Mid-Trent Multi Academy Trust

Policy for Personal, Social, Health and Economic Education including Sex and Relationships (RSE)

September 2026

St Andrew's CE Primary School

Colwich CE Primary School

St Peter's CE Primary School

Flourish Early Education

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1.0	26.11.2020	Initial	PSHE Leads	New as a result in changes to legislation around RSE. Parent Consultation December 2020
1.1	07.11.2022	Routine Review	LE	Reviews – Minimal Changes.
1.2	1.3.2024	Routine Review	Mat Dev. Team	Curriculum Appendix Review – Moved to 1Decision Resources for PSHE
1.3	01.09.2026	Routine Review	LE/GL/CC MAT PSHE Leads	Due to updated RSE Guidance 2025 – Reviewed and amended policy and Appendix

Policy for Personal, Social, Health and Economic Education including Sex and Relationships (RSE)

The Mid-Trent MAT (hereafter called 'The Trust') PSHE and Citizenship, including sex and relationships policy encompasses the following policy:

- Sex and Relationships Education (RSE)

Other relevant Trust policies are: Safeguarding, E-safety, Drugs and Alcohol, Behaviour, Anti-Bullying, Equality and Inclusion, Health and Safety, Teaching and Learning.

Rationale

Personal, Social, Health and Economic Education (PSHE) and Citizenship is to help children and young people deal with the real-life issues they face as they grow up. The areas that PSHE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; emotional and mental health and wellbeing; safety; and personal finance.
The relationships education, relationships and sex education part of this policy is derived from the guidance provided by the Department of Education in the *'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) 2025'* makes it clear that primary schools should teach about relationships and health, including puberty. Sex Education is not compulsory in primary schools as the National Curriculum for Science covers most related subject content, but schools may choose to cover additional content on Sex Education to meet the needs of their pupils.

PSHE and RSE is enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

Definitions

PSHE
Personal, Social, Health and Economic (**PSHE**) Education is a school curriculum subject in England which focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work.

Relationships Education:
'teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.'

(RE, RSE & HE Statutory Guidance 2025)
This includes recognising and managing their feelings, building healthy friendships, staying safe online and in their communities and making positive choices.

Health Education:
'teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.'
(RE, RSE & HE Statutory Guidance 2025)
This includes learning to look after their body and mind, respecting other people, describing parts of the body and understanding how it changes.

Sex Education:
Teaching about '*conception and birth, which forms part of the national curriculum for science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.' (RE, RSE & HE StatutoryGuidance 2025)*
This does not include the promotion of sexual activity.

Aims
The agreed aim of providing good quality Relationships, Health and Sex Education (RSE) and PSHE in all of The Trust schools. Their aim is to ensure the following points:
- A positive culture around relationships
- A framework in which sensitive discussions can take place
- A positive culture around issues of relationships and sexuality.
-An engaging PSHE curriculum
-By developing and nurturing children's social skills.
-By sharing thoughts and ideas in a safe and stimulating environment.

And to enable all pupils:
- To possess the building blocks to develop healthy relationships, good mental health and well-being, and healthy, active lives.
-To develop feelings of self-respect, confidence and empathy.
-To have a diverse knowledge of other people's cultures and traditions and celebrate these differences.
-To be prepared for puberty, and have an understanding of the importance of health and hygiene and of sexual development.
-To know and use the correct vocabulary to describe themselves and their bodies and feelings.

Curriculum Organisation
PSHE and RSE will be delivered through a combination of planned curriculum lessons and whole school approaches. This will take the form of:

- Planned weekly/fortnightly lessons
- Cross Curricular;
- Agency/visitor input;
- Enrichment opportunities;
- Themed weeks;
- Assemblies.

PSHE and RSE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE has an equal priority with other learning.

Teaching and Learning

PSHE and RSE is delivered in line with The Trust's teaching and Learning policy. As PSHE and RSE – perhaps more than any other subject – works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, the following teaching and learning approaches are used:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries;
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences;
- Dealing with unexpected questions and comments from children and young people sensitively;
- Building on children and young people's knowledge and experiences;
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.

Curriculum Content

See Appendix A for details of the scheme of work for PSHE and RSE across The Trust.

The PSHE and RSE programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE and RSE is provided and effectively taught through a progressive programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. The aim of the curriculum is to review and revisit themes and concepts throughout pupil's time in The Trust schools, thus aims to ensure the child is more prepared for future life skills and issues that may occur.

PSHE and RSE within the Early Years Foundation Stage

The Statutory Framework for Early Years Foundation Stage (DFE 2025) has been used to inform the agreed curriculum content and vocabulary for children in Reception.

The EYFS Curriculum is organised within seven areas of learning and development. All areas of learning and development are important and inter-connected; the three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and support development in the other areas of learning. The prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. Within the EYFS curriculum, Relationships Education is embedded within the prime area of Personal, Social and Emotional Development, and is also a key aspect of the Understanding of the World area of learning. Aspects of Health Education are included within Physical Development. Through these, EYFS children are encouraged to form good relationships with peers and adults in school, learn about similarities and differences between themselves and others, know about ways to keep healthy and safe and manage their own basic hygiene and personal needs.

Lesbian, Gay, Bisexual and Transgender (LGBT)

Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. The Act encourages schools to meet the diverse needs of children and to improve their outcomes regardless of background. Mid Trent MAT schools do this

by teaching children about their rights and responsibilities, and acceptance, empathy and understanding of others.

In the Trust's schools, all teaching is sensitive and age-appropriate in approach and content. The agreed curriculum content enables appropriate learning to take place about differences and similarities in family situations, and prevents children whose families arrangements are different to others from feeling unaccepted or isolated, and becoming vulnerable to the effects of mental and emotional stigma. The curriculum raises children's awareness of differences and similarities between people, such as their physical appearance and personality, likes and dislikes, points of view, cultures and ethnicities, religions and beliefs, disabilities or special needs, and relationships. It has a clear focus on helping children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy and responsible citizens, rather than judging them on appearance or differences to oneself. As a Christian school, the agreed curriculum protects, informs and nurtures all pupils as unique and wonderfully made individuals. As a result, it affords dignity and shows respect to all types of relationships which make up our diverse communities; recognising that all people are made in the image of God and loved equally.

The curriculum also enables appropriate learning to take place about the importance of respect and kindness, and that the use of any word as an insult is hurtful and unkind. The timely introduction and correct use of appropriate vocabulary within the agreed curriculum content supports children's learning and understanding, and prevents misunderstandings about what words in common use mean. Therefore, where children do use words incorrectly or in a derogatory manner, this will be addressed appropriately and sensitively.

Assessment, Recording and Reporting

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem. However, during these sessions teachers may notice that some children may struggle with their own mental wellbeing, if these issues are identified the appropriate intervention will be actioned and parents will be notified.

Monitoring and Evaluation

There is on-going evaluation and monitoring of the programme for PSHE by senior management and the co-ordinator. Monitoring takes place in accordance with the school's monitoring cycle. Headteachers and PSHE Leaders will monitor and evaluate the implementation and effectiveness of the Trust policy and agreed curriculum content for Relationships, Health and Sex Education, and the school's policy for Personal, Social, Health and Economic Education, and provide feedback to the Local Governing Body and to the Trust as required.

The *'Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) 2025'* document will be kept under review by the Department for Education.

School policies will be formally reviewed in line with each school's own programme of policy review, which will be detailed within each policy, and with the school's Local Governing Body policy review plan.

Safeguarding

Teachers and other adults involved in PSHE may sometimes hear disclosures that suggest a child may be at risk. All staff are aware of The Trust's Safeguarding policy and procedures that should be followed.

Confidentiality
The Trust's schools will ensure that:

- Children are informed of the limits of confidentiality that may be offered by teachers;
- Children are informed of sources of confidential support e.g. school nurse/health adviser;
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

Parental Right to Withdraw
As Science, Relationships and Health Education are statutory (compulsory) subjects, parents do not have a right to withdraw their children from these lessons.

As Sex Education is not mandatory, parents do have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

Where a parent requests that their child is excused from these lessons, the headteacher of the school should meet with the parent to discuss their concerns, but must respect the parent's wishes and grant the request to withdraw the pupil from any Sex Education delivered, other than as part of Science, Relationships or Health Education. It is then the school's responsibility to ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

See Appendix A: A progression map which outlines with parts of RSE can be withdrawn from.
See Appendix B: Parental Request to Withdraw Pupil from Sex Education

Roles and Responsibilities
This Policy has been developed through the collaboration of PHSE Leaders from all of the Trust Schools on behalf of the Mid-Trent Multi Academy Trust. The Trust is responsible for ensuring that this Policy is used by all Trust schools to inform their statutory provision for teaching Relationships, Health and Sex Education as part of each school's Personal, Social, Health and Economic Education provision.

Local Governing Bodies of the Trust schools have the responsibility to ensure that the school's provision for Relationships, Health and Sex Education is well-led, effectively managed and well planned, so that teaching is accessible to all pupils and all pupils make progress in achieving the expected outcomes. They must also ensure that the subjects are resourced, staffed and timetabled so that the school can fulfil its legal obligations, and that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

Headteachers are responsible for ensuring that the agreed curriculum is taught consistently across the school, that pedagogy and resources employed for delivery of the content is appropriate to the age and stage of the pupils, and that teachers have the necessary training and expertise to confidently and effectively teach the curriculum content. Headteachers also have the responsibility to liaise with parents and manage requests to withdraw a pupil from non-mandatory Sex Education.

Mid Trent Multi Academy Trust
Policy for Relationships, Health and Sex Education

Appendix A: Mid Trent Multi Academy Trust Agreed Curriculum Content and Vocabulary for Relationships, Health and Sex Education, September 2026

	National Curriculum – Statutory Content				Additional Content
	No parental right to withdraw from statutory content				*Parental right to withdraw*
	Science Understanding of the World	**Relationships Education** Managing Self/Building Relationships	**Health Education** Self-Regulation/Managing Self	**Vocabulary** Using and understanding the correct words to name and explain	**Sex Education**
R	**Understanding of the World** • Talk about the lives of the people around them and their roles in society. • Know some similarities and differences between things in the past and now, drawing on their experiences and what has been read in class. • Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class. • Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps.	**Managing Self** • Explain the reasons for rules, know right from wrong and try to behave accordingly. **Building Relationships** • Work and play cooperatively and take turns with others. • Form positive attachments to adults and friendships with peers. • Show sensitivity to their own and to others' needs.	**Self-Regulation** • Show an understanding of their own feelings and those of others and begin to regulate their behaviour accordingly. • Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. • Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions. **Managing Self** • Be confident to try new activities and show independence, resilience and perseverance in the face of challenge. • Explain the reasons for rules, know right from wrong and try to behave accordingly. • Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.	**Scientific / Health Vocabulary**: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves, heart, **Relationships Vocabulary:** feelings, love, care, PANTS rule (See NSPCC)	**N/A**

	National Curriculum – Statutory Content				Additional Content
	No parental right to withdraw from statutory content				*Parental right to withdraw*
	Science	**Health and Relationship Education**		**Vocabulary** Using and understanding the correct words to name and explain	**Sex Education**
Y1	**Animals including humans**: • Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense. • Describe how the body changes as we grow. • Describe the needs of animals and that these may have a cost attached to them. • Identify some needs humans have. *NB. Pupils should have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.*	**Relationships** • Begin to recognise behaviours that help to build positive relationships. • Identify kind and unkind behaviours in everyday relationships. • Suggest ways to show kindness and respect to others. • Understand how to be a good friend. • Be able to recognise kind and thoughtful behaviours. • Understand the importance of caring about other people's feelings. • Be able to see a situation from another person's point of view. **Feelings & Emotions** • Begin to recognise situations that may cause different feelings. • Identify a range of feelings in everyday situations. • Identify and name difficult feelings, such as jealousy, and describe some physical signs they may notice • Know that these feelings are normal and begin to recognise helpful and unhelpful ways of showing them • Learn and practise simple strategies to manage difficult feelings in positive ways • Recognise that feelings can be shown through words, actions and body language **Our World** • Begin to recognise that people, animals and plants need care to grow and stay healthy. • Identify who helped to look after them when they were babies. • Understand the needs of a baby. • Be able to recognise what you can do for yourself now you are older. • Be able to describe the common features of family life. • Be able to recognise the ways in which your family is special and unique. **A World without Judgement**	**Keeping/Staying Safe** • Understand why it is important to stay safe when crossing the road. • Be able to recognise a range of safe places to cross the road. • Understand the differences between safe and risky choices. • Know different ways to help us stay safe. **Keeping/Staying Healthy** • Begin to recognise choices that help to keep their bodies healthy. • Suggest simple habits to keep themselves and others healthy. • Understand why we need to wash our hands. • Know how germs are spread and how they can affect our health. • Demonstrate the correct handwashing technique. • Know the differences between healthy and unhealthy choices. **Being Responsible** • Begin to recognise responsibilities they have at home and at school. • Identify ways their responsibilities may change as they grow and become more independent. • Know how you can help people around you. • Understand the types of things you are responsible for. • Know how to and understand the importance of preventing accidents. • Be able to recognise the differences between being responsible and being irresponsible. **Computer Safety** • Begin to recognise when something online may not be safe. • Identify safe and unsafe choices when using technology • Understand how your online actions can affect others. • Be able to identify the positives and negatives of using technology. • Know who and how to ask for help. • Be able to recognise kind and unkind comments. **Fire Safety**	**Scientific Vocabulary**: Head, body, eyes, ears, mouth, teeth, leg, tail, wing, claw, fin, scales, feathers, fur, beak, paws, hooves Senses – touch, see, smell, taste, hear, fingers (skin), eyes, nose, ear and tongue Living, dead, never been alive, suited, suitable, basic needs, food, food chain, shelter, move, feed **Health and Relationship Vocabulary** community, discuss, choice, pedestrian, crossing, avoid, situation, risk, safe, imaginary. healthy, unhealthy, germs, relationship, love, security, stability, disagree, responsibility, responsible, accident, honesty, dishonest, recognising, loneliness, frustration, experience, jealousy, online, positive, negative, planet, world, environment, humans, reproduce, protect, unique, common, democracy, individual liberty, rule of law, tolerance, fair, rules, included, vote, choose, election, conflict, patient, burgled, collapsed, emergency, hoax, responsibility.	N/A

