

# Philpots Manor School



## Relationships Education (RE), Relationships and Sex Education (RSE) & Health Education (HE) Policy

Approved by:	SMT	Date: September 2025
Last reviewed on:	September 2025	
Next review due by:	September 2026	

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## 1. Aims

The aims of Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare learners for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help learners develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach learners the correct vocabulary to describe themselves and their bodies
- Develop the personal skills needed by learners for them to establish and maintain healthy relationships.
- Ensure that students have a clear understanding of what consent means and are aware of their rights and responsibilities under the law.
- Enable learners to make responsible and informed decisions that impact their health and wellbeing.
- Ensure that learners are able to identify when they are at risk and what to do to protect themselves from the risk.
- Empower students to ask for help when they need it and identify where to go for help.
- Prepare students for the opportunities, responsibilities and experiences of later life.

Our school values are:

- Mutual respect
- Compassion and Kindness
- Responsibility
- Creativeness and Innovation
- Resilience
- Integrity

## 2. Statutory requirements

Under section 34 of the [Children and Social Work Act 2017](#), as an independent school teaching primary and secondary aged learners, we must provide:

- relationships education to all learners
- relationships and sex education (RSE) to secondary aged learners

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

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996  
Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Philpots Manor School, we teach RSE as set out in this policy.

## 3. Policy development

This policy has been developed in consultation with staff, learners and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a working group 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/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly learners want from their RSE
5. Ratification – once amendments were made, the policy was shared with the Senior Management Team including the Proprietor and ratified

## 4. Definition

RE teaches the fundamental building blocks of positive relationships, focusing on friendships, family relationships, and relationships with other peers and adults.

RSE is about the emotional, social and cultural development of learners, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

HE aims to give learners the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

## 5. Curriculum

Our RE, RSE and HE curricula are set out as per Appendix 1, but we will adapt it to meet the individual needs of our learners as and when necessary.

We have developed the curriculum in consultation with parents/carers, learners and staff, and taking into account the age, developmental stage, needs and feelings of our learners. If learners ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that learners 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

## 6. Delivery of RE, RSE and HE

At Philpots Manor School, RE, RSE and HE is taught within the personal, social, health and economic (PSHE) education curriculum. There is an emphasis on relationships, values and consent throughout the RSE program as our learners are considered to have long term special educational needs who are often considered to be socially and emotionally vulnerable. Biological aspects of RSE are taught within the science curriculum.

RE 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

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of learners 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 learners may have a different structure of support around them (for example, looked-after learners or young carers).

Our learners will be taught sex education at an appropriate level that best fits their age and stage of development and dynamically meets the needs of every learner.

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.

## **6.1 Inclusivity**

We will teach about these topics in a manner that:

- Considers how a diverse range of learners will relate to them
- Is sensitive to all learners' experiences
- During lessons, makes learners feel:
  - Safe and supported
  - Able to engage with the key messages

We will also:

- Make sure that learners learn about these topics in an environment that's appropriate for them, for example in:
  - Small groups or targeted sessions
  - 1-to-1 or small group discussions
  - mixed ability groups
  - single sex groups
  - Digital formats
  - interactive methods of learning (role play, circle time, use of narrative)
  - reflection time
  - social stories used to explain a topic or inform a learner what is happening next lesson
  - visual resources
  - distancing techniques
  - access to anonymous feedback
  - non-judgemental learning environment
  - encourage known strategies to allow time outs for all who need it
  - change of face where a learner presents as unable to self-regulate during the lesson
- Give careful consideration to the level of differentiation needed including by individuals particularly recognising their special educational needs and disabilities.

## **6.2 Use of resources**

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support learners in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our learners
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources

- Are compatible with effective teaching approaches
- Are sensitive to learners' experiences and won't provoke distress

## 7. Use of external organisations and materials

We will make sure that any external agency and any materials used are appropriate and in line with our legal duties around political impartiality.<sup>1</sup>

The school remains responsible for what is said to learners. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with learners' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session

- Remind teachers that they can say “no” or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## **8. Roles and responsibilities**

### **8.1 The proprietor**

The proprietor is responsible for monitoring this policy's effectiveness and holding the headteacher to account for its implementation.

