



Pendle Education Trust



Policy/Procedure/Guideline:	PSHE with RSHE
Senior Manager Responsible:	Sam Root
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Pendle Education Trust

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Purpose

This policy covers our school's approach to statutory and non-statutory guidance on Relationships, Sex, and Health Education (RSHE) and all non-statutory elements of Personal, Social, Health and Citizenship Education (PSHE). At Casterton Primary Academy we see PSHE as being at the centre of all that we do.

Our PSHE (RSHE) curriculum aims to assist children in preparing them for adult life by supporting them through their physical, emotional and moral development.

Our curriculum will provide the fundamental building blocks to help children develop the skills, knowledge and attributes needed in their lives now and in the future and help them recognise and embrace the challenges they may face. Through our curriculum, our school environment and our school ethos, we promote pupils' self-esteem and emotional well-being and help them to form and maintain worthwhile and satisfying relationships, based on respect for themselves and for others, at home, at school, at work and in the community. The curriculum is about lifelong learning and children will learn about growing up, changes and reproduction. We will give the children factual information that will help them to make well informed decisions about choices they make regarding their wellbeing, health, and relationships. It will also provide them with opportunities to reflect on a variety of issues, beliefs and viewpoints

We understand our responsibility of Keeping Children Safe in Education and will ensure we keep ourselves up to date, making the children aware of how to keep themselves safe on and off line, and know how and where to access support and help for themselves or others.

It was produced by Sam Root as PSHE lead, through consultation with teachers, pupils, parents and governors. The policy will be available to parents and carers through accessing the school website. A hard copy will also be available on request, from the school office.

Our Values that underpin our policy

Our PSHE with HRSE programme promotes the spiritual, moral, and social development of the children within our care as well the mental and physical development of our pupils. We aim to uphold the British Values of democracy, rule of law, individual liberty, mutual respect and tolerance of different faiths and beliefs and the United Nations Convention values of 'the rights of a child' (see link below) Our SHINE values of being Safe, Here, Inspired, Neighbourly and Excellent are values that we also encourage within our school community.

Through aspects of school life such as voting for school council members, assemblies and discrete PSHE (HRSE) lessons, these values are embedded within our curriculum. Our assemblies and lessons teach the children about our values, respecting similarities and differences, tackling stereotypes and understanding why some people discriminate against others. We aim to empower children to have a voice in lessons and through a democratically elected school council, and to stand up against discrimination, to value equality, be tolerant and be mutually respectful. We recognise each child's achievements and their demonstration of these values through celebratory assemblies.

With these values in mind we recognise our responsibility to prepare children for a range of experiences, challenges and opportunities they may encounter during everyday life. We will value and encourage open communication between children, teachers, parents and carers. We will promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring the curriculum and learning is tailored for every individual child. Allowances will be made for children who may be classed as vulnerable or for potentially sensitive issues. We will ensure teaching will take into account the age, ability, readiness, and cultural backgrounds of children (including those with English as a second language) to ensure that all can fully access our PSHE education provision. We expect our pupils to consider others' needs and show respect by following the school's 'Neighbourly' vision and value, reminding them of this and promoting correct and sensitive behaviours. We will use the PSHE curriculum as a way to address diversity issues, promote the right not to be discriminated against, and to ensure equality for all.

Our values will also be underpinned by the United Nations Conference for the Rights of a Child (UNCRC) overarching principles of:

1. Non-discrimination
 2. Commitment to the best interest of the child
 3. The right to life, survival and development
 4. Respect for the views of the child
 - Rights are universal and cannot be taken away.
 - The main responsibility for ensuring that all children enjoy their rights lies with the adults.
 - All rights are equally important.
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1. Aims

Overall School Aims

At Casterton, we believe that every child has the right to access a world-class education. We want to empower, enable and inspire children to achieve their potential through exceptional teaching, innovative approaches to learning, and a community-oriented approach to meeting learners' needs. We will endeavour to provide experiences which enrich a creative curriculum, motivating children to learn and inspiring them to achieve. We will promote confident and articulate communication between each other and we will work in partnership, utilising the best resources available, learning from outstanding practice.

Aim and Objectives of our PSHE, Sex and Relationships Programme

- 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
- The RSE curriculum aims to promote positive relationships which keep everyone safe both physically and mentally

Our programme aims to assist **all** children and young people to prepare for adult life by supporting them through their physical, social, emotional and moral development, and helping them to understand themselves, respect others and form and sustain healthy relationships. We aim to help children develop skills in teamwork, resilience and the ability to communicate well to prepare them for the modern world. We also aim to help develop attributes such as leadership, organisation, using initiative, self-esteem, managing risks and critical thinking through the teaching of the core themes of health, relationships, well-being and living in the wider world.

Our Objectives are:

For children to...

- Learn to have respect for themselves and others, valuing the differences and similarities between people, their friendships and families, cultures and religions.
- Know how they contribute to life in the classroom, school and wider community.
- Understand and follow rules in class, school and the wider community including the rule of law and understand consequences of not following rules.
- Know what the British Values are.
- Know what marriage and civil partnerships are and what the UK law is regarding this.
- Understand that relationships should be supportive and caring.
- Understand that not all relationships are positive and how to deal with them.
- Learn about money, where it comes from and the role it plays in their lives.
- Learn what economic well-being is and how we can achieve it.
- Understand their role in looking after the environment.
- Know what their own, and others' rights and responsibilities are in school and the wider community.
- Recognise and learn how to deal with conflict in different contexts.
- Learn to be positive, independent, self-disciplined and active members of a democratic society.

- Develop self-confidence and self-esteem, and make informed choices regarding personal, health and social issues.
- Understand the human life cycle and how babies are conceived
- Recognise the need to remain safe, cope with safety issues and manage risk in their own lives including online.
- Use the correct terminology when naming external body parts (including genitalia)
- Identify real life and online bullying and learn strategies for dealing with it.
- Recognise what stereotypes are and how to challenge them.
- Recognise outside influences from a range of sources (peers/family/media).
- Know when and where to seek help.

Aims and objectives of our Health Education Programme

Our aim is to provide our children with age appropriate information, explore attitudes and values and develop skills to empower them to make positive decisions about their physical, mental, emotional and social health that will help them to lead happy and healthy lives.

Our aims and objectives are to:

- Help children recognise the different types of health.
- Explore the benefits of good health and the negatives of bad health.
- Look at what negatively impacts our health (including drugs, alcohol and tobacco).
- Help children to understand their changing bodies and puberty (including menstruation).
- Help children to recognise the importance of good personal hygiene and dental care.
- Explore the benefits of being active, eating well and the importance of sleep.
- Help children recognise the positive and negative effects of electronic devices on our health.
- Show children how bullying, social media and peer pressure impact mental health.
- Discuss and find out how to recognise different health problems and how and where to seek help.
- Understand the benefits of immunisations and vaccines.

Learn some basic First Aid techniques.

Outcomes

Children will know about and show understanding of...

- Why and how we develop self-respect and respect for others irrespective of friendships, family, gender, culture, and religion.
- Why stereotypes and generalisation are unhelpful and hurtful and how to avoid them.
- What role they play in school and society and the impact they can have both positively and negatively.
- Why rules are important and the consequences of not following them.
- Understand the British Values, why we have them and how we uphold them in real life.
- Money: where it comes from, how to keep it safe, budgeting, spending and debt.
- What 'economic well-being' is and how we can achieve it, including the benefits of work.
- How to care for the environment on a local and global scale.
- What their rights are, including 'Rights of the Child' and what their responsibilities are in school and society.
- What conflict is, in different contexts, and strategies to deal with it.
- Democracy- what it is and what it looks like in real life (school council/voting etc.).
- Keeping safe in everyday life including online risks and how to recognise and report them.
- What different types of relationships are including family and online relationships.

- The characteristics of happy and healthy relationship are.
- How to support each other in difficult times.
- How to keep safe in a relationship and how to respect themselves and others.
- Recognising when a relationship is making them feel sad, worried, unsafe or upset.
- Cyberbullying and the impact it can have and their responsibility as a bystander.
- What stereotypes are and how to challenge them.
- What influences are and how they can impact on their lives.
- Human reproduction (how babies are conceived) and human life cycles Where and how to access support and help.

Our lessons and teaching will also encourage children to develop and demonstrate the following skills and attributes:

- Be self-reflective.
- Develop resilience.
- Learn to self-regulate and manage emotions.
- Deal with peer pressure.
- Think about their own personal values and re-evaluate values and beliefs in the light of new learning, experiences and evidence.
- Learn how and when to apply knowledge in new situations.
- Develop and maintain a healthy self-concept (including self-confidence, realistic self-image, self-worth, assertiveness, self-advocacy and self-respect).
- Understand what empathy and compassion are and how and when we show them.
- Be able to evaluate arguments and opinions of others and challenge those opinions.
- Listening actively and communicating thoughts clearly.
- Working as part of a team.
- Negotiating.
- Being enterprising - setting goals.
- Learning to manage influences effectively.
- Valuing and respecting diversity.
- Building and maintaining healthy relationships.

Children will understand they have the right to:

- Be treated with dignity and fairness.
- Be protected.
- Develop to their full potential.
- Participate.
- Privacy.
- Enjoy and celebrate their own culture, religion and language.
- Express themselves in different ways.
- Seek help.

Children will understand they have a responsibility to:

- Show respect to others and treat each other fairly.
- Look after each other and not cause harm.
- Listen to other people's opinions and take them seriously.
- Make the most of their learning and encourage others to develop.
- Respect the privacy of others.
- Respect the culture, religion and language of others.
- Allow others to express their thoughts even if they differ from their own.

Ask for help when they need it.

2. Statutory requirements

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

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

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

We also have regard to 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 Casterton, we teach RSE as set out in this policy.

Statutory Guidance on Relationships Education

These 5 topics covered throughout Key Stage 1 and Key Stage 2 are:

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

Non-Statutory Sex Education (Year 6 only)

- Conception - how babies are conceived and contraception, how to prevent conception.

Statutory Guidance on Physical Health and Wellbeing Education (Health Education)

These are the areas covered in Key Stages 1 & 2:

- Mental wellbeing.
- Internet safety and harms.
- Physical health and fitness.
- Healthy eating.
- Drugs, alcohol and tobacco.
- Health and prevention.
- Basic first aid.

Changing adolescent body including puberty, physical and emotional changes

3. Policy development

This policy has been developed in consultation with staff, pupils and parents during the initial writing of the policy in the Summer Term of 2021. 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 to attend school about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

The policy is reviewed annually and we will consult parents and other stakeholders if there are any material changes.

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, 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.

Primary sex education will focus on:

- How a baby is conceived and born

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

6. Delivery of RSE

Key Principles of the Curriculum, Timetabling and Teaching (PSHE with HRSE).

We understand that PSHE education needs to consider pupils' starting points. Pupils will bring differing levels of knowledge, skills, understanding, attributes, values and beliefs to any issue explored through PSHE education. Often this prior learning is more complex than we might assume.

With this in mind our lessons aim to build on prior knowledge from previous years and previous lessons and a baseline assessment will be carried out at the beginning of a unit of work or sometimes lesson. We will

use final unit/lesson assessments and compare these to the baseline assessments to assess whether the children's learning and understanding has moved on. Through the use of PSHE subject specific books, children and adults can track progress and identify any required areas of support, guidance, or additional teaching. Ongoing assessment will allow us to analyse the needs of our children and the future curriculum.

Our PSHE with HRSE curriculum is taught weekly in class by the class teacher or an experienced member of staff familiar with the class. We use the PSHE Association Programme builders as a basis for our curriculum. It is theme-based and incorporates the Statutory Relationships and Health Education (see link below). All children will take part in the lessons including those children with SEND. In the EYFS the children will explore the foundations of PSHE through the Early Learning Goal area of PSED (Personal, Social and Emotional Development). After the EYFS, we use a 2 year rolling programme for Years one to four, covering the themes of; Relationships, Health and Well-Being and Living in the Wider World. Years five and six will follow their own year group themes using the same themes and at Year 6, we also include education about 'conception' and 'contraception'.

We also use Whole School and Class Assemblies as a vehicle to further embed the children's learning in PSHE and to teach about British Values.

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).

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.

Creating a safe and supportive learning environment

We will create a safe and supportive learning environment where children can develop their own values and attitudes, gain accurate knowledge and learn the skills that will help them grow into happy, confident adults. We will agree a **group agreement** with each class at the beginning of every year which will then be referred to at the beginning of each lesson to remind pupils of expectations within lessons. We will enable pupils to raise anonymous questions by providing '**ask it baskets**' in every classroom and these will be addressed as part of the ongoing curriculum covered within school by the class teacher, where possible. The ask it basket gives children the opportunity to ask questions and gives the teacher time to find the best way to answer the questions.

If a safeguarding issue is raised by an anonymous question the DSL will be informed immediately. Staff will act as positive role models in all aspects of the curriculum and will be non-judgemental, adhering to the class group agreement at all times.

We have a planned programme which we will follow as long as it is appropriate for the needs of the children, however, due to the nature of the subject, there may be times when children ask questions out of the context of a planned session. Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for PSHE and Health and Relationships Education. If a child asks a verbal question that is deemed inappropriate (too explicit, too personal, raises safeguarding worries.) the teacher will remind the child of the group agreement but also acknowledge the question and attend to it later appropriately and sensitively on an individual basis whilst referring it to the parents.

Teachers will answer questions as honestly as possible using factual information. Teachers will not answer personal questions and if answers are unknown the teacher will find out the answer and respond appropriately either on an individual basis or to the class. If a teacher feels uncomfortable answering a question they may acknowledge it and seek further support from the PSHE lead, DSL's or SLT in order to respond. When a member of staff does not immediately answer a child's question they may choose to speak to them on their own, later or refer them to speak to their parents. *(unless for safeguarding reasons this would not be appropriate)*

Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information.

The use of visitors to the classroom

As a resource, external visitors will be used to enhance teaching and learning to help deliver the curriculum in the best way and that they will enrich the learning of the children in a relevant way. Sessions will be discussed and materials shared with the PSHE lead and/or class teacher prior to delivery. During these sessions learning will continue to be assessed and the impact on learning will be evaluated.

Visitors will abide by school policy protocols to ensure the safeguarding of our children.

We will ensure that key messages are in line with our own values and that up to date DBS checks are in place. We will also ensure that any visitors have up to date a relevant knowledge of the KCSIE (Keeping children safe in education see link below) documents and where possible have been recommended to us the PSHE advisor. (See Visitor Policy on the school website)

6.1 Inclusivity

SEND, inclusion, equality and diversity

We will ensure our curriculum meets the needs of all our pupils including those with special educational needs, disabilities and those who have EAL. We will ensure that pupils with SEND and those with EAL, receive access to the curriculum through supported learning, baseline assessments and the use of differentiated materials and activities. We will take into account the ability, age, development and cultural backgrounds of our all our young people to ensure that they can fully access our PSHE education provision. More able pupils will be challenged by reflecting on the areas taught and showing an understanding of how these might apply in real life contexts.

The needs and interests of all pupils, irrespective of sex, gender identity, family, faith, culture, sexual orientation, ability or aptitude will be addressed and respected by creating a safe environment (see section below), adhering to the Equality Act and following our values (see section above).

Children are taught age appropriate content and where this may not be suitable, children will be taught content from a different age group. Lessons may include debates, role-play, research as well as discussions and written recording. Materials will be differentiated to ensure all children can access learning at their level. To support our teaching we will use a range of materials which have been PSHE approved.

We will promote social learning and expect our pupils to show a high regard for the needs of others by listening, being supportive and showing respect. We see every child as a unique individual, whom we aim to celebrate and help develop their sense of self.

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
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

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 local academy council

The local academy council will approve the RSE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, 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 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. All teachers are responsible for teaching RSE at Casterton.

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 do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children 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.

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by Sam Root and the Senior Leadership Team through:

Planning Scrutiny, Lesson observations, learning walks, pupil voice and work scrutiny.

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

This policy will be reviewed by Sam Root, PSHE Subject Leader annually. At every review, the policy will be approved by the local academy council.



Pendle Education Trust

Appendix 1: Curriculum map

Please follow the link below to the PSHE and SRE section of the school website where you will be able to see full details of the curriculum.

[PSHE & SR Education | Casterton Primary Academy](#)

Pendle Education Trust

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Company Registration Number: 08263591

Place of Registration: England and Wales



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

TOPIC	PUPILS SHOULD KNOW
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
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

Health, Relationships and Sex key vocabulary

EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Same	Similar	Similar	Similar	Similar	Puberty-change, grow, mature	<i>Year 5 vocabulary +</i>
Different	Different	Different	Different	Different	Adolescent	Womb
Boy	Body parts	Body parts	Male	Male	Physical changes	Sperm
Girl	Penis	Penis	Female	Female	Emotional changes	Egg
Body parts	Vagina	Vagina	Body parts	Body parts	Moods	Conception
Penis	Hygiene	Hygiene	Penis	Penis	Menstruation	Reproductive organs
Vagina	Medicines	Medicines	Vagina	Vagina	Periods	Uterus
			Comfortable	Comfortable	Tampons	Ovary/ovaries
			Uncomfortable	Uncomfortable	Sanitary towels	Cervix
			Body parts	Body parts	Wet dreams	Vulva
			Like	Like	Semen/sperm	Vagina
			Dislike Touch	Dislike Touch	Erection	Clitoris
			Relationship	Relationship	Sweat/odour	Labia
			Stereotypes	Stereotypes	Breasts	Fertilisation
			Gender roles	Gender roles	Spots	Pregnancy
					Adam's apple	Sexual intercourse
					Hygiene/cleanliness	Relationships
					Hair	Friendship
					(facial/body/pubic)	Love
					Genitalia vocabulary-penis, testicles, scrotum, vagina, vulva.	Consent
					Drugs, alcohol, tobacco	Intimacy Privacy
						Contraception
						Drugs, alcohol, tobacco

Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		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	