Clearwell C of E Primary School
RSHE Policy

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1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. "This policy has been reviewed in line with the Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory Guidance (DfE, July 2025)."

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 RSE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996. and Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance (July 2025).

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 Clearwell C of E Primary School, we teach RSE as set out in this policy.

3. Policy development

This policy was originally developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

- Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy
- Pupil consultation – we investigated what exactly pupils wanted from their RSE
- Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account 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.

It is not statutory to deliver sex education outside of the science curriculum at the primary level; the DfE recommends that all primary schools should have a sex education programme in place. This is tailored to the age,

physical and emotional maturity of pupils and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

The school is free to determine whether pupils should be taught sex education beyo.d what is required of the national curriculum. At our school, we do teach pupils sex education beyond what is required of the science curriculum, but within the Coram Life Education resources. Where this is going to happen, class teachers will notify parents before the lesson through Class Dojo, and a letter will be sent to parents. Parents will have the right to withdraw their child from this non-statutory learning.

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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
- Mental well-being
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body
- Sex eduction

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (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).

The RSHE curriculum supports the prevention of harassment, abuse and violence, including early attitudes linked to violence against women and girls, through teaching about respect, empathy, boundaries and equality.

* At primary level, teaching focuses on emotional literacy, resilience and help-seeking rather than explicit discussion of suicide.

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 pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

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 pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. 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 pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where 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
- Make sure that the teacher is in the room during any sessions with external speakers

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 governing board

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

The governing board has delegated the approval of this policy to the Teaching and Learning Committee

8.2 The headteacher

The headteacher is responsible for ensuring that RSE 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/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- 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/non-science* components of RSE

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.

8.4 Pupils

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

9. Parents' 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/non-science* components of sex education within RSE.

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

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

The parts of our curriculum where parents **can opt** to withdraw their child from are:

Making Babies

Two parts of Activity 2
- The description of how the bodies are preparing for sexual intercourse and the penis entering the vagina
- The first few seconds of the video clip showing the penis entering the vagina

In activity 3
- The first image in the Conception and Pregnancy Timeline which shows the penis in the vagina.

This lesson aims to help children understand how babies are conceived; this is important to understand before pupils transition to secondary school, to support their ongoing emotional and physical development effectively, as stated by the DfE.

What is HIV?

In activity 1
- Explanation that sexual activity is another way that some infections can be passed on, as people's bodies are in very close contact with each other and semen and vaginal fluids are passed from one person to another if they do not use any protection (a condom).

- Explanation that there are a number of specific infections that can be spread through sex and one of these is HIV.

In activity 2

- Explanation that one of the most common ways HIV is passed to another person is through sexual activity without using a condom.

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

Pupils' development in RSE 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.

1.1.1 Appendix 1: Curriculum map

Relationships and sex education curriculum map

Reception Learning Outcomes Assessment is largely based on observation and is based on either met and not-met.

Unit	Learning Outcomes
All about me	• Talk about their own interests. • Talk about their families. • Talk about how they are the same or different to others.
What makes me special	• Share their favourite interests and objects. • Talk about themselves positively. • Listen to what others say and respond.
Me and my special people	• 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.
Who can help me?	• Talk about when they might feel unsafe or unhappy. • Name the people who will help them. • Notice when a friend is in need at school and help them.
My feelings	• Describe different emotions. • Explore how we feel at certain times or events. • Identify ways to change feelings and calm down. • Identify events that can make a person feel sad. • Suggest ways in which they can help a friend who is sad. • Choose ways to help themselves when they feel sad

Year 1 Learning Outcomes

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	**Feelings**	I can name some different feelings. I can think of a way of dealing with 'not so good' feelings.	I can name a variety of different feelings and explain how these might make me behave. I can think of some different ways of dealing with 'not so good' feelings.	I can give a wide range of examples of how to deal with some of the 'not so good' feelings and how to help others to do this.
	Getting help	I know that I can ask for help.	I know when I need help and who to go to for help.	I know the signs of needing help and can identify a range of adults that I can turn to, when needed.
	Classroom rules	I can tell you a classroom rule.	I can tell you some different classroom rules.	I can tell you a range of classroom rules and explain why we have them.
Valuing Difference	**Recognising, valuing and celebrating difference**	I can say how people are different.	I can say ways in which people are similar as well as different.	I can give examples of differences that are something to be valued and celebrated.
	Developing tolerance	I can say what is fair or unfair.	I can say why things sometimes seem unfair, even if they are not.	I can explain why sometimes things seem unfair to other people.
Keeping Myself Safe	**How our feelings can keep us safe**	I can say different feelings that I have and how my body behaves when I have them.	I can say what I can do if I have strong, but not so good feelings, to help me stay safe (e.g. sad - talk to someone).	I can recognise signs of feelings in other people (friends or family) and can suggest ways that I might be able to help them.
	Keeping healthy	I can tell you what my body needs to keep healthy.	I can give examples of how I keep myself healthy.	I can say how and why these different things are important to keeping healthy (e.g. food - gives energy so that we can move our body).

	Medicine safety	I can tell you how medicines can help a person.	I can say when medicines might be harmful (e.g. overdose, if not needed, another person's medicine, etc.)	I can explain why medicines need to be kept out of reach and sight of children.
Rights and Responsibilities	**Looking after things**	I can explain something that I can do to look after myself. I can also say something that I can do to look after my environment.	I can give some examples of how I look after myself and my environment - at school or at home. I can also say some ways that we look after money.	I can give a variety of examples of something that I've helped to look after at school or at home and how I've felt about this.
Being my Best	**Growth Mindset**	I can name something I can do to help myself when I find something difficult.	I can name a few different ideas of what I can do if I find something difficult.	I can give examples of how these ideas have helped me when I have found something difficult.
	Keeping healthy	I can name some healthy foods.	I can say why certain foods are healthy and why it's important to eat at least five portions of vegetables/fruit a day.	I can explain about different food groups and why we need to choose and eat food from these different groups.
Growing and Changing	**Getting help**	I can identify an adult who I can talk to, either at home or at school, if I need help.	I can identify an adult I can talk to at both home and school. If I need help.	I can identify a range of adults in my life that I can trust and ask for help.
	Becoming Independent	I can tell you some things that I can do now that I couldn't do when I was a baby.	I can tell you some things I can do now that I couldn't do when I was a toddler.	I can tell you a range of things that I can do now that I couldn't do last year and some things that I am still learning to do.

	Body parts	I can name some body parts which are inside my body and some which are outside.	I can tell you what some of my body parts do.	I can tell you which body parts girls and boys have that are the same and which body parts are different.

Year 2 Learning Outcomes

Unit	Key Themes	Emerging	Expected	Exceeding
Me and My Relationships	**Bullying and teasing**	I can tell you the difference between bullying and teasing and can give an example of each.	I can tell you some ways that I can get help, if I am being bullied and what I can do if someone teases me.	I can tell you some ways that I can help someone else who is being bullied, if this happens.
	Our school rules about bullying	I can give examples of things that help our classroom to be happy and friendly, including a rule about bullying.	I can suggest rules that will help to keep us happy and friendly and what will help me keep to these rules. I can also tell you about some classroom rules we have made together.	I can give examples of when I've had to think about a rule and stick to it - and how I've helped other people in my class to do this. I can explain that most people do not bully and that bullying is not very common. (Understands norms of bullying).
	Being a good friend	I can tell you some things that make a good friend.	I can give you lots of ideas about being what makes a good friend and also tell you how I try to be a good friend.	I can give examples of ways that I have tried to help others be good friends to each other.
	Feelings/self-regulation	I am learning to express my feelings in a safe, controlled way.	Most of the time I can express my feelings in a safe, controlled way.	Almost always, I can express my feelings in a safe controlled way, and help others to do the same.
Valuing Difference	**Being kind and helping others**	I can say how I can get help from someone if I am being left out.	I can say how I could help myself if I was being left out.	I can tell you how I recognise if someone else is being left out, and I can say some ways I could help them.
	Listening Skills	I can give an example of good listening skills.	I can give a few examples of good listening skills and I can explain why listening skills help to understand a different point of view.	I can use listening skills to help solve disagreements by showing that I have heard another person's point of view and then putting forward other ideas, or a compromise.

Unit	Key Themes	Emerging	Expected	Exceeding
Keeping Myself safe	**Safe and unsafe secrets**	I can say the difference between a surprise or secret that is safe and one that is unsafe.	I can give some examples of safe and unsafe secrets and I can think of safe people who can help if something feels wrong.	If someone came to me with an unsafe secret they had been asked to keep, I can say some things that I could do to help them to keep safe.
	Appropriate touch	I can say examples of the touches I like and those I don't like.	I can give other examples of touches that are ok or not ok (even if they haven't happened to me) and I can identify a safe person to tell if I felt 'not OK' about something.	I can say ways of getting an adult's attention if a 'not OK' touch was happening to me, or to someone I know, even if the adults that I go to for help are very busy.
	Medicine safety	I can explain what medicines are for.	I can explain that they can be helpful or harmful, and say some examples of how they can be used safely.	I can give some examples of other things that people can do to help themselves get better if they are ill, as well as, or instead of taking medicine (e.g. rest and sleep, drinking water, eating the right kind of food).
Rights and Responsibilities	**Cooperation and self-regulation**	I can give examples of things that help me to be settled and calm in the classroom.	I can give examples of when I've used some of these ideas to help me when I am not settled.	I can help other people to understand what they can do to help them settle in the classroom and I can always or almost always do these things myself.
Being my Best	**Looking after my body**	I can say some things that I can do to help keep me healthy.	I can name different parts of my body that are *inside* me and help to turn food into energy. I know what I need to get energy.	I can give examples of the things I do to keep healthy, including looking after my teeth, eating healthy food, exercise and rest say and how I try to make sure I do these things regularly.
	Growth Mindset	I can set a simple goal to help me with my learning.	I can explain how setting a goal or goals will help me to achieve what I want to be able to do.	I can give an example of something that I've set goals for, how it's helped me in the past, and how it could help me more in the future.

Unit	Key Themes	Emerging	Expected	Exceeding
Growing and Changing	**Life cycles**	I can tell you some things that help us grow (e.g. food, rest and sleep, care).	I can tell you who helps us grow (people who look after us) and what things I can now do myself that I couldn't when I was younger.	I can tell you what I am looking forward to when I am older (at 10 years and again at 21 years old).
	Dealing with loss	I can give examples of how it feels when you lose something.	I can give examples of how it feels when you have to say goodbye to someone or something (e.g. move house).	I can suggest ways of keeping in touch with someone if they move away.
	Being supportive	I can give examples of how to give support to someone.	I can give examples of how to give feedback to someone.	I can explain the difference between positive feedback and constructive support.

Year 3 Learning Outcomes

Unit	Assessment	Emerging	Expected	Exceeding
Me and My Relationships	**Cooperation**	I can sometimes listen to others in my class and accept that we might disagree about something without falling out about it.	I can usually accept the views of others and understand that we don't always agree with each other.	I can find ways of helping others to resolve arguments or disputes.
	Friendships	I can tell you some things that I do to try to be a good friend. I can also name one way of making up with a friend if we've fallen out.	I can give you lots of ideas about what I do to be a good friend and tell you some different ideas for how I make up with a friend if we've fallen out.	I can give examples of ways that I have tried to help others who've fallen out with each other to get back to being friends.
Valuing Difference	**Recognising and respecting diversity**	I can give examples of different types of families.	I can give examples of different community groups and what is good about having different groups.	I can explain how different families and communities can experience prejudice and why this can happen (fear, ignorance, media-fuelled, etc). I can say some ways that prejudice can be safely challenged.
	Being respectful and tolerant	I understand what tolerance and respect mean and how they can help everyone.	I can talk about examples in our classroom where respect and tolerance have helped to make it a happier, safer place.	I can give examples of when I have helped people to be more respectful and tolerant by setting a good example.
Keeping Myself Safe	**Managing risk**	I can give examples of risky situations.	I can say what I could do to make a situation less risky or not risky at all.	I can say why some people might take risks and why others choose to avoid risky situations.
	Drugs and their risks	I can say some of the risks of cigarettes and alcohol.	I can say why medicines can be helpful or harmful.	I can explain why things other than drugs can be helpful and harmful to a person's health, and what can influence a person to take risks.
	Staying safe online	I can tell you something about keeping my personal details safe online. I can say why this is important.	I can tell you a few things about keeping my personal details safe online. I can explain why the information I see online might not always be true.	I can give examples of how, sometimes, people try to find out personal information through online communication and the problems this can lead to.
Rights and Responsibilities	**Skills we need to develop as we grow up**	I can give an example of a fact and of an opinion.	I can say some ways of checking whether something is a fact or just an opinion.	I can explain some of the ways that people online might try to trick people by presenting 'false facts' and say what I can do to keep myself safe from being tricked.

Unit	Assessment	Emerging	Expected	Exceeding
	Helping and being helped	I can explain that as I get older, I start to take more responsibility for keeping myself safe and can give an example of this.	I can say how I can help the people who help me, and how I can do this. I can give an example of this.	I can give a few examples of how I've helped people who help me and how I can help myself.
Being my best	**Keeping myself healthy**	I can explain what 'responsibility' means and give an example of things that relate to my health that I can take responsibility for.	I can give a few examples of things that I can take responsibility for in relation to my health, and give an example of something that I've done which shows this.	I can give several examples of things that I do to take responsibility for my health and can explain the benefits of this to me and to other people who choose to do them.
	Celebrating and developing my skills	I can explain that talents and skills can be developed, and I can give an example of how I can develop a skill I have.	I can explain and give an example of a skill or talent that I've developed and the goal-setting that I've already done (or plan to do) in order to improve it.	I can tell you about aspirations I have for when I'm older and give examples of the goals I need to set in order to achieve these.
Growing and Changing	**Relationships**	I can tell you something that makes a positive relationship.	I can name a few things that make a positive relationship and some things that make a negative relationship.	I can explain things I have done to help keep/make a healthy relationship (e.g. with a friend or another special person).
	Menstruation	I can tell you what is needed to make a new human being (egg and sperm) and who produces these.	I can tell you what happens to the woman's body when the egg isn't fertilised, recognising that it is the lining of the womb that comes away.	I can tell you some of the correct words for the parts of the woman's body that are involved in menstruation.
	Keeping safe	I can tell you what 'body space' is and when it might be OK to go into someone's body space and when they can go into mine.	I can identify when someone hasn't been invited into my body space and show how I can be assertive in asking them to leave it if I feel uncomfortable.	I can identify unsafe secrets that make me feel uncomfortable and who I can talk to about it.

Year 4 Learning Outcomes

Unit	Assessment element	Emerging	Expected	Exceeding
Me and My Relationships	**Recognising feelings**	I can name something that shows me a person is feeling worried just by their body language.	I can give a lot of examples of how I can tell a person is feeling worried just by their body language.	I can give examples of body language from a range of different emotions.
	Bullying	I can explain the difference between teasing and bullying.	I can say what I could do if someone was upsetting me or if I was being bullied.	I can give examples of how I can help someone else who is upset or being bullied.
	Assertive skills	I can give an example of how to say 'no' to someone, without being aggressive (mean or unkind).	I can explain what being 'assertive' means and give a few examples of ways of being assertive.	I can give different examples of when (and why) I might need to be assertive.
Valuing Difference	**Recognising and celebrating difference (including religious and cultural difference)**	I can say in some ways that people are different besides how they look.	I can say a lot of ways that people are different, including religious or cultural differences.	I can say how differences sometimes cause conflict, but can also be something to celebrate.
	Understanding and challenging stereotypes	I can recognise that people are labelled (stereotyped) and that these labels are often wrong.	I can explain why it's important to challenge stereotypes that might be applied to me or others.	I can explain how stereotyping can limit some people's thinking about what they can do or become (aspirations) and why it's important for me and others to challenge this.
Keeping Myself Safe	**Managing risk**	I can give examples of risky situations and what can make them less risky.	I can give examples of people or things that might influence someone to take risks (e.g. friends, peers, media, celebrities), but people have choices about whether they take risks.	I can work through examples of risky situations and explain the steps that a person might want to think about to reduce or remove the risk.
	Understanding the norms of drug use (cigarette and alcohol use)	I can say one risk of smoking and drinking alcohol, and I know that most young people choose not to smoke and that not all adults drink alcohol.	I can say a few of the risks of smoking or drinking alcohol on a person's body and give reasons why most people choose not to smoke or drink too much alcohol.	I can explain why smoking and drinking alcohol are particularly harmful to a young person's body. (Body not fully developed; drugs are less diluted in a smaller body, so they will have a greater effect).
	Influences	I understand the term 'influence' and am aware that things around me (friends, people in the media etc.) could influence my behaviour and decisions.	I can give examples of positive and negative influences, including things that could influence me when I am making decisions.	I can give examples of consequences of decisions and explain how these can be either positive or negative.

Unit	Assessment element	Emerging	Expected	Exceeding
Rights and Responsibilities	**Making a difference (different ways of helping others or the environment)**	I understand that I can make a difference in relation to different things, such as the environment, looking after people (including friends), and I can give an example of one of these.	I can explain how as a 'bystander' I can have a positive effect on negative behaviour they witness (see happening) by working together to stop or change that behaviour.	I can tell you what an *active bystander* is and give an example of when I might be able to be an active bystander, or when I have done this.
	Media influence	I can explain that things I see on TV, in newspapers or on their websites might not give all the facts or might be biased (give one set of views, not all).	I can explain how these reports (TV, newspapers or their websites) can give messages that might influence how people think about things and why this might be a problem.	I can give an example of this and talk about the different sides of a news story.
	Decisions about spending money	I can explain how money is a limited resource, and we have choices and decisions to make about how to spend it.	I can give examples of these decisions and how they might relate to me.	I can give examples of how these decisions might affect communities, including schools or the wider community, such as where I live.
Being my Best	**Having choices and making decisions about my health**	I can tell you about a choice I can make that helps to keep me healthy.	I can give a few examples of different things that I do already that help me stay healthy.	I can explain the benefits of looking after myself both now and in the future.
	Taking care of my environment	I can give an example of something I can do to help look after my environment.	I can give different examples of some of the things that I do already to help look after my environment.	I can explain the benefits of looking after my environment both now and in the future, and for future generations.
Growing and Changing	**Body changes during puberty**	I can label some parts of the body that both boys and girls have.	I can label some parts of the body that only boys have and only girls have.	I can talk about how some parts of the body change during puberty.
	Managing difficult feelings	I can name some of the difficult feelings someone might have as they go through puberty.	I can list some of the reasons why a teenager might have these difficult feelings (e.g. conflict with parents).	I can suggest some good ways to compromise to reduce conflict.
	Relationships including marriage	I can tell you who can get married and how old they have to be.	I can tell you why people get married.	I can explain why some people choose to have a civil ceremony or live together instead.

Year 5 Learning Outcomes

Unit	Assessment element	Emerging	Expected	Exceeding
Me and my Relationships	**Feelings**	I can give examples of our emotional needs.	I can give a range of examples of our emotional needs and explain why they are important.	I can name many of our emotional needs, explain their importance and give examples of how understanding them can help me.
	Friendship skills, including compromise	I can give some examples of how to be a good friend.	I can explain why these qualities are important.	I can give examples of these qualities in action and the difference they make.
	Assertive skills	I can give an example of how to stand up for myself (be assertive).	I can give a few examples of how to stand up for myself (be assertive) and say when I might need to use assertiveness skills.	I can explain why assertiveness is more effective than other ways of reacting to pressure or influence (i.e. aggressive or passive responses).
Valuing Difference	**Recognising and celebrating difference, including religious and cultural**	I can give examples of how having different groups of people is something to celebrate.	I can give examples of different faiths and cultures, and positive things about having these differences.	I can describe how religious and cultural differences can be a source of conflict and explain some of the reasons for this (fear, ignorance, misunderstanding, etc.)
	Influence and pressure of social media	I can explain that what people post about themselves online doesn't always give the full picture of them.	I can explain how people sometimes aim to create an impression of themselves in what they post online that is not real, and what might make them do this.	I can give examples of why posting an inaccurate (or selective) impression of themselves could be harmful for people who do it (trying to live up to their image, taking risks, etc.)

Unit	Assessment element	Emerging	Expected	Exceeding
Keeping Myself Safe	**Managing risk, including staying safe online**	I can give examples of risky situations that happen online (e.g. on a phone) and what I can do to make them less risky.	I can give examples of things that might influence a person to take risks online. I can explain that I have a choice.	I can give an example of a risk that I've experienced relating to this and how I've managed to reduce or remove the risk (applying skills and knowledge).
	Norms around use of legal drugs (tobacco, alcohol)	I can explain that fewer young people smoke than people usually think.	I can say the percentage of people aged 11-15 years old who smoke in the UK (3%) and I can give reasons why some people think it's a lot more than this.	I can explain how knowing the real norms about smoking can influence people to choose not to smoke. I can express how this might be the case for other drugs, including alcohol and illegal drugs.
Rights and Responsibilities	**Rights and responsibilities**	I can explain that people have rights and responsibilities and give examples of these two different things.	I can give examples of some of the rights and related responsibilities I have as I grow older, at home and school. I can also give real examples of each that relate to me.	I can explain some of the wider rights and responsibilities that we have, such as to the community or the environment.
	Rights and responsibilities relating to my health	I can give an example of something that I can be responsible for to keep myself healthy (e.g. doing some exercise, cleaning my teeth).	I can give a few different examples of things that I am responsible for to keep myself healthy.	I can explain why sometimes people find it hard to stick to their responsibilities for keeping healthy and things that might help them to overcome the blockers.
	Decisions about lending, borrowing and spending	I can explain that local councils spend money on services where I live. I can give an example of one of these services.	I can explain that local councils have to make decisions about how money is spent on things we need in the community. I can also give examples of some of the things they have to allocate money for.	I can give an example of how this spending might be popular or unpopular with different people in the community.
Being my Best	**Growing independence and taking responsibility**	I can explain why increasing independence brings with it increasing responsibility and give an example of this to help explain it.	I can give an example of when I have had increased independence and how that has also helped me to show responsibility.	I can predict the increasing levels of independence and responsibilities I will have as I grow older, by giving some examples of this, from my teenage to my adult years.

Unit	Assessment element	Emerging	Expected	Exceeding
	Media awareness and safety	I can explain that the images for celebrities I see of people on TV, online, don't always give a true picture of what they are really like (in looks and personality).	I can name several qualities that make people attractive that are nothing to do with how they look, but about how they behave.	I can also explain why media images of celebrities (and sometimes of friends) can make some people feel.
Growing and Changing	**Managing difficult feelings**	I can explain why people have good and not-so-good feelings.	I can explain what resilience is and how it can be developed.	I can list a range of good and not-so-good feelings people have, how having resilience can help and give a few examples of how I can develop my confidence/resilience.
	Managing change	I can list some of the ways in which we can experience change (puberty, moving, family breakup or bereavement).	I can list ways that I can prepare for changes (e.g. to get the facts, talk to someone).	I can suggest ways to cope with strong emotions in response to change.
	Getting help	I can list some of the ways my body responds when I may need help.	I am able to identify when I need help and can identify trusted adults in my life who can help me.	I can recognise when others may need to get help and can advise them to talk to a trusted adult.

Year 6 Learning Outcomes

Unit	Assessment element	Emerging	Expected	Exceeding
Me and My Relationships	**Assertiveness**	I can tell you some assertive behaviours.	I can explain bystander behaviour by giving examples of what bystanders do when someone is being bullied.	I know the difference between an active and passive bystander, and I can give examples of how these two different behaviours have an impact on a situation where someone is being bullied.
	Cooperation	I can explain what is meant by compromise.	I can give examples of negotiation and compromise.	I can explain how I can help other people to use negotiation and compromise skills, and give positive feedback during tasks that require these skills.
	Safe/unsafe touches	I can explain what appropriate touch is and give examples.	I can explain what inappropriate touch is and give an example.	I know types of touch that are against the law and can suggest ways of getting help if someone experiences inappropriate or illegal touch.
Valuing Difference	**Recognising and reflecting on prejudice-based bullying**	I can give examples of prejudice-based bullying	I can reflect on and give reasons for why some people show prejudiced behaviour and sometimes bully for this reason.	I can describe how empathy can help people to be more tolerant and understanding of those who are different from them.
	Understanding Bystander behaviour	I can explain what a 'bystander' is in a bullying situation.	I can explain the difference between a passive bystander and an active bystander and give an example of how active bystanders can help in bullying situations.	I can give some different examples of what bystanders might do and how their behaviour affects a bullying situation. I can give examples of when it might be safe or unsafe to be an active bystander.

Unit	Assessment element	Emerging	Expected	Exceeding
Keeping Myself Safe	**Emotional needs**	I can explain that I have emotional needs as well as physical needs, and give an example of each.	I can explain why emotional needs are as important as physical needs and what might happen if a person doesn't get their emotional needs met.	I can give an example of how I have been able to get one (or more) of my emotional needs met.
	Staying safe online	I can give some examples of how mobile (smart) phones can be positive (good) or negative (not so good)	I can explain some ways of making sure that I keep myself safe when using a mobile phone, including safety around sharing personal information or images, and that there are laws relating to this.	I can give an example of the law relating to mobile phone use (sharing inappropriate images) and explain why the law has been made.
	Drugs: norms and risks (including the law)	I can explain the norms about young people's use of alcohol – that it is steadily decreasing.	I can explain why some people believe that more young people drink alcohol than actually do (misperceive the norm).	I can explain that if young people know the actual norms, they are less likely to take part in risky behaviour (e.g. drinking alcohol).
Rights and Responsibilities	**Understanding media bias, including social media**	I can explain how people's social media profiles often give a biased view of them	I can explain why people might do this (why they are showing certain aspects of themselves) and how social media can affect how a person feels about themself.	I can give examples of some of the ways that a person can keep healthy in relation to their use of social media, to overcome the pressures that sometimes come with its use.
	Caring: communities and the environment	I can give some examples of things that have an impact on the environment. I can explain how groups of people in the community help to do this.	I can explain what 'environmentally sustainable' living means and give an example of how we can live in a more 'sustainable' way.	I can give examples of some things I do to help the environment and sustainability, and some of the organisations that work to improve this.
	Earning and saving money	I can say different ways of saving money.	I can explain the advantages and disadvantages of different ways of saving money.	I can explain what the term 'interest' means in relation to money and give examples of the advantages and disadvantages of long-term saving (e.g. an ISA).

Unit	Assessment element	Emerging	Expected	Exceeding
Being My Best	**Aspirations and goal setting**	I can tell you about an aspiration and goal I have and one (or more) of the steps I will need to achieve my goal.	I can tell you how I can overcome problems and challenges on the way to achieving my goals.	I can give examples of ways that I've overcome challenges and barriers to achieving my goals.
	Managing risk	I can tell you that risks can be physical or emotional.	I can give examples of an emotional risk and a physical risk.	I can tell you about the things I (and others) can do to reduce or remove risk in different situations.
Growing and Changing	**Keeping safe**	I can give an example of a secret that can be kept private (confidential).	I can give an example of a secret that should be shared with a trusted adult.	I can offer advice about whether a secret should be kept or shared, and who it should be shared with.
	Body Image	I can tell you what the word 'puberty' means and give some examples of some of the physical changes associated with it.	I can tell you some emotional changes associated with 'puberty' and how people may feel when their bodies change.	I can suggest ways in which a person can feel better about their body changing and see it in a positive way.
	Self esteem	I can give an example of something that someone can do or say that can make a person feel good about themselves and something that may make a person feel not so good.	I can give examples of other ways in which the person's self-esteem might be affected (e.g. images of celebrities).	I can give examples of things that I can do or say to myself that can help me feel good about myself.

1.1.2 Appendix 2: By the end of primary school pupils should know

Topic	Pupils Should Know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
Respectful relationships	• 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 • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • 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 • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met • How information and data are shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice, e.g. family, school and/or other sources
Mental well-being	• That mental well-being is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness • The scale of emotions that humans experience in response to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving are appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental well-being and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests • How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others • That it is common to experience mental ill health, and for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	• That for most people, the internet is an integral part of life and has many benefits • About the benefits of rationing time spent online

	• The risks of excessive time spent on electronic devices • The impact of positive and negative content online on their own and others' mental and physical well-being • How to consider the effect of their online actions on others • How to recognise and display respectful behaviour online • The importance of keeping personal information private • Why are some social media, some computer games and online gaming age-restricted? • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • How to be a discerning consumer of information online, including understanding that information, inclusive of that from search engines, is ranked, selected and targeted • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this, for example, by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise • The risks associated with an inactive lifestyle, including obesity • How and when to seek support, including which adults to speak to in school, if they are worried about their health
Healthy eating	• What constitutes a healthy diet, including an understanding of calories and other nutritional content • The principles of planning and preparing a range of healthy meals • The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on health
Drugs, alcohol and tobacco	• By the end of primary school, pupils will know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	• How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing • The facts and science relating to immunisation and vaccination

Basic first aid	• How to make a clear and efficient call to emergency services if necessary • Concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing and key facts relating to the menstrual cycle

1.1.3 Appendix 3: 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	*Include notes from discussions with parents/carers and agreed actions taken.*