk to if they needed help. ● Identify characteristics of passive, aggressive and assertive behaviours; rehearse assertiveness skills
Health and Wellbeing Education General wellbeing	● Demonstrate how to respond to a wide range of feelings in others; ● Identify risk factors in a given situation (involving smoking or other scenarios) and consider outcomes of risk taking in this situation, including emotional risks.
Term 2 - Valuing Difference	
Relationships Education Caring friendships Respectful, kind relationships Online safety awareness	● Define some key qualities of friendship and explain why friendships sometimes end. ● Demonstrate respectfulness in responding to others; ● Recognise some of the feelings associated with feeling excluded or 'left out'; ● Understand the importance of respecting others, even when they are different from themselves. ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Recognise that some people post things online about themselves that aren't true, sometimes this is so that people will like them; ● Recognise that some people can get bullied because of the way they express their gender; ● Give examples of how bullying behaviours can be stopped.
Health and Wellbeing Education Wellbeing Online	● Understand that the information we see online either text or images, is not always true or accurate; ● Understand what online bullying is, and recognise different forms it can take, and know how to respond

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safely and responsibly if it happens.

Term 3 - Keeping Safe**Relationships Education**

Respectful, kind relationships
Online safety and Awareness

- Demonstrate strategies to deal with both face-to-face and online bullying;
- Demonstrate strategies and skills for supporting others who are bullied;
- Know how to protect personal information online;
- Recognise disrespectful behaviour online and know how to respond to it;
- Know to tell a trusted adult if something online is making them feel upset, worried or uncomfortable;
- Consider what information is safe/unsafe to share offline and online;
- Suggest ways of standing up to someone who gives a dare.
- Understand that once something is posted online and shared there is no way to delete it permanently;
- Know where to go for advice and support when they feel worried or concerned about something they have seen or experienced online.

Health and Wellbeing Education

Wellbeing online
Personal safety
Drugs, alcohol, tobacco and vaping

- Consider what information is safe/unsafe to share offline and online, and reflect on the consequences of not keeping personal information private;
- Recognise that people aren't always who they appear to be online and explain risks of being friends online with a person they have not met face-to-face;
- Understand what cyberbullying/online bullying is, and recognise different forms it can take, and know how to respond safely and responsibly if it happens.
- Know how to protect personal information online;
- Recognise which situations are risky;
- Understand that there are potential health risks of vaping that are not yet fully known;
- Understand that companies selling vaping products do so to make money;
- Identify risk factors in a given situation (involving smoking) and consider outcomes of risk taking in this situation, including emotional risks;

Term 4 - Rights and Respect**Relationships Education**

Respectful, kind relationships

- Give examples of voluntary groups, the kind of work they do and its value.

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Health and Wellbeing Education Physical health and fitness Wellbeing Online	● Identify, write and discuss issues currently in the media concerning health and wellbeing; ● Understand the difference between a fact and an opinion; ● Understand what biased reporting is and the need to think critically about things we read.
Term 5 - Being My Best	
Relationships Education Being safe	● Identify people who are responsible for helping them stay healthy and safe;
Health and Wellbeing Education General wellbeing Healthy Eating Wellbeing Online Basic First Aid	● Understand the importance of food, water and oxygen, sleep and exercise for the human body and its health. ● Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life; ● Identify their own strengths and talents; ● Identify areas that need improvement and describe strategies for achieving those improvements. ● Basic First Aid including sepsis awareness
Term 6 - Growing and Changing	
Relationships Education Being safe Families and people who care for me Respectful, kind relationships	● Identify people who can be trusted; ● Identify situations where someone might need to break a confidence in order to keep someone safe. ● List some of the ways our body feels when it is nervous or sad; ● Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Health and Wellbeing Education General wellbeing Developing bodies	● Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; ● Explain strategies they can use to build resilience ● Identify some products that they may need during puberty and why; ● Know what menstruation is and why it happens ● Know the correct words for the external sexual organs; ● Discuss some of the myths associated with puberty ● Identify the changes that happen through puberty to allow sexual reproduction to occur; ● Know a variety of ways in which the sperm can fertilise the egg to create a baby;

YEAR 5

- Know the legal age of consent and what it means.

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DfE Statutory Requirements - end of primary statements

SCARF Learning Outcomes

Term 1 - Me and My Relationships**Relationships Education**

Caring friendships

Respectful, kind relationships

Families and people who care for me

Being safe

- Recognise some of the challenges that arise from friendships;
- Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach.
- Describe the consequences of reacting to others in a positive or negative way;
- Suggest strategies for dealing assertively with a situation where someone under pressure may do something they feel uncomfortable about.
- Recognise and empathise with patterns of behaviour in peer-group dynamics;
- Describe ways in which people show their commitment to each other;
- Know the ages at which a person can marry or have a civil partnership;
- Understand that everyone has the right to be free to choose who and whether to marry or have a civil partnership
- Recognise that some types of physical contact can produce strong negative feelings;
- Know that some inappropriate touch is also illegal.

Term 2 - Valuing Difference**Relationships Education**

Caring friendships

Respectful, kind relationships

- Recognise that bullying and discriminatory behaviour can result from disrespect of people's differences;
- Suggest strategies for dealing with bullying, as a bystander;
- Consider how a bystander can respond to someone being rude, offensive or bullying someone else;

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	● Demonstrate ways of showing respect to others, using verbal and non-verbal communication ● Understand and explain the term prejudice and discrimination; ● Identify and describe the different groups that make up their school/wider community/other parts of the UK; ● Explain the importance of mutual respect for different faiths and beliefs and how we demonstrate this. ● Describe qualities of a strong, positive friendship; ● Describe the benefits of other types of relationship (e.g. neighbour, parent/carer, relative).
Health and Wellbeing Education Wellbeing online	● Recognise how the media (including digital platforms) can sometimes reinforce gender stereotypes;
Term 3 - Keep Safe	
Relationships Education Online safety and awareness Respectful, kind relationships	● Accept that responsible and respectful behaviour is necessary when interacting with others online and face-to-face; ● Understand that once something is posted online it is very hard to remove; ● Understand that sometimes people spread fake information, misinformation and disinformation, and to begin to think critically about how to respond to this. ● Understand they should not share images of other people online without their permission; ● Think carefully before sharing any information about themselves online; ● Understand that once something has been posted online it can be circulated quickly and there is no way of deleting it permanently; ● Know where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online. ● Know that it is illegal to create and share sexual images of children under 18 years old; ● Explore the risks of sharing photos and films of themselves with other people directly or online; ● Understand that all humans have basic emotional needs and explain how these emotional needs impact on people's behaviour;
Health and Wellbeing Education General wellbeing	● Define what is meant by addiction, demonstrating an understanding that addiction is a form of behaviour; ● Explain how drugs can be categorised into different groups depending on their medical and legal

YEAR 6

Drugs, alcohol, tobacco and vaping

context;

- Explain in simple terms some of the laws that control drugs in this country.
- Understand the actual norms around drinking alcohol and the reasons for common misperceptions of these;
- Describe some of the effects and risks of drinking alcohol.

Term 4 - Rights and Respect**Relationships Education**

Respectful, kind relationships
Online safety and awareness

- Define the terms 'fact', 'opinion', 'biased' and 'unbiased', explaining the difference between them;
- Know the legal age (and reason behind these) for having a social media account;

Health and Wellbeing Education

Wellbeing online
General wellbeing

- Understand why people don't tell the truth and often post only the good bits about themselves, online;
- Understand financial risks of online gaming;
- Explain what we mean by the terms voluntary, community and pressure (action) group;
- Recognise the benefits to mental health and wellbeing of being part of community groups;

Term 5 - Being My Best**Relationships Education**

Caring friendships
Respectful, kind relationships
Online Safety and Awareness
Being safe

- Identify risk factors in a given situation (including online);
- Understand and explain the outcomes of risk-taking in a given situation, including emotional risks;
- Know where to go for advice and support when they feel worried or concerned about something online.
- Recognise that some situations can be made less risky e.g. only sharing information with someone you trust.

Health and Wellbeing Education

Healthy Eating
Basic First Aid
Physical health and fitness
Wellbeing online

- Develop a holistic approach to healthy eating.
- Basic First Aid
- Explain what the five ways to wellbeing are and describe how they contribute to a healthy lifestyle, giving examples of how they can be implemented in people's lives.

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Term 6 - Growing and Changing

Relationships Education

Online safety and awareness
Families and people who care for me
Respectful, kind relationships

- Recognise that photos can be changed to match society's view of perfect;
- Understand the importance of avoiding putting pressure on others to share information and images online.
- Understand the risks of sharing images online and how these are hard to control, once shared;
- Recognise some of the changes they have experienced and their emotional responses to those changes;
- Suggest positive strategies for dealing with change;
- Identify people who can support someone who is dealing with a challenging time of change

Health and Wellbeing Education

General wellbeing
Wellbeing online
Being safe
Healthy Eating
Developing bodies

- Identify qualities that people have, as well as their looks;
- Recognise how the media can sometimes reinforce gender stereotypes;
- Recognise that people fall into a wide range of what is seen as normal;
- Understand that people can feel pressured to behave in a certain way because of the influence of the peer group;
- Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it;
- Understand that a healthy attitude towards food can really support growth and puberty changes;
- Identify the changes that happen through puberty to allow sexual reproduction to occur;
- Know a variety of ways in which the sperm can fertilise the egg to create a baby;
- Know the legal age of consent and what it means.
- Understand what FGM is and that it is an illegal practice in this country;
- Know where someone could get support if they were concerned about their own or another person's safety.
- Understand the internet contains a lot of content that can be inappropriate and upsetting for children, some of which is sexual in nature;
- Understand the laws around viewing online sexual content and ensure children who may have viewed content, know where to go for advice and support

Appendix 2 – Statutory and Non-statutory RSHE content

Area	Statutory (Required by law)	Optional (School decides)
Relationships Education	✓ Families and people who care for me ✓ Caring friendships ✓ Respectful relationships ✓ Online relationships ✓ Being safe (including correct names for body parts such as <i>penis</i> and <i>vagina</i>)	✗ None — all Relationships Education content is statutory
Health Education	✓ Mental wellbeing ✓ Physical health & fitness ✓ Healthy eating ✓ Drugs, alcohol & tobacco (basic awareness) ✓ Health & prevention ✓ Basic first aid ✓ Puberty (including menstruation)	✗ None — all Health Education content is statutory
Science Curriculum	✓ Animals including humans have offspring ✓ Basic life cycles ✓ Puberty (Year 5)	✗ Human sexual intercourse ✗ Human fertilisation ✗ How a baby is made (beyond “offspring”)
Sex Education	✗ Not statutory in primary schools	✓ How babies are conceived ✓ Sexual intercourse ✓ Fertilisation in humans ✓ Conception involving a man and a woman ✓ Assisted reproduction (IVF etc.)
Safeguarding Content	✓ Correct anatomical vocabulary ✓ Recognising unsafe or inappropriate touch ✓ How to report concerns	✗ None — safeguarding expectations are mandatory

Appendix 3 – Information letter to parents

Dear Parents/Carers,

Upcoming Relationships & Sex Education (RSHE) Lessons

As part of our Personal, Social, Health and Economic (PSHE) curriculum, we will soon be delivering a series of lessons on Relationships and Sex Education (RSE). These sessions are designed to be age-appropriate, inclusive, and in line with the statutory guidance from the Department for Education.

The aim of these lessons is to help pupils:

- Develop a healthy understanding of relationships, respect, and consent.
- Learn accurate information about human development and reproduction.
- Build the skills to make safe, informed, and responsible choices.

Topics to be covered include:

- Healthy friendships and respectful relationships.
- Puberty and the physical and emotional changes it brings.
- How babies are conceived and born (in an age-appropriate way).
- Understanding consent and personal boundaries.
- Online safety and respectful communication.

This year, children in **[Year X]** will learn these topics.

We understand that these topics can be sensitive, and we are committed to working in partnership with you. You are welcome to review the lesson materials in advance, and we are happy to answer any questions you may have.

If you wish to discuss the content or your right to withdraw your child from certain elements of sex education (the highlighted content), please contact the school office by **[date]**. You will be given a form to complete and a member of the Senior Leadership Team will contact you.

Thank you for your continued support in helping us provide a safe, respectful, and well-informed learning environment for all pupils.

Yours sincerely,

Appendix 4 - Parent Form: Withdrawal from a Sex Education Lesson

Please complete the form and give to the school office by **Friday 12th June**

To be completed by Parent/Carer			
Name of child			
Year group			
Name of parent/carers			
Reason for withdrawing from Sex Education within Relationships & Sex Education			
Parent/Carer signature		Date	
Best times for school to contact me about this.			
To be completed by the Senior Leadership Team			
Agreed actions from discussion with parent/carers			
Date of lesson child to be withdrawn from			
Staff name			
Staff signature		Date	