### **8.2 The headteacher**

The headteacher is responsible for ensuring that is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw learners from needs [non-statutory/non-science] components of RSE (see section 9). The headteacher must sign off all external agencies and materials before they are used to support our learners.

### **8.3 Staff**

All staff are responsible for:

- Delivering RE, RSE and HE in a sensitive way
- Modelling positive attitudes to RE, RSE, HE
- Monitoring progress
- Responding to the needs of individual learners
- Responding appropriately to learners whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Undertaking training to develop their understanding and ability to support learners

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

Staff will ensure that they remain politically impartial; personal beliefs and attitudes do not influence the teaching of RSE.<sup>2</sup>

Learners will be given thinking time so that they can formulate their own potential contributions to discussions.

Learners will be supported to explore how they feel or respond to any challenge.

Learners or staff are not expected to ask or answer personal questions

Taking part in any discussion is optional, although learners may be initially encouraged if appropriate.

Teachers will explain concepts using age-appropriate words in a succinct and factual way in order to avoid any misunderstandings.

Teachers must use their skill and discretion in situations when a learner may ask an explicit or difficult question, with the option of not answering at the time but seeking further clarification from RSE guidance or SLT.

Teachers must recognise when a question or comment raises a Child Protection concern, by following the safeguarding procedures.

All resource material used in Philpots Manor School must be in accordance with the PSHE framework and the law.

Inappropriate images should not be used; it is the responsibility of all staff to maintain the adherence to the school policies that keep our learners safe.

Teachers will protect all learners from teaching materials which are inappropriate, having regard to the age, ability and cultural background of the students concerned.

#### **8.4 Learners**

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

### **9. Parents and carers: Right to withdraw**

Parents/carers of primary aged learners do not have the right to withdraw their child from relationships education.

Parents/carers of primary aged learners have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

Parents/carers of secondary aged learners have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

Alternative schoolwork will be given to learners who are withdrawn from sex education.

### **10. Training**

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

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## **11. Monitoring arrangements**

The delivery of RSE is monitored by the Head of Academic Curriculum through:

- curriculum planning scrutinies
- learning walks
- lesson observations
- progress reviews
- multi-disciplinary meetings
- EHCP annual reviews
- feedback from learners and parents

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

This policy will be reviewed by Gina Wagland, Headteacher, annually.

At every review, the policy will be approved by the Senior Management Team.

## Appendix 1: By the end of primary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for learners growing up because they can give love, security and stability (KS1 - R1 &amp; KS2 - R6)</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for learners and other family members, the importance of spending time together and sharing each other's lives (KS1 - R2 &amp; KS2 - R8)</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other learners' families are also characterised by love and care (KS1 - R3 &amp; KS2 - R5)</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for learners' security as they grow up (KS1 - R3, R4 &amp; KS2 R2, R7)</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (KS2 - R3, R4)</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed (KS1 - R5, KS2 - R9)</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends (KS1 - R6 &amp; KS2 R10)</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (KS2 - R11)</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded (KS1 R7 &amp; KS2 R13)</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right (KS1 - R8 &amp; KS2 R17)</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed (KS1 - R9 &amp; KS2 - R18)</li> </ul>

TOPIC	LEARNERS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs (KS1 - R23 &amp; KS2 - R32)</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness (KS1- R22 &amp; KS2 - R31)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority (KS2 - R31)</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help (KS1 - R12 &amp; KS2 - R19)</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive (KS2 - R21)</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults (KS1 - R17 &amp; KS2 R26)</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not (KS1 - R14 &amp; KS2 R23)</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous (KS1 - R10 &amp; KS2 - R12)</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them (KS1 - H34 &amp; KS2 - H42, L5)</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met (KS1 - L7 &amp; KS2 - L11, L12)</li> <li>● How information and data is shared and used online (KS1 - L8, L9 &amp; KS2 - L13)</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (KS1 - R13 &amp; KS2 - R22, L15)</li> <li>● About the concept of privacy and the implications of it for both learners and adults; including that it is not always right to keep secrets if they relate to being safe (KS1 - R18 &amp; KS2 - R27)</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact (KS1 - R13 &amp; KS2 - R25, H45)</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know (KS1 - R15 &amp; KS2 - R24)</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult (KS1 - R16, R18 &amp; KS2 - R24, R25)</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard (KS1 - R20, KS2 - R29)</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so (KS1 - R20 &amp; KS2 - R29, H44)</li> <li>● Where to get advice e.g. family, school and/or other sources (Signposted in PSHE session resources, class information posters etc.)</li> </ul>

## Appendix 2: By the end of secondary school learners should know

TOPIC	LEARNERS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships (KS3 - R1)</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up learners (KS3 -R36)</li> <li>● What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony (KS4 - R4)</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into (KS3 - R6)</li> <li>● The characteristics and legal status of other types of long-term relationships (KS4 - R5, R6)</li> <li>● The roles and responsibilities of parents/carers with respect to raising of learners, including the characteristics of successful parenting (KS3 - R35 &amp; KS4 - R25)</li> <li>● How to: determine whether other learners, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed (KS3 - R37 &amp; KS4 - R7,R28)</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship (KS3 - R2, R19 &amp; KS4 - R1, R12)</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships (KS3 - R13, R15)</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) (KS3 - R39, R40)</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs (KS3 - R14)</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help (KS3 - R38)</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control (KS4 - R29, R33)</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable (KS3 - R37 &amp; KS4 - R30, R31)</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal (KS3 - R40, R41 &amp; KS4 - R34)</li> </ul>

TOPIC	LEARNERS SHOULD KNOW
Online and media	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online (KS3 - L20 &amp; KS4 - L22, L23)</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online (KS3 - R29, R30)</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them (KS3 - R29, R30)</li> <li>● What to do and where to get support to report material or manage issues online (KS3 - R29, R30)</li> <li>● The impact of viewing harmful content (KS3 - R7)</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners (KS3 - R8 &amp; KS4 - R8)</li> <li>● That sharing and viewing indecent images of learners (including those created by learners) is a criminal offence which carries severe penalties including jail (KS3 - R29, R30)</li> <li>● How information and data is generated, collected, shared and used online (KS4 - L25, L26)</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships (KS3 - R24, R25 &amp; KS4 - R33)</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) (KS3 - R24, R26, R27 &amp; KS4 - R18)</li> </ul>

TOPIC	LEARNERS SHOULD KNOW
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship (KS3 - R2, R10)</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing (KS3 - H2, H5, H31 &amp; KS4 - H26)</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women (KS4 - H31)</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others (KS3 - R42, R43, R44 &amp; KS4 - R37)</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex (KS3 - R12)</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available (KS4 - R23)</li> <li>● The facts around pregnancy including miscarriage (KS4 - H30, H32)</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) (KS4 - R27, R26, H33)</li> <li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing (KS3 - R33, H36)</li> <li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment (KS4 - H27, H28)</li> <li>● How the use of alcohol and drugs can lead to risky sexual behaviour (KS4 - R20)</li> <li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment (KS4 - R24, H29)</li> </ul>

### Appendix 3: PSHE Curriculum map (RSE topics indicated as R, L and H)

#### PRIMARY Key Stage 1 and Key Stage 2

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and Friendships	Safe Relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Yr 1	Roles of different people; families; feeling cared for R1, R2, R3, R4, R5	Recognising privacy; staying safe; seeking permission R10, R13, R15, R16, R17	How behaviour affects others; being polite and respectful R21, R22	What rules are; caring for others' needs; looking after the environment L1, L2, L3	Using the internet and digital devices; communicating online L7, L8	Strengths and interests; jobs in the community L14, L16, L17	Keeping healthy; food and exercise, hygiene routines. Sun safety H1, H2, H3, H5, H8, H9, H10	Recognising what makes them unique and special; feelings; managing when things go wrong H21, H22, H23, H11, H12, H13, H15	How rules and age restrictions help us; keeping safe online H28, H34
Yr 2	Making friends; feeling lonely and getting help R6, R7, R8, R9, R24	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour R11, R12, R14, R18, R19, R20	Recognising things in common and difference; playing and working cooperatively; sharing opinions R23, R24, R25	Belonging to a group; roles and responsibilities; being the same and different in the community L2, L4, L5, L6	The internet in everyday life; online content and information L8, L9	What money is; needs and wants; looking after money L10, L11, L12, L13, L15	Why sleep is important, medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help. H4, H20, H6, H17, H6, H11, H7, H16	Growing older; naming body parts; moving class or year H20, H25, H26, H27	Safety in different environments; risk and safety at home; emergencies H27, H29, H30, H31, H32, H33, H35, H36

Yr 3	What makes a family; features of family life R1, R6, R7, R8, R9	Personal boundaries; safely responding to others; the impact of hurtful behaviour R19, R22, R24, R30	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite R30, R31	The values of rules and laws; rights; freedoms and responsibilities L1, L2, L3	How the internet is used; assessing information online L11, L12	Different jobs and skills; job stereotypes; setting personal goals L25, L26, L27, L30	Health choices and habits; what affects feelings; expressing feelings H18, H19, H1, H2, H3, H4, H6, H7, H17	Personal strengths and achievements; managing and reframing setbacks H27, H28, H29	Risks and hazards; safety in the local environment and unfamiliar places. H38, H39, H41
Yr4	Positive friendships, including online R10, R11, R12, R13, R18	Responding to hurtful behaviour; managing confidentiality; recognising risks online R20, R23, R27, R28	Respecting differences and similarities; discussing difference sensitively R32, R33	What makes a community; shared responsibilities L4, L6, L7	How data is shared L13, L14	Making decisions about money; using and keeping money safe L17, L19, L20, L21	Maintaining a balanced lifestyle; oral hygiene and dental care H2, H5, H11	Physical and emotional changes in puberty; external genitalia, personal hygiene routines; support with puberty H30, H31, H32, H34	Medicines and household products; drugs common to everyday life H10, H38, H40, H46
Yr 5	Managing friendships and peer influences R14, R15, R16, R17, R18, R26	Physical contact and feeling safe R9, R25, R26, R27, R29	Responding respectfully to a wide range of people; recognising prejudice and discrimination R33, R20, R21, R31	Protecting the environment; compassion towards others L4, L5, L19	How information online is targeted; different media types, their role and impact L12, L14	Identifying job interests and aspirations; what influences career choices; workplace stereotypes. L31, L32, L27, L28, L29	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies. H12, H8, H9, H10	Personal identity; recognising individuality and different qualities; mental wellbeing H16, H25, H26, H27	Keeping safe in different situations; including responding in emergencies, first aid and FGM H38, H43, H44, H45
Yr 6	Attraction to others; romantic	Recognising and managing pressure;	Expressing opinions and respecting	Valuing diversity; challenging dis-	Evaluating media sources;	Influences and attitudes to money;	What affects mental health and ways to	Human reproduction and birth;	Keeping personal information

	relationships; civil partnership and marriage R1, R2, R3, R4, R5, R7	consent in different situations R26, K28, R29	other points of view, including discussing topical issues R30, R34	crimination and stereotypes. L8, L9, L10, L21	sharing things online H37, L11, L13, L15, L16	money and financial risks L18, L22, L23, L24	take care of it; managing change, loss and bereavement; managing time online H13, H14, H15, H20, H21, H22, H23, H24	increasing independence; managing transition H24, H33, H35, H36	safe; regulations and choices; drug use and the law; drug use and the media H50, H37, H42, H46, H47, H48, H49
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### Secondary (Key Stage 3 and Key Stage 4)

	Autumn 1 Health & Wellbeing H1, H2, H30, H33	Autumn 2 Living in the wider world	Spring 1 Relationships	Spring 2 Health & Wellbeing	Summer 1 Relationships	Summer 2 Living in the wider world
Yr 7	<b>Transition and safety</b> Transition to secondary school and personal safety in and outside school, R13 including first aid L1, L2	<b>Developing skills and aspirations</b> R15, R39, L1, L4, L5, L9, L10, L12 Careers, teamwork and enterprise skills, and raising aspirations.	<b>Diversity</b> Diversity, prejudice, and bullying. R3, R38, R39, R40, R41	<b>Health and puberty</b> H5, H13, H14, H15, H16 Health routines, influences on health, puberty, unwanted contact, and FGM H17, H18, H20m H23, H34	<b>Building relationships</b> H1, R2, R9, R11, R13 Self-worth, romance and friendships (including online) And relationship boundaries R14, R16, R24	<b>Financial decision making</b> H32, L15 Saving, borrowing, Budgeting and making financial choices L16, L17, L18
Yr 8	<b>Drugs and alcohol</b> Alcohol and drug misuse and pressures relating to drug use H23, H24, H25, H26, H27, H29, H31, H5, R42, R44	<b>Community and careers</b> Equality of opportunity in careers and life choices, and different types and patterns of work R39, R41, L3, L8, L9, L10, L11, L12	<b>Discrimination</b> R39, R40, R41, R3, R4, R42, R43 Discrimination in all its forms, including racism, religious discrimination, disability, discrimination, sexism, homophobia, biphobia and transphobia	<b>Emotional wellbeing</b> Mental health and emotional wellbeing, including body image and coping strategies H3, H4, H6, H7, H8, H9, H10, H11, H12, L24	<b>Identity and relationships</b> H35, H26, R4, R5, R10 Gender identity, R16, R18, R24 Sexual orientation Consent, sexting and an introduction to contraception	<b>Digital literacy</b> H3, H30, H32, R17 Online safety, digital literacy, media reliability and gambling hooks L19, L20, L21, L22, L23, L24, L25, L26, L27

					R25, R26, R27, R29, R30, R32	
Yr 9	<b>Peer influence, substance use and gangs</b> H24, H25, H27, H28, H29, R1 Healthy and unhealthy R20, R27, R42 Friendships, assertiveness, substance misuse and gang exploitation R44, R45, R46, R47	<b>Setting goals</b> L2, L3, L6, L7, L8 Learning strengths, career options and goal settings as part of the GCSE options process L9, L11, L12, L13, L14	<b>Respectful relationships</b> H2, R6, R19, R21, R22, R23 Families and parenting healthy relationships, conflict resolution, and relationship changes. R35, R36	<b>Healthy lifestyle</b> H3, H14, H15, H16, H17, H18 Diet, exercise, lifestyle balance and healthy choices, and first aid H19, H21	<b>Intimate relationships</b> R7, R8, R11, R12, R18 Relationships and sex Education including consent, contraception, the risks of STI's and attitudes to pornography R24, R26, R27, R28, R29, L21, R39, R31, R32, R33, R34	<b>Employment skills</b> Employment and online presence R13, R14, L2, L4, L5, L8, L9, L14, L21, L24, L27
Yr 10	<b>Mental Health</b> H2, H5 H6, H7, H8 Mental health and ill health, stigma, safeguarding health, including during periods of transition or change H9, H10	<b>Financial decision making</b> H25, R38, L16, L17 The impact of financial decisions, debt, gambling and the impact of advertising on financial choices. L20, L25	<b>Healthy relationships</b> R1, R1, R3, R6, R7, R8, R14 R15, R18, R19 R22, R28, R29, R30, R31 Relationships and sex, expectations, pleasure and challenges, including the impact of the media and pornography	<b>Exploring influence</b> The influence and impact of drugs, gangs, role model and the media H19, H20, H21, R20, R35, R36, R37	<b>Addressing extremism and radicalisation</b> R29 Communities, belonging and challenging extremism R30, R31, R34, L24, L26, L27, L28, L29	<b>Work experience</b> H1, L1, LL2, L3, L5, L7, L8, L9, L10, L11 Preparation for and evaluation of work experience and readiness for work. L12, L13, L14, L15, L23
Yr 11	<b>Building for the future</b> Self-efficacy, stress management, and future opportunities H2, H3, H4, H8, H12, L22	<b>Next steps</b> Application processes, and skills for further education, employment and career progression L1, L2, L3, L4, L6, L7, L8, L11, L12, L21	<b>Communications in relationships</b> H26, H27, H28, H29, R16 Personal values, assertive communication (including in relation to contraception and sexual health) relationship challenges	<b>Independence</b> Responsible health choices, and safety in independent contexts. H3, H4, H11, H13, H14, H15, H16, H17, H18, H22, H23, H24	<b>Families</b> H30, H31, H32, H33, R4 Different families and parental responsibilities, pregnancy, marriage and forced marriage and changing relationships R11, R12, R13, R24, R25, R26, R27, R33	

			and abuse. R17, R21, R23			
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Reference: PSHE Association Programme of Study for PSHE Education (Key stages 1–5), Jan 2020

Primary Learning Opportunities in Health and Wellbeing (H), Relationships (R) and Living in the Wider World (L): refer to pages 9-20  
Secondary Learning Opportunities in Health and Wellbeing (H), Relationships (R) and Living in the Wider World (L): refer to pages 22-32

## Appendix 4: Science Curriculum - Human Reproduction

YEAR GROUP	TERM	OBJECTIVES
Year 8	Summer Term Week 1	<b>Starting Out in Life:</b> <ul style="list-style-type: none"> <li>State the difference between internal and external fertilization.</li> <li>Describe what is meant by the scientific ideas.</li> </ul>
Year 8	Week 2	<b>Reproductive Organs:</b> <ul style="list-style-type: none"> <li>Identify different parts of the male and female reproductive system.</li> <li>Explain how egg and sperm cells are adapted to their functions.</li> </ul>
Year 8	Week 3	<b>Sexual Intercourse:</b> <ul style="list-style-type: none"> <li>Describe sexual intercourse and fertilisation</li> <li>Analyse the possible consequences of sexual intercourse</li> </ul>
Year 8	Week 4	<b>Fertility Treatment:</b> <ul style="list-style-type: none"> <li>State what is Fertility &amp; infertility</li> <li>What is IVF</li> <li>Discuss ethics of IVF</li> </ul>
Year 8	Week 5	<b>Menstrual Cycle:</b> <ul style="list-style-type: none"> <li>State what ovulation is.</li> <li>Explain what happens during the menstrual cycle.</li> </ul>

YEAR GROUP	TERM	OBJECTIVES
Year 8	Week 6	<p><b>Being Pregnant:</b></p> <ul style="list-style-type: none"> <li>• Describe how a foetus develops during pregnancy</li> <li>• Explain the importance of the umbilical cord.</li> <li>• Analyse women's lifestyle choices and state the consequences on the foetus.</li> </ul>
Year 8	Week 7	<p><b>Giving Birth:</b></p> <ul style="list-style-type: none"> <li>• State how long the human gestation period is.</li> <li>• Compare various animals gestation periods.</li> <li>• Recall how a baby is born and how it is cared for.</li> </ul>
Year 8	Week 8	<p><b>Puberty and life cycles:</b></p> <ul style="list-style-type: none"> <li>• Identify key changes that take place during adolescence.</li> <li>• Describe what causes these changes.</li> <li>• Explain what is meant by the lifecycle of an organism.</li> </ul>

## Appendix 5: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents/carers	