




# ACADEMY RELATIONSHIPS & SEX EDUCATION POLICY

## Document Control Table

<b>Title</b>	Academy Relationships & Sex Education Policy
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<b>Date Approved</b>	September 2025
<b>Approved By Name</b>	Andrew Brocklehurst (Chair of Trustees)
<b>Signature of Approval</b>	
<b>Next Review Date</b>	September 2026

## Document History

<b>Date</b>	<b>Author</b>	<b>Note of Revisions</b>
September 2025	MD	School appendices added.

## **Policy consultation, development and review**

This policy has been written in consultation with Trustees, staff, parents, children & young people and the wider community as representatives of our schools. An independent external consultant has also been engaged to support compliance and best practice in MAT-wide RSE policy development.

This policy is intended to make clear our approach to delivering Relationships Education, and any additional non-statutory Sex Education (if taught) in our schools and to provide guidance for school communities on RSE policy and practice.

As part of the implementation of statutory requirements around Relationships Education, all schools must have in place a written policy for Relationships Education/RSE. Schools must consult parents in developing and reviewing their policies. Schools should ensure that the policy meets the needs of pupils and parents and reflects the community they serve.

At Perry Hall MAT, we empower our schools to work with their local communities to ensure that any local policy and practice is bespoke, reflective of the school's community and best meets the needs of pupils. Any local variations will be included within individual school RSE policy and appendices. This work can be achieved by:

- The use of working groups, representative of the school community, to lead on policy development and review
- Pupil voice activities to ensure pupils views are considered
- Staff review – lead by the PSHE/RSE subject lead to capture staff experience and feedback
- Governor/Trust board review and agreement
- Information sharing meetings with parents/carers
- Consultation activities, where required

This policy will be reviewed at least every two years, or sooner if required, to ensure that it continues to meet the needs of pupils, staff and parents and is in line with current DfE guidance.

This MAT wide policy is approved by the Chair of Trustees

Individual school policy/appendices are approved by the Local Governing Body.

Any individual school RSE policy is available on school websites. Copies can also be made available on request from school offices.

## **Definition of Relationships & Sex Education**

At Perry Hall Multi-Academy Trust (PHMAT) we believe that our pupils need to be educated in relationships and sex education (RSE) themes as part of a broad and balanced curriculum which develops the whole child and supports their personal development, health and wellbeing.

This policy is MAT-wide, but we fully acknowledge the fact that individual schools will need to take a more local approach to some of the elements covered within this policy, most notably curriculum content and delivery. Each MAT school will therefore include any relevant local approaches in their own policy and/or as an appendix to this MAT-wide RSE policy to ensure that all relevant information is bespoke to their setting and the needs and priorities of their school community.

We define RSE as lifelong learning about personal, physical, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life, friendships and other relationships. It also involves acquiring information, developing and forming positive beliefs, values and attitudes that help to form and maintain healthy relationships and connections. In particular, we feel it is appropriate for there to be a strong emphasis on Relationships Education in primary phase education.

At an appropriate age for our children it is also about the teaching of sex education, as part of National Curriculum Science or, at the decision of individual schools, via additional non-statutory provision to complement this. Any additional non-statutory Sex Education taught in schools will be clearly identified in a curriculum overview.

RSE, as part of wider Personal, Social, Health & Economic (PSHE) education is an important part of our approach to keeping children healthy, happy and safe and in maintaining positive relationships of all different kinds as they grow up.

RSE is not about the promotion of sexual orientation or sexual activity, rather an understanding and acceptance of the diverse relationships that exist in our school community, modern Britain and beyond. We ensure RSE/PSHE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities.

It is important that pupils are aware of their own bodies, feelings and development. They need to be educated about any changes that can occur as they grow and to become comfortable with these.

For this to happen and for pupils to develop into mature, confident adults they need a well-planned, age-appropriate programme of Relationships Education starting with a focus on friendships, building of self-esteem, staying safe and mutual respect. We fully embrace the viewpoint of the Secretary of State for

Education in the DfE statutory guidance document 'Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, 2019':

*"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way."*

*"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online."*

Secretary of State for Education

The aims around the content within Relationships Education at primary phase are well aligned with our PHMAT core values and those of individual schools.

This policy aims to provide guidance and information on all aspects of Relationships and Sex Education (RSE) in our schools for staff, parents/carers, visitors and governors.

Please note, for the purposes of this policy we also define Relationships Education as learning in any theme and topic that is required to be provided by the end of primary school by the DfE in the statutory guidance document. These will be delivered within our PSHE education programme of study. These themes are:

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

We define Sex Education as:

- Any non-statutory sex education content delivered as part of our PSHE education programme. Any individual session which this additional content applies to is clearly identified within each individual school's curriculum overview in the appendices. This will usually include lesson(s) in upper KS2 on conception/the birth of a baby, but is up to each school to determine how, what and when they choose to deliver this content, or not.
- Statutory sex education content is also part of National Curriculum for Science.

Please note that DfE guidance also requires schools to deliver a 'Changing Adolescent Body' unit as part of statutory Health Education. This unit covers themes such as puberty, physical and emotional changes and menstruation. These themes will be covered in an age-appropriate way within our PSHE programme alongside other related and complementary themes.

## **Statutory regulations and guidance**

Legislation and guidance documents that inform our school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance: SRE for the 21st century (2014)
- Keeping children safe in education (2024)
- Children and Social Work Act (2017)
- Relationships Education, Relationships and Sex Education (RSE) and Health Education (2019)

Current regulations and statutory guidance from the Department for Education state that Relationships Education and Health Education must be taught in all primary schools from September 2020. This guidance document has been reviewed to ensure that our MAT policy and approach is in-line with both statutory requirements and established best practice.

Information on statutory requirements, including the current statutory guidance document from the DfE can be viewed here: [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/guidance/relationships-and-sex-education-rse-and-health-education)

As an academy trust, we must provide Relationships Education to all pupils as per the Children and Social Work Act 2017.

As an academy trust, we are not legally required to provide additional non-statutory sex education, but we must deliver a curriculum similar to the National Curriculum for Science, which includes statutory elements of sex education. We are also required to teach the 'Changing Adolescent Body' unit within statutory Health Education, which contains related topics such as puberty.

## **Other related policies and documents**

Where applicable in individual schools, the following policies also have links to our RSE provision in developing positive, safe and healthy pupil attitudes and behaviours

- PSHE policy
- Safeguarding policy
- E-safety policy
- Anti-bullying policy
- Equality policy
- Behaviour policy
- Science curriculum
- SMSC/Fundamental British Values policy

## **Aims of RSE**

At PH MAT we aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of relationships in an age-appropriate manner to meet the needs of children..

As part of our PSHE programme, Relationships Education is taught gradually across Key Stages 1 and 2, so that learning can be built upon in a way that is appropriate to the age and maturity of each child, responds to the needs they have, and enables them to successfully manage the challenges and responsibilities they may face as they grow up.

Our overarching aims for our pupils from our RSE programme include:

- to positively prepare young people for adult life by following an age appropriate programme of relationships education teaching.
- the acquisition of knowledge, the development of life skills and respectful attitudes and values
- to develop young people's confidence and self-esteem enabling self-respect and control over their own bodies and their own lives.
- to encourage equality, respect and responsibility for self and others and support a positive, open culture in our schools
- to enable young people to make informed decisions which are relevant to their lives and wellbeing
- to provide a positive approach to maintaining and building healthy, positive relationships of all different kinds
- to enable pupils to keep themselves safe from harm, both on and offline and build self-efficacy

When one of our individual MAT schools chooses to deliver any additional non-statutory sex education lessons to meet the needs of pupils and the local community, these will be delivered at age- appropriate points across the curriculum and clearly designated. Parents will always be made aware of any non-statutory sex education in advance of delivery.

We believe that this approach supports current DfE guidance which states that:

*“It is important that the transition phase before moving to secondary school supports pupils’ ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born”*

Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2019

## **Content & delivery of RSE**

Our RSE curriculum is delivered predominantly by class teachers or other teaching staff within our schools from years 1 to year 6 and is predominantly part of our timetabled Personal, Social, Health & Economic (PSHE) education programme of study. Arrangements for delivery of PSHE and resources used will be individual to each school.

The PSHE/RSE subject lead in each school is responsible for overseeing and organising the RSE curriculum. This includes supporting planning and development of the subject, supporting teachers and ensuring that resources used are in line with curriculum plans and school policy.

On occasion, appropriate and suitably experienced and/or knowledgeable visitors from outside school are invited to contribute to the delivery of RSE in school, such as School Nurses. Relevant policies will be shared with any visitor prior to coming into school so they are prepared accordingly. All visitors will always comply with the expectations set out within the school’s RSE policy and other related school policies. School staff will always be present when any visitors are involved in delivery of RSE to our pupils.

Throughout RSE and PSHE, children and young people benefit from opportunities to identify and reflect on their own values and those of others including their peers. RSE in school provides a safe environment for this exploration and the development of positive attitudes and behaviours.

RSE is delivered within timetabled curriculum lessons as part of our PSHE education curriculum. Statutory sex education related elements are also delivered within Science as per the National Curriculum. Our provision intends to help young people develop confidence in talking, listening and thinking about relationships. Several teaching strategies help this, including:

- establishing ground rules with pupils
- using 'distancing' techniques and creative learning strategies
- use of age-appropriate materials
- encouraging reflection and discussion

The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in our schools and all staff must follow the guidance from this policy when delivering RSE.

### Content overview

We fully acknowledge and support the fact that individual schools will need to take a more local approach to some of the elements covered within this policy, most notably curriculum content and delivery. Each MAT school will therefore include any relevant local approaches/curriculum information as an appendix to this MAT-wide RSE policy to ensure that all relevant information is bespoke to their setting and the needs and priorities of their school community.

Please see individual school curriculum overviews which are contained within the appendices at the end of policies.

### Teaching and learning approaches

The delivery of lessons is designed to give all pupils a chance to explore and investigate the subject in a safe and supportive way across the curriculum.

A wide variety of active teaching and learning approaches will be used to teach PSHE education, including RSE. These may include:

- use of circle time
- age-appropriate film-clips
- scenarios
- case studies
- stories
- mind mapping
- discussions i.e. whole class, small groups, paired etc.
- drama / role play
- working independently, in pairs or larger groups of children and with children they would not normally work with

Pupils will be encouraged to reflect on their own learning and values by discussing their opinions and beliefs as this not only builds mutual respect and understanding of others but also reinforces important skills and qualities such as compromise, listening, respect and cooperation.



## Creating a safe learning environment

Creating a safe learning environment is a vital part of allowing children to access PSHE/RSE lessons where sensitive and complex issues can be explored and discussed. We use a range of methods to support this:

### *Ground Rules*

The use of ground rules and our MAT and individual school core values are fundamental tools in creating a safe and secure learning environment within PSHE/RSE lessons. Given the often-sensitive nature of topics within RSE, ground rules are even more important. Guidance for staff around setting ground rules before each topic is given below as an example, but it is important that these are created in partnership with pupils so that they are fully embedded in the classroom:

- Listen carefully
- Take turns to speak
- The right to pass
- Respect each other's contributions and opinions
- It's not ok to ask personal questions of others or share personal information about others
- If you want to share something personal or something is worrying you, talk to the teacher or a trusted adult after the lesson.

Effective ground rules will help teachers to manage appropriate discussions and help reduce the number of disclosures made within lessons. Pupils are made aware that they can always talk to a member staff about any worries and concerns outside of lesson time and are regularly signposted to pastoral staff or safeguarding leads, as well as other support services such as Childline.

### *Dealing with questions*

During both formal and informal PSHE/RSE sessions, pupils are encouraged to ask questions in line with the agreed boundaries/ground rules established. Any questions arising from pupils are answered according to the age and maturity of the pupil concerned, and if the teacher delivering the session deems it appropriate to answer. Teachers will:

- use specific ground rules for this work which will clarify boundaries for children/young people, and help mitigate disclosures in a classroom environment
- clarify that personal questions should not be asked
- clarify that pupils should not give out personal information in class but speak to someone they trust after the lesson, e.g. school nurse, teacher, pastoral staff.

If a teacher doesn't know the answer to a question or if a question is not deemed to be appropriate, this should be acknowledged and, if deemed appropriate, this may be followed up outside of the classroom environment with individual pupils. Teaching staff will endeavour to answer questions with facts and as openly as possible but if faced with a question they do not feel comfortable answering or that is not age-appropriate (or within the school's RSE policy), provision may be made to address the individual child/young person's requirements outside of the classroom.

Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We would also encourage parents to talk with schools if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

When delivering RSE, teachers will be sensitive to the different needs of pupils and ensure that any appropriate adaptations to learning materials are made so that they are inclusive, engaging, safe and accessible to all pupils, including any children with additional needs or those with SEND.

## **Confidentiality and Safeguarding**

School policies for RSE and Safeguarding will complement each other as they are both integral in the teaching of RSE and in keeping children safe.

Teachers should be aware that effective RSE, which in part brings an understanding of what is and is not acceptable in different relationships, may sometimes lead to disclosures of a safeguarding issue by children. If this should occur, the staff member will inform the head teacher/designated safeguarding lead (DSL) in line with the school's safeguarding policy should any concerns be raised.

Via the ground rules that are put in place as part of creating a safe learning environment for pupils and teachers in PSHE & RSE lessons, pupils are reminded that no personal questions or sensitive information should be shared in an open classroom environment, but that if needed they can always talk to a member of staff or other trusted adults if they have any questions, worries or concerns.

If there is a time when a child wishes to confide in a member of staff the above policies must be followed, and any information passed onto the designated person. Staff members should make pupils are aware that they cannot guarantee absolute confidentiality and of the procedure they must follow. The designated person must then decide what action to take and whether to involve outside agencies depending on the information received in order to protect the child.

## **Inclusion**

It is our intention that all children have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with differentiated provision if required. We operate a fully inclusive ethos in our schools. Lesson plans and content will be adapted by teachers where necessary to ensure all pupils can access RSE learning.

We are mindful of statutory guidance from the DfE, Ofsted and of the legal responsibilities placed upon institutions by the Equality Act 2010 to promote inclusion, mutual respect and the need to protect certain characteristics. RSE provides an excellent opportunity to discharge these duties in a safe and appropriate environment. The full act can be viewed here:  
<http://www.legislation.gov.uk/ukpga/2010/15/contents>

During PSHE/RSE sessions, objective discussion of the diversity of the community we serve, and wider society in Modern Britain, will be approached in a sensitive and age-appropriate manner so that all children have access to lessons which are inclusive and based on factual understanding of the law.

## **Support from Outside Agencies/Visitors**

We believe that visitors can add value to the teaching and delivery of RSE because of their expertise, such as a health professional, or a style of learning such as creative arts and theatre in education. Any visitors who come into school to assist with the delivery of PSHE and RSE will be bound by the policies of the school. Relevant policies will be shared with any visitor prior to coming into school so they are prepared accordingly.

Visitors to school, such as parents, health professionals and members of voluntary organisations, may be invited to plan and contribute to RSE lessons. The RSE/PSHE subject leader will ensure that visitors' contributions to lessons are in line with the learning outcomes of the school's RSE programme.

If visitors are invited into the schools to deliver aspects of RSE it must be in the presence of the class teacher to ensure that the schools' code of practice and confidentiality policy are adhered to. A teacher/member of staff will always be present during any lesson/workshop delivered to support delivery.

Visitors delivering or contributing to aspects of RSE will be selected for their objectivity and balance. In the unlikely event that a visitor presents a partial view of an issue, then an appropriate balanced view will be presented by the school, to ensure pupils are presented with the fullest perspective.

## **Monitoring and evaluating RSE**

Our aim is for our schools to provide RSE that is relevant and tailored to meet the needs of pupils, depending on their age and stage of personal development. For this reason, we regularly review the RSE/PSHE curriculum to evaluate its effectiveness.

Schools will regularly monitor and evaluate the effectiveness of provision. This may be done by:

- Monitoring of planning
- Lesson observations
- Learning walks
- Work scrutiny
- Pupil voice activities
- Staff feedback
- Surveys
- Considering local or school level sources of data e.g. behaviour etc.

Teachers are expected to reflect on their delivery of RSE so that they can feedback appropriate information to the subject lead in order to support development of the subject within school.

The subject lead for PSHE/RSE will be responsible for overseeing monitoring and evaluating of the subject to ensure that content of the programme is effective and impactful. The subject lead will report to the Headteacher/Governors and make information available as requested.

## **Working with parents/Parental right to withdraw**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

At Perry Hall MAT, we are committed to working closely with parents to ensure that we create the best possible RSE curriculum for our children, whilst also supporting parents in the conversations they might have with their children around such topics. We aim to build a 'partnership approach' with parents towards RSE provision where transparency and respectful understanding is the basis for all discussions.

Parents will be given opportunities to understand the purpose and context of Relationships Education and any additional non-statutory Sex Education as part of our approach to pupils development. Parents are welcome to contact our

schools to view our resources and discuss any questions or concerns with the Headteacher or subject lead.

Whilst we believe that all of the content within each of our school's PSHE education curriculum is of the utmost importance and relevance to all pupils, including any additional non-statutory sex education elements, parents do have the legal right to request that their child be withdrawn from some or all non-statutory sex education lessons other than that learning which is delivered via the National Curriculum for Science.

As per the DfE guidance document, there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any Sex Education which forms part of the National Curriculum for Science. These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required.

We acknowledge that parents and carers have an especially important role to play in RSE and that they need to feel confident that the schools programme complements and supports their parenting role. In any of our schools that choose to deliver any additional non-statutory sex education elements, in advance of any non-statutory sex education being delivered in school, letters will go to parents of the children involved where this right of withdrawal applies to remind parents and signpost to the RSE policy. Schools may also choose to hold additional parent meetings or events to support parent's understanding and any rationale around our RSE content, if appropriate.

If parents wish to request that their child be withdrawn from any non-statutory sex education, they should contact the Headteacher. Parents will be invited to a meeting to discuss any concerns and view any appropriate teaching resources. At the meeting, parents will be encouraged to discuss any queries or concerns which they may have. Should parents then wish to withdