



St Paul's CE Primary Academy

RELATIONSHIP, HEALTH & SEX EDUCATION POLICY

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Local Authority Policy	

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1. Vision and Values

Our **vision** for our Trust is we exist to:

Help every child achieve their God-given potential

Our **aims** are clear. We aim to be a Trust in which:

Developing the whole child means pupils achieve and maximise their potential

Continued development of staff is valued and improves education for young people

All schools are improving and perform above national expectations

The distinct Christian identity of each academy develops and is celebrated

Our work as a Trust is underpinned by shared **values**. They are taken from the Church of England's vision for Education and guide the work of Trust Centre team. They are:

Aspiration

I can do all things through Christ who strengthens me
(Philippians 4 vs 13).

Wisdom

Listen to advice and accept discipline, and at the end you will be counted among the wise
(Proverbs 19 vs 20)

Respect

So in everything do to others what you would have them do to you
(Matthew 7 vs 12)

Our vision of helping every child achieve their God-given potential is aligned with the Church of England's vision for education and is underpinned by the Bible verse from John: *I have come that they may have life, and have it to the full.*

- At St Pauls CE Academy, we believe that relationship, sex and health education (RSHE) enables our children to become healthy, safe, independent and responsible members of society.
- We aim to help our pupils understand how they are developing personally and socially, and tackles many of the moral, social and cultural issues that are part of growing up.
- We are dedicated to ensuring that St Pauls CE Academy is a happy, stimulating and caring place and we expect high standards of behaviour and good manners throughout the school. Behaviour and attitude to learning is underpinned by values and learning dispositions, making these integral to the success of the whole school. RSHE is at the heart of our school ethos.
- We encourage our pupils to take part in a range of practical roles and activities that promote active citizenship: school councillor, library assistants, whole school and house team fundraising plus engagement in school and local events.
- Pupils have opportunities to meet and work with members of the community, such as: health workers, firefighters, police officers, librarians, sports coaches, secondary school pupils, artists, authors, community groups, representatives from the local church and wider community.

- We participate in, and promote national events such as Comic Relief, Anti-Bullying Week and Children in Need.
- We are committed to supporting the mental health and wellbeing of all pupils and use various strategies such as, outdoor learning and Forest School provision, pastoral small group support and a pupil listening service, alongside quality teaching and learning about awareness and management of mental health through the RSHE curriculum.

Our School Vision

To create a Christian school which ignites a thirst for knowledge in every individual, where curiosity and talent are cultivated, and children are empowered to channel their love of learning to achieve their God-given potential.

School Values

At St Paul's, our values permeate all areas of school life and are reflected by the **Academy's Christian Values**:

To **persevere** with everything, we do.

To show **respect** for each other and the world around us.

To **forgive** others when they hurt us.

To always be **honest** and tell the truth.

To **serve** others.

Give **thanks** to God for all he does for us.

2. Introduction

This document is a statement of our aims, principles and strategies used to deliver Relationship and Sex Education at St Pauls CE Academy. Our school's policy on Relationship and Sex Education (RSE) is based on the Department for Education's (DfE) document 'Relationship and Sex Education Guidance' (DFES0116/2000). Documents that inform the school's Relationship and Sex Education policy include:

- Education Act (1996);
- Learning and Skills Act (2000);
- Education and Inspections Act (2006);
- Equality Act (2010);
- Supplementary Guidance SRE for the 21st century (2014);
- Keeping children safe in education – Statutory safeguarding guidance (2016); and
- Children and Social Work Act (2017)

Revised DfE statutory guidance states that from September 2020, all schools must deliver relationships education (in primary schools).

The parental right to withdraw pupils from Relationship and Sex Education (RSE) remains, in primary education, for aspects of sex education which are not part of the Science curriculum (this is currently taught in year 5).

Relationship Education and Health Education are to become statutory for all children from 2020 – there is no right to withdraw from these aspects of the Personal, Social and Health Education (PSHE) curriculum.

At [St Pauls CE Academy we are committed to offering all pupils a first-class, child centred education. The Christian traditions of the school make an important contribution to this. Christian values, principles and beliefs influence the curriculum and relationships in the school. Our school policy also adheres to the Church of England 'Valuing All God's Children' document (September 2019). This states that:

In creating a school environment that promotes dignity for all and a call to live fulfilled lives as uniquely gifted individuals, pupils will be equipped to accept difference of all varieties and be supported to accept their own gender identity or sexual orientation and that of others. In order to do this, it will be essential to provide curriculum opportunities where difference is explored, same-sex relationships, same-sex parenting and transgender issues may be mentioned as a fact in some people's lives. For children of same-sex or transgender parents or with close LGBT relatives this will be a signal of recognition that will encourage self-esteem and belonging.

In the early years' context and throughout primary school, play should be a hallmark of creative exploration. Pupils need to be able to play with the many cloaks of identity (sometimes quite literally with the dressing up box). Children should be at liberty to explore the possibilities of who they might be without judgement or derision. For example, a child may choose the tutu, princess's tiara and heels and/or the firefighter's helmet, tool belt and superhero cloak without expectation or comment. Childhood has a sacred space for creative self-imagining.

Childhood needs to be a period where we can make mistakes, try things out, explore projects and identities, without having to be bound by the consequences.

As a school, we ensure that we address all areas of Relationship and Sex Education and PSHE at an age-appropriate level and in a sensitive and inclusive manner. We have an open-door policy towards discussing any issues with parents. Our parents have access to our topics and schemes of work – this allows our parents the opportunity to support the teaching we are covering in school to be explored further at home.

We believe Relationship and Sex Education is important for all our pupils and our school because it prepares our children with the knowledge, understanding and skills which will enable them to make informed choices about their current and future relationships. It is not our job to promote any specific relationship as more important or better than another: we simply aim to engender a culture where people are free to make their own choices, free of prejudice and judgment. In line with Christian teachings, everyone is valued and loved, including those from the LGBTQ+ communities (Equalities Act 2014).

Relationship and Sex Education is learning about the emotional, social and physical aspects of growing up, relationships and reproduction. It will equip children and young people with accurate information, positive values and the skills to enjoy healthy, safe and positive relationships, to celebrate their uniqueness and to take responsibility for their health and wellbeing now and in the future. In sessions, children's understanding is evaluated using formative assessments such as mind maps. Assessments such as these aim to demonstrate what the child knew at the start of the session and how their knowledge and understanding has changed/improved. Further assessment approaches can be found on the PSHE Association schemes of work.

Relationship, Health and Sex Education is an integral part of our PHSE programme, an area which is considered important throughout our school. We will be guided in our teaching of it by the values and principles of the Church of England.

We believe that Relationship and Sex Education is an ongoing process, which should start in the home and continue at school. This process should happen in partnership with parents. A positive effort has, and will continue to be made to inform and involve parents.

Parents of the school are aware of when and how issues will be taught (Appendix 1). They are encouraged to come into school and view resources if they wish to do so. The school will continue to consult with them with regards to content and materials.

The school's programme of Relationship and Sex Education is embedded within the school's RSHE curriculum and helps children to respect themselves and others. The programme is tailored to the age and the physical and emotional maturity of the children and is delivered by the school staff and invited professionals.

Parents have the right to withdraw their children from all or part of any sex education provided, but not from the biological aspects of human growth and reproduction provided under the National Curriculum Science. (See Appendix 4 for Right to Withdraw form)

3. Policy Development

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

1. Review – a member of staff or 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 and any interested parties were invited comment, question or meet with staff about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their Relationship and Sex Education
5. Ratification – once amendments were made, the policy will be shared with governors and ratified

Timeline of Actions:

	Date	Signature of Headteacher & Chair of LGB
Draft Policy shared with staff for consultation		
Parental letter for consultation released		
Local Governing Board agreement		

4. Definition

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

Relationship and Sex Education involves a combination of sharing information, and exploring issues and values.

Relationship and Sex Education is not about the promotion of sexual activity.

5. Aims and Objectives for Relationship and Sex Education

We aim to deliver Relationship and Sex Education in an objective, balanced and sensitive manner set within a clear framework of Christian Values. At St Pauls CE Academy, we endeavour to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health and relationship related behaviour.

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

Relationship and Sex 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

The objectives of Relationship and Sex Education are;

- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils' self-esteem and confidence, especially in their relationships with others;
- To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives;
- To help pupils develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others;
- To help gain access to information and support
- To develop skills for a healthier safer lifestyle
- To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To be prepared for puberty and adulthood (Year 5/6 – right to withdraw*)

Special Educational Needs and Disabilities (SEND)

We believe that Relationships Education, Relationship and Sex Education and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. At St Pauls CE Academy, we provide quality teaching that is differentiated and personalised which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At St Pauls CE Academy, we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and Relationship and Sex Education can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. These factors will be taken into consideration when teaching these subjects.

6. The Teaching Programme for Relationship and Sex Education: Legal Requirements

All schools must teach the following as part of the National Curriculum Science programme of study. Parents do not have the right to withdraw their child/children.

Foundation

Children learn about the concept of male and female and about young animals. In ongoing PSHE work, they develop skills to form friendships and think about relationships with others.

Key Stage 1

Children should:

- Know the differences between things that are living and things that have never been alive.
- Know that animals, including humans, move, feed, grow, use their senses and reproduce.
- Name the main external parts, e.g. hand, elbow, knee, of the human body.
- Know that humans can produce babies and these babies grow into children and then into adults.
- Know that humans have senses which enable them to be aware of the world around them.
- Recognise similarities and differences between themselves and other pupils.

Through work in science children learn about life cycles of some animals, understand the idea of growing from young to old and learn that all living things reproduce. They learn about the importance of personal hygiene to maintain good health. In RE and Citizenship children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved. They begin to co-operate with others in work and play and begin to recognise the range of human emotions and ways to deal with them. They also learn about personal safety.

Key Stage 2

Children should:

- Know that there are life processes, including nutrition, movement, growth, and reproduction, common to animals, including humans.
- Know the main stages of the human life cycle.

In Science, children build on their knowledge of life cycles and learn about the basic biology of human reproduction including birth of a baby in Years 5 & 6. Children are taught about the physical, emotional and social changes at puberty, which include personal hygiene. In RE and Citizenship, they continue to develop an understanding of relationships within a family, between friends and the community and that there are different patterns of friendship. They will develop skills needed to form relationships and to respect other people's emotions and feelings. They will consider how to make simple choices and exercise some basic techniques for resisting pressures. Relationship and Sex Education should focus on the development of skills and attitudes not just the acquisition of knowledge.

7. The role of other members of the community

We encourage other valued members of the community to work with us to provide advice and support to the children with regard to health education. In particular, members of the Local Health Authority, such as the

Relationship and Sex Education consultant and the school nurse, give us valuable support with our Relationship and Sex Education programme.

The role of parents

The school is well aware that the primary role in children's Relationship and Sex Education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation. To promote this objective, we;

- inform parents about the school's Relationship and Sex Education policy and practice;
- answer any questions that parents may have about the Relationship and Sex Education of their child;
- take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for Relationship and Sex Education in the school;
- encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary;
- inform parents about the best practice known with regard to sex education, so that the teaching in school supports the key messages that parents and carers give to children at home.

We believe that through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

During Year 5, a letter is sent to parents/carers informing them of the nature of Relationship and Sex Education lessons about to take place. An opportunity for parents to view content of the sessions and any questions or concerns are addressed.

8. Delivery/Resources

Relationship and Sex Education is delivered through Science, RE, PSHE, Citizenship, literacy activities, circle time.

Relationship and Sex Education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse.

Our school follows the Jigsaw (PSHE) Scheme of work and the Educator Solutions (RSHE) Scheme – it is taught through a spiral curriculum with areas of learning re-visited at appropriate points in the child's development. This approach helps our children to build on their prior knowledge from previous years and develop age-related skills to meet their needs. Where possible, our Relationship and Sex Education (and PSHE) teaching weaves into our topic based approach – making learning relevant and meaningful.

Relationship and Sex Education will be taught using a range of teaching methodologies including story-telling, drama, discussions, individual private reflection, quizzes, fact finding, value spectrums, debating, independent research and artistic presentations etc. This wide range of teaching strategies promotes engagement by all pupils, irrespective of preferred learning styles. Distancing techniques, such as the use of characters within Relationship and Sex Education, avoids pupils feeling under pressure to participate or disclose information beyond that which is appropriate or feels comfortable. This strategy makes Relationship and Sex Education more accessible to all pupils, including those who may have experienced unhealthy relationships and/or abuse. The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

Relationship and Sex Education is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant. This happens in Year 5 which enables children of either sex to ask questions openly.

Teachers must avoid expressing an opinion or endorsing a moral point of view on the issues of abortion, sexuality, sex change, sexual identity, alternative faiths or surrogacy. It is the teachers' role to encourage an open approach, where children are free to express their opinions.

9. The National Healthy School Standard

As participants in the Healthy Schools team, we:

- Listen to the views of the children in our school regarding Relationship and Sex Education – each term a group of children will be chosen to feedback to the PSHE and Relationship and Sex Education Lead on what is being taught and how we can improve our provision. This feedback will help guide our practice.
- Look positively at any local initiatives that support us in providing the best Relationship and Sex Education programme that we can devise.

10. Answering Difficult Questions

St Pauls CE Academy believes that pupils should have opportunities to have their genuine questions answered in a sensible and matter-of-fact manner. However, occasionally a child may ask a particularly explicit, difficult or embarrassing question in class. Teachers will use their skill and discretion to decide about whether to answer questions in class and, if so, how. Where teachers are unsure of this, they should explain to the child (children) that they will check this out and respond as soon as possible. Teaching staff should seek advice from the SLT or PSHE and Relationship, Health and Sex Education Lead, if they are need advice on how to address a difficult question. It is not the job of the teacher to have all the answers but to facilitate an open dialogue where all questions are valued. They will establish clear parameters of what is appropriate and inappropriate in class by discussing ground rules with students and by taking an approach that encourages pupils to be mature and sensible.

If a question is too explicit or inappropriate to answer in class, teachers will acknowledge it and explain to the child that they will need to ask their parents. In these cases, staff will need to record this information (of the question and conversation had around the subject) on My Concern and speak to parents so parents/carers have the opportunity to address things at home. If a teacher is concerned that a pupil is at risk of sexual abuse they will follow the school's child protection procedures.

Confidentiality

Teachers' conduct Relationship and Sex Education lessons in a sensitive, supporting and open manner where children feel safe to express their opinions free of judgement and prejudice. Where children make comments in Relationship and Sex Education and PSHE sessions, other children are encouraged to show respect, tolerance and sensitivity. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection – see Safeguarding Policy. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the named person for Safeguarding issues (Headteacher, Head of Schools or DSL) about their concerns. They will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection and Confidentiality). School staff cannot promise absolute confidentiality if approached by a child for help. Staff must make this clear to children. Safeguarding procedures must be followed when any disclosures about abuse are made.

11. Roles and Responsibilities

The Local Governing Body

The Local Governing Body (LGB) will approve the Relationship and Sex Education policy, and hold the head teacher to account for its implementation.

The Co-Headteachers /RSHE (Relationship, Health and Sex Education) Lead

The Co- Headteachers and RSHE Lead are responsible for ensuring that Relationship and Sex Education is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of Relationship and Sex Education (see Appendix I)

Staff

Staff are responsible for:

- Delivering Relationship and Sex Education in a sensitive and age-appropriate way
- Modelling positive attitudes to Relationship and Sex Education
- Monitoring progress
- Responding to the needs of individual pupils (SEND)
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of Relationship and Sex Education

Staff do not have the right to opt out of teaching Relationship and Sex Education. Staff who have concerns about teaching Relationship and Sex Education are encouraged to discuss this with the head teacher.

Responsibilities: In addition to the responsibilities of all teachers, there are certain members of staff with specific responsibilities which is outlined below:

Co Headteachers	
Safeguarding Lead and DSL	
Relationship, Health and Sex Education Lead	
Science Lead	

Pupils

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

12. Parents' right to Withdraw

Parents have the legal right to withdraw their children from the non-statutory/non-science components of sex education within Relationship and Sex Education. Our school will follow the Jigsaw (PSHE) Scheme of work and the Educator Solutions (RSHE) Scheme.

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

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

Parents do not have the right to withdraw their children from relationships and health education which forms part of the RSHE curriculum.

13. Training

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

The head teacher/PSHE (Relationship and Sex Education) Lead will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching Relationship and Sex Education.

14. Monitoring Arrangements

The delivery of Relationship and Sex Education is monitored by R. Mould and A. Bishop (RSHE Leads) through:

- Planning scrutinies
- Learning walks
- Books looks

Pupils' development in Relationship and Sex Education is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by R. Mould and A. Bishop bi- annually. At every review, the policy will be approved by the head teacher and the LGB.

15. Links to other documents:

- Child Protection and Safeguarding Policy
- Health and Safety Policy
- PE Policy
- RSHE Policy
- ICT Policy
- SEND Policy
- Prevent (Radicalisation and Extremism) Policy
- First Aid Policy
- E-Safety Policy
- RE Policy
- Equality and Diversity Policy
- Early Years Policy
- Church of England – Valuing All God's Children (Sept 2019)

Draft Policy reviewed on 10th January 2022 by L.Wilson (Relationship, Health and Sex Education Lead)

Appendix I: Curriculum Map

RHSE curriculum

Jigsaw RSE Content

The grid below shows specific RSE learning intentions for each year group in the 'Changing Me' Puzzle.

Year Group	Piece Number and Name	Learning Intentions 'Pupils will be able to...'
FS1/2	Piece 3 Growing Up	D4 - Seek out others to share experiences. Show affection and concern for people who are special to them D6 - Explain own knowledge and understanding, and ask appropriate questions of others ELG - Show sensitivity to others' needs and feelings
1	Piece 4 Boys' and Girls' Bodies	identify the parts of the body that make boys different to girls and use the correct names for these: penis, testicles, vagina respect my body and understand which parts are private
2	Piece 4 Boys' and Girls' Bodies	recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private
3	Piece 1 How Babies Grow	tell you what I like/don't like about being a boy/girl understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby
	Piece 2 Babies	express how I feel when I see babies or baby animals understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow
	Piece 3 Outside Body Changes	express how I might feel if I had a new baby in my family understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies identify how boys' and girls' bodies change on the outside during this growing up process recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 4 Inside Body Changes	identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up recognise how I feel about these changes happening to me and how to cope with these feelings
4	Piece 2 Having A Baby	correctly label the internal and external parts of male and female bodies that are necessary for making a baby

5	Piece 3 Girls and Puberty	<p>understand that having a baby is a personal choice and express how I feel about having children when I am an adult</p> <p>describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p> <p>know that I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
	Piece 2 Puberty for Girls	<p>explain how a girl's body changes during puberty and understand the importance of looking after myself physically and emotionally</p> <p>understand that puberty is a natural process that happens to everybody and that it will be OK for me</p>
	Piece 3 Puberty for Boys and Girls	<p>describe how boys' and girls' bodies change during puberty</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 4 Conception	<p>understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>understand that sometimes people need IVF to help them have a baby</p> <p>appreciate how amazing it is that human bodies can reproduce in these ways</p>
6	Piece 2 Puberty	<p>explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally</p> <p>express how I feel about the changes that will happen to me during puberty</p>
	Piece 3 Girl Talk/Boy Talk	<p>ask the questions I need answered about changes during puberty</p> <p>reflect on how I feel about asking the questions and about the answers I receive</p>
	Piece 4 Babies - Conception to Birth	<p>describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p>recognise how I feel when I reflect on the development and birth of a baby</p>
	Piece 5 Attraction	<p>understand how being physically attracted to someone changes the nature of the relationship</p> <p>express how I feel about the growing independence of becoming a teenager and am confident that I can cope with this</p>

St Paul's CE Academy - Progression of skills (RSE Educator Solutions curriculum)

		Early Years		Key Stage 1		Key Stage 2	
	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
M y f e e i n g s	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings.	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond.	Pupils can recognise and celebrate their strengths and achievements and set simple but challenging goals.	Pupils can identify their strengths and set aspirational goals for themselves, understanding how this contributes to high self-esteem.	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond.	Pupils can anticipate how their emotions may change as they approach and move through puberty.	Pupils can recognise how images in the media, including online do not always reflect reality and can affect how people feel about themselves.
M y b o d y	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene.	Pupils can correctly name the main parts of the body, including external genitalia using scientific terms.	Pupils can recognise how they grow and will change as they become older.	Pupils know how their body may change as they grow and develop, how to care for their body and celebrate their uniqueness.	Pupils can reflect on how their body has changed and anticipate body changes, understanding that some are related to puberty.	Pupils can anticipate how their body may change as they approach and move through puberty	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs.
M y r e i a t i o n s	Pupils understand that there are similarities and differences between everyone and can celebrate this.	Pupils understand the importance of listening to other people and playing and working cooperatively, including strategies to resolve simple	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable.	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond.	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships	Pupils realise the nature and consequences of discrimination, including the use of prejudice based language.

h i p s		disagreements through negotiation.					
M y b e l i e f s	Pupils can recognise what they like, dislike and feel empowered to make real, informed choices.	Pupils can identify and respect differences and similarities between people, and can celebrate this.	P u p i l s c a n i d e n t i f y t h e w a y s i n w h i c h p e	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl.	Pupils can recognise differences and similarities between people arise from a number of factors including family and personal identity.	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying.	Pupils know some cultural practices are against British law and universal human rights, including female genital mutilation (FGM).

		o p l e a n d f a m i l i e s a r e u n i q u e , u n d e r s t a n d i n					
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			e r t h e m .				
M y r i g h t s a n d r e s p o n s i b i l i t i e s	Pupils understand the concept of privacy, including the right to keep things private and the right another person has to privacy.	Pupils understand that some diseases are spread, the right to be protected from diseases and the responsibility to protect others.	P u p i l s c a n j u d g e w h a t k i n d o f p h y s i c	Pupils understand the right to protect their body from unwanted touch.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves.	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission.	Pupils have an awareness that infections can be shared during sexual intercourse and that a condom can help to prevent this.

			a l c o n t a c t i s a c c e p t a b l e . c o m f o r t a b l e . u n c				
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			o m f o r t a b l e a n d h o w t o r e s p o n d .				
A s k i n g f o r h e	Pupils can identify the special people in their lives, what makes them special and how special people care for one another.	Pupils can identify the people who look after them, and how to attract their attention if needed.	P u p i l s k n o w t	Pupils can identify the difference between secrets and surprise, knowing when it is right to break a confidence and share a secret	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help.	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen.	Pupils develop the confidence and skills to know when, who and how to ask for help independently or with support

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		s , a n d t h e i m p o r t a n c e o f n o t k e e p i n g a s e c r e t					
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		that makes them feel uncomfortable for a while, worry				
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			d o r a f r a i d .				
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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
TOPIC	<ul style="list-style-type: none"> • PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> • 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 is shared and used online

Being safe	<ul style="list-style-type: none"> • 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
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Appendix 4: Parent form: withdrawal from sex education within Relationship and Sex Education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			

TO BE COMPLETED BY PARENTS	
Any other information you would like the school to consider	
Parent signature	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>E.g.: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