		• Begin to recognise why rules help keep classrooms and communities fair and safe • Identify ways they can show kindness, respect and fairness to others • Understand what a democracy is • Spot times when people vote or choose things together • Know that people can think differently • Talk about ways to make fair choices when we do not agree	• Identify emergency services, such as the Fire Service and understand how they help people. • Begin to recognise situations that may be emergencies or unsafe. • Understand the importance of being responsible and how our actions/ choices can affect others. • Know what a 'hoax call' is and why it can be risky. • Understand why our emergency services are an important part of our community. • Be able to show my knowledge of fire safety to others.		
Y2	**Animals including humans:** • Notice that animals, including humans, have offspring that grow into adults. • Find out about and describe the basic needs of animals, including humans, for survival (water, food, air). • Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene. *NB. Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.*	**Relationships** • Be able to name a range of feelings. • Understand why we should care about other people's feelings. • Be able to see and understand bullying behaviours. • Know how to cope with these bullying behaviours. • Be able to recognise and name a range of feelings. • Understand that feelings can be shown without words. • Be able to see a situation from another person's point of view. • Understand why it is important to care about other people's feelings. **Feelings & Emotions** • Identify and name feelings of worry and describe some physical signs they may experience. • Understand that worry is a normal emotion and identify situations that may cause someone to feel worried. • Learn and practise strategies to manage feelings of worry in positive ways. • Explain that feelings of worry can be communicated through words, actions and body language. • Identify and name feelings of anger and describe some physical signs they may experience. • Understand that anger is a normal emotion and distinguish between helpful and unhelpful ways of expressing it. • Learn and practise strategies to manage feelings of anger in positive ways. • Explain that anger can be communicated through words, actions and body language. **Relationships Education** • Describe gender similarities and differences between ourselves and others.	**Keeping/Staying Safe** • Know the reasons to make sure your laces are tied. • Learn how to tie up laces properly. • Know rules to keep yourself and others safe. • Understand the differences between safe and risky choices. • Know ways to keep yourself and others safe. • Recognise risky situations. • Identify trusted adults around you • Understand the differences between safe and risky choices **Keeping/Staying Healthy** • Know that food is needed for our bodies to be healthy and to grow. • Understand that some foods are better for good health than others. • Be able to list different types of healthy food. • Understand how to keep yourself and others healthy. • Know the differences between healthy and unhealthy choices. • Understand why we need to brush our teeth. • Be able to practise brushing your teeth. • Know the differences between healthy and unhealthy choices. • Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy. **Being Responsible** • Be able to name ways you can improve in an activity or sport. • Understand the importance of trying hard and not giving up. • Be able to see the benefits of practising an activity or sport. • Be able to learn ways to set goals and work to reach them. • Know how you can help other people. • Be able to recognise kind and thoughtful behaviours and actions. • Understand the risks of talking to people you don't know very well in the community.	**Scientific / Health Vocabulary**: same, different, male, female, boy, girl, body, born, private parts, sex parts, penis, testicles, vagina, vulva, gender, Names of animals experienced first hand from each vertebrate group. Parts of the body including those linked to PSHE teaching. Names of local habitats e.g. pond, woodland etc. Names of micro habitats e.g. under logs, in bushes etc. **Health and Relationship Vocabulary** Laces, buckle, Velcro, accident, rules, unsafe, PCSO, appliances, dangerous, chemicals, warning sign, pressured, permission, ingredients, energy, repair, vitamins, natural, saturated fat, decay, bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying, abilities, thoughtful, qualities, manners, courteous, appropriately, self-respect, improve, fidgety, annoyed, worry, anger, manage, control, trust, permission, opinion, rules, declaration, wildlife, community, credit card, debit card, spend, receive, save, choices, freedom to choose, express opinions, celebrate differences, respectful, pressure, law, rules, chaotic, agree, disagree, flammable.	N/A

		• Challenge simple stereotypes about boys and girls. • Recognise and use the correct names for main parts of the body. **A world without judgement** • Understand that people can make their own choices and that these choices may be different from others. • Explain why it is important that everyone can make safe choices. • Recognise ways to respect the choices of others while making responsible choices themselves. • Identify their own strengths, interests and goals, understanding that these may be different from those around them. • Explain how rules help groups work and learn together at home, at school and in the community. • Understand why rules are important in helping people stay safe and treat others fairly. • Identify examples of rules that people follow in everyday life. ● Recognise that rules apply to everyone and help people make fair and responsible choices. **Our World** • Understand different ways we can receive money. • Know how to keep money safe. • Be able to describe the skills you may need in a future job or career. • Be able to recognise the differences between wants and needs. • Understand why we should look after living things. • Identify how we can look after living things both inside and outside of the home. • Recognise why it is important to keep our communities and countryside clean. • Encourage others to help keep their communities and countryside clean.	● Be able to identify the differences between being responsible and being irresponsible. **Computer Safety** • Understand how your online activity can affect others. • Be able to identify the positives and negatives of using technology. • Know who and how to ask for help. • Understand how your online activity can affect others. • Be able to identify the positives and negatives of using technology. • Know who and how to ask for help. • Be able to list rules for keeping and staying safe. • Recognise that we should not share personal information online • Understand that we should be kind and respectful when using technology • Identify when it is important to ask a trusted adult before downloading apps or sharing images • Explain that people online may not always be who they say they are **Fire Safety** • Understand the importance of being responsible and how our actions/ choices can affect others. • Be able to practise simple ways of staying safe and finding help. • Know that even small fires can be very dangerous. • Be able to identify the differences between safe and risky choices. • Understand the importance of being responsible and how our actions/ choice can affect others. • Be able to show my knowledge of fire safety to others. • Be able to practise simple ways of staying safe and finding help.		
Y3	**Plants:** • Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal	**Relationships** • Recognise the difference between appropriate and inappropriate touch. • Know why it is important to care about other people's feelings. • Understand personal boundaries. • Know who and how to ask for help. • Name human body parts.	**Keeping/Staying Healthy** • Understand and explain simple safety rules about medicine. • Explain when it is safe to take medicine and why. • Know who it is safe to accept medicine from and why. • Recognise and make important healthy choices. • Confidently explain ways to help keep their bodies healthy. • Recognise and make healthy choices in everyday situations.	**Scientific / Health Vocabulary**: Nutrition, nutrients, carbohydrates, sugars, protein, vitamins, minerals, fibre, fat, water, skeleton, bones, muscles, support, protect, move, skull, ribs, spine, muscles, joints, **Health and Relationship Vocabulary** appliances, dangerous, chemicals, warning sign, pressured, permission, medicines, allergies, vaccination., antibodies, research, immune system,	N/A

	NB. Pupils might work scientifically by: discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed. **Animals, including humans:** • Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat. • Identify that humans and some other animals have skeletons and muscles for support, protection, and movement. *NB. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy.*	• Confidently demonstrate behaviours that help build positive and respectful relationships with others. • Recognise and respond appropriately to behaviours that may hurt or upset others. • Apply strategies to maintain positive relationships at home, at school and in the wider community. • Clearly explain the difference between kind, respectful and unkind behaviours. **Computer and Online safety** • Identify possible dangers and consequences of talking to strangers online • Know how to keep safe in online chatrooms. • Name the positives and negatives of using technology. • Understand the difference between safe and risky choices online. • Confidently demonstrate how to use technology safely and responsibly in different environments. • Recognise and respond appropriately to situations that may make themselves or others feel unsafe when using technology. • Apply strategies to stay safe when using devices at home and at school. • Clearly explain the difference between safe and unsafe choices when using technology. **Feelings and Emotions** • Identify and name feelings linked to loss and grief and describe some physical signs of sadness or upset. • Understand that grief is a natural response to loss and identify situations that may cause these feelings. • Learn and practise strategies to cope with feelings related to loss and grief in healthy ways. • Explain that feelings of loss and grief can be communicated through words, actions and body language. • Confidently recognise and describe a range of emotions and how they may affect thoughts, behaviour and physical feelings. • Recognise and respond appropriately to situations that may cause different emotions for themselves or others. • Apply strategies to help manage and express their feelings in positive ways at home and at school. • Clearly explain the difference between pleasant and unpleasant emotions and how they can be managed.	• Apply simple routines that support good health, such as washing hands and brushing teeth. • Clearly explain the difference between healthy and less healthy choices. **Keeping/Staying safe** • Recognise a range of warning signs. • Spot the dangers we may find at home. • Know the importance of listening to our trusted adults. • Understand ways we can keep ourselves and others safe at home. • Know the differences between safe and risky choices. • Confidently demonstrate how to keep themselves and others safe in different environments. • Recognise and respond appropriately to situations that may place themselves or others at risk. • Apply strategies to stay safe at home, at school and in the community. • Clearly explain the difference between safe and risky choices. **A World without Judgement** • Understand that people may have different beliefs, opinions and ways of living. • Explain why it is important to respect and tolerate differences between people. • Identify ways to show kindness and respect towards people whose views or backgrounds may be different from their own. • Recognise how respectful behaviour helps create a fair and inclusive community. **Fire Safety** • Understand how our actions and choices can affect others. • Recognise how drivers can be distracted. • Know how to help others stay safe. • Describe the differences between safe and risky choices. **Our World** • Explain the meaning of reduce, reuse, and recycle. • Recognise how we can help look after our planet. • Identify how to reduce the amount of water and electricity we use. • Understand how we can reduce our carbon footprint. • Confidently demonstrate ways to care for living things and the world around them in different environments. • Recognise and respond appropriately to situations where people, animals or the environment may need care or protection. • Apply strategies to help look after their surroundings at home, at school and in their community.	doctor, communicate, situation, penis, testicles, vagina, vulva, anus, private parts, appropriate, nipples, borrowing, stealing, consequence, irresponsible, responsible, grief, confusion, memory box, chat room, report, reply, respond, Childline, reduce, reuse, recycle, environment, carbon footprint, carbon dioxide, global warming, respect, different beliefs, disrespectful, preferences, judge, represent, respectfully, distraction, declaration.	

			• Clearly explain how people grow, live and work in the world, and why it is important to care for living things and the environment. **Being responsible** • Understand the differences between borrowing and stealing. • Describe how you might feel if something of yours is borrowed and not returned. • Know why it is wrong to steal. • Explain the differences between being responsible and irresponsible. • Confidently demonstrate responsible behaviours that support themselves and others in different environments. • Recognise and respond appropriately to situations where responsible choices are needed. • Apply strategies to show responsibility at home, at school and in the wider community. • Clearly explain the difference between responsible and irresponsible choices.		
Y4	**Animal, including humans:** • Describe the simple functions of the basic parts of the digestive system in humans. • Identify the different types of teeth in humans and their simple functions. *NB. Pupils should be introduced to the main body parts associated with the digestive system and explore questions that help them to understand their special functions. Pupils might work scientifically by: finding out what damages teeth and how to look after them.*	**Relationships** • Recognise the different types of relationships we can have and describe how these can change as we grow. • Explain how our families support us and how we can support our families. • Identify how relationships can be healthy or unhealthy. • Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable. **Feelings and Emotions** • Identify and name difficult emotions, such as jealousy, and describe some physical signs they may experience. • Understand that difficult emotions are a normal part of life and distinguish between helpful and unhelpful ways of expressing them. • Learn and practise strategies to manage challenging emotions in positive ways. • Explain that emotions can be communicated through words, actions and body language. **The Working World** • Identify ways in which we can help those who look after us. • Explain the positive impact of our actions. • Describe the ways in which we can contribute to our home, school, and community. • Identify the skills we may need in our future job roles.	**Keeping/staying safe** • Identify strategies we can use to keep ourselves and others safe. • Recognise the impact and possible consequences of an accident or incident. • Identify what is a risky choice. • Create a set of rules for and identify ways of keeping safe. **Keeping/staying healthy** • Explain what is meant by a balanced diet and plan a balanced meal. • Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older. • Understand nutritional information on packaged food and explain what it means. • Describe different ways to maintain a healthy lifestyle. **Being responsible** • Recognise the importance of behaving in a responsible manner in a range of situations. • Describe a range of situations where being on time is important. • Explain the importance of having rules in the home. • Describe ways that behaviour can be seen to be sensible and responsible. **Computer and Online Safety** • Recognise the key values that are important in positive online relationships. • Explain the feelings and emotions that may arise from online bullying.	**Scientific / Health Vocabulary:** Digestive system, digestion, mouth, teeth, saliva, oesophagus, stomach, small intestine, nutrients, large intestine, rectum, anus, teeth, incisor, canine, molar, premolars, herbivore, carnivore, omnivore, producer, predator, prey, food chain Classification, classification keys, environment, habitat, human impact, positive, negative, migrate, hibernate **Health and Relationship Vocabulary** Statement, opinion, fact, strategies, junction, cycle safety, lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calories, nervous, scared, inappropriate, connection, civil partnership, marriage, punctual, responsible, irresponsible, appointment, feelings, emotions, physical health, mental health, strategies, online relationship, online bullying, offensive, insulting, rude, device, posting, false content, opinion, rumours, income tax, VAT, contribution, HM revenue and customs, society, chore, independence, self motivation, apprenticeship, volunteer, stereotype, judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful, treatment, emergency, severe, clinical advisor, life threatening, conscious, asthma, anaphylaxis, allergic, prescribed, obstruction	N/A

		A World without judgement • Recognise positive attributes in others. • Explain why being different is okay. • Recognise your own strengths and goals, and understand that these may be different from those around you. • Identify some of the ways we can overcome barriers and promote equality.	• Develop coping strategies to use if we or someone we know is being bullied online. • Identify how and who to ask for help. **First Aid** • Identify and name situations that may require first aid. • List reasons why someone may struggle to breathe. • Identify the signs of an asthma attack or choking. • Identify the signs of an allergic reaction and anaphylactic shock. • Understand the correct steps for seeking immediate emergency help. • Provide first aid treatment to someone who is struggling to breathe.		
Y5	**Living Things and their Habitats:** • Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird • Describe the life process of reproduction in some plants and animals. *NB. Pupils should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time comparing how different animals reproduce and grow.* **Animals including humans:** • Describe the changes as humans develop to old age	**Growing and Changing** • Explain what puberty means. • Describe the changes that boys and girls may go through during puberty. • Identify why our bodies go through puberty. • Develop coping strategies to help with the different stages of puberty. • Identify who and what can help us during puberty. **Feelings and Emotions** • Recognise triggers that may lead to feelings of anger and describe how anger can affect thoughts, behaviour and physical reactions. • Explain how anger can influence actions and relationships and evaluate helpful and unhelpful ways of responding. • Apply a range of strategies to manage feelings of anger in positive and responsible ways. • Reflect on how anger can be communicated and managed through words, actions and self-control. **Online Safety** • List reasons for sharing images online. • Identify rules to follow when sharing images online. • Describe the positive and negative consequences of sharing images online. • Recognise possible influences and pressures to share images online. **The Working World** • Understand and explain why people might want to save money. • Identify ways in which you can help out at home. • Budget for items you would like to buy. • Recognise ways to make money and the early stages of enterprise.	**Keeping and Staying Safe** • Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc. • Describe how smoking can affect your immediate and future health and wellbeing. • Give reasons why someone might start and continue to smoke. • Identify and use skills and strategies to resist any pressure to smoke. **Being Responsible** • Recognise why we should take action when someone is being unkind. • Describe caring and considerate behaviour, including the importance of looking out for others. • Demonstrate why it is important to behave in an appropriate and responsible way. • Identify how making some choices can impact others' lives in a negative way. **First Aid** • Complete a primary survey for first aid. • Demonstrate the recovery position for an unresponsive breathing casualty. • Know when to deliver CPR. • Demonstrate how to do CPR. • Understand when to call for emergency help. • Identify a range of situations that may require first aid. • Explain how to support someone with a minor or serious head injury. • Recognise how to support someone who is having a seizure. • Understand how to support someone with a severe bleed. • Know when to call for medical help.	**Scientific / Health Vocabulary:** Life cycle, reproduce, sexual, sperm, fertilises, egg, live young, metamorphosis, asexual, plantlets, runners, bulbs, cuttings, Adolescent, adult, asexual reproduction, sexual reproduction, fertilization, death, teenager, elderly, toddler, reproduction, foetus, growth, puberty, menstrual cycle, gestation. RSE age-appropriate vocabulary: Year 5: internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re- useable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair. **Health and Relationship Vocabulary** peer pressure, encourage, risk, risk assessment, nicotine, addictive, illegal, respiratory system, cardiovascular disease, cigarette, e-cigarette, tobacco, puberty, hormone, anonymous question, vagina, vulva, ovaries, fallopian tube, penis, testicles, bladder, scrotum, considerate, inconsiderate, displeasure, annoyance, hostility, application, survey, image sharing, kind action, illegal, enterprise, priority, fundraising, inclusion, acceptance, discrimination, unique, anti-social, hate crime, unresponsive, underlying, casualty, compressions, unconscious, seizure.	N/A

	NB. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows	**A World Without Judgement** • Identify some of the ways in which we are different and unique. • Explain some of the elements which help us to have a diverse community. • Describe strategies to overcome barriers and promote diversity and inclusion. • Recognise the importance of inclusion and acceptance and identify ways we can help others feel valued and respected.			
Y6	**Animals including humans:** • Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood. • Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function. • Describe the ways in which nutrients and water are transported within animals, including humans. *NB. Pupils should build on their learning from Y3 & Y4 about the main body parts and internal organs to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.*	**Feelings and Emotions** • Recognise situations that may cause feelings of worry, including changes and new experiences such as moving to secondary school. • Explain how worry can affect thoughts, behaviour and physical responses and why it is a normal emotion during times of change. • Apply a range of strategies to manage feelings of worry in positive and responsible ways during challenging or unfamiliar situations. • Reflect on ways to communicate worries and seek support from trusted people when preparing for new experiences such as secondary school. **Relationships and Sex Education** • Describe the physical and emotional changes that occur during puberty and how to manage these. • Identify myths and facts about puberty, and what is important for a young person to know. • Demonstrate how to begin conversations (or ask questions) about puberty with people that can help us. • Describe some changes that happen as we grow up. • Identify the range of feelings associated with change, transition to secondary school and becoming more independent. • Describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities. • Identify different kinds of loving relationships. • Describe the qualities that enable these relationships to flourish. • Explain the expectations and responsibilities of being in a close relationship. • Recognise how relationships may change or end and what can help people manage this. **The Working World** • Know and understand various money-related terms.	**Keeping/Staying Safe** • Identify a range of danger signs. • Develop and name strategies that can help keep ourselves and others safe. • Recognise the impact and possible consequences of an accident or incident. **Keeping/Staying Healthy** • Identify what is a risky choice. • Explain the risks associated with alcohol. • Describe how alcohol can affect your immediate and future health develop and recognise skills and strategies to keep safe. **Being Responsible** • Explain what consent means. • Recognise the importance of being honest and not stealing. • Understand why it is important to have a trusting relationship between friends and family. • Identify how making some choices can impact others' lives in a negative way. **Computer and online safety** • List the key applications that we may use now and in the future. • Know and understand why some applications have age restrictions. • Identify ways to keep yourself and others safe in a range of situations online and offline. • Recognise that people may not always be who they say they are online. **First Aid** • Identify a range of situations that may require first aid. • Recognise how to support someone with a minor burn or scald. • Explain how to support someone who is having a heart attack. • Understand how to support someone with a fractured bone.	**Scientific / Health Vocabulary:** Offspring, sexual reproduction, Vertebrates, fish, amphibians, reptiles, birds, mammals, invertebrates, insects, spiders, snails, worms, flowering, non- flowering, Heart, pulse, rate, pumps, blood, blood vessel, transported, lungs, oxygen, carbon dioxide, nutrients, water, muscles, cycle, circulatory system, diet, exercise, drugs, lifestyle. **Health and Relationship Vocabulary** danger, consequences, water safety, water pollution, hidden currents, warning flags, alcohol, ethanol, fermentation, unit, legal age limit, alcohol poisoning, cannabis, illegal drugs, mental illness, criminal offence, substances, conception, reproduction, consent, conceived, caesarean, foreskin, womb (uterus), urethra, IVF, fertilised, consent, possession, permission, trust, borrowing, stealing, responsible, irresponsible, worry, anxious, troubled, positive action, prepare for change, mindfulness, strategies, managing emotions, application, pretending, age-restricted, online activity, social media sites, password, bank account, loan, tax, interest, debit card, credit card, wages, debt, in-app purchases, budget, comparison, fairtrade, gambling, democracy, rule of law, individual liberty, mutual respect, tolerance, stereotype, British values, cohesion, equal rights, minor, nauseous, incident.	**Growing and changing** • explain the terms 'conception' and 'reproduction' • describe the function of the female and male reproductive systems • identify the various ways adults can have a child • explore various different stages of pregnancy • understand the laws around consent **Conception and Contraception:** • Identify the links between love, committed relationships / marriage, and conception. • Explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults. • Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of

		• Recognise some of the ways in which we can spend money via technology. • Describe the potential impact of spending money without permission. • Identify strategies to save money. **A World without Judgement** • Understand that there are a wide range of religions and beliefs in the UK. • Describe each of the British values. • Create a range of values for your educational setting. • Explain how all religions can live in cohesion.	• Know when to call for medical help.		the uterus (or womb) (female). **Vocabulary:** reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, conception, embryo, pregnant, birth, sexual intercourse, contraception, condom

Policy for Relationships, Health and Sex Education

Appendix B: Parental Request to Withdraw Pupil from Sex Education

As Sex Education is not mandatory, parents have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

To be completed by the Parent/Carer:	
Name of Pupil:	
Name of Parent(s):	
Reason for Request to Withdraw Pupil from Sex Education:	
Any other information you would like the school to consider:	
Signed:	Date:
To be completed by the Headteacher:	
Notes from discussion with parent(s):	
Agreed alternative provision during Sex Education lessons:	
Signed:	Date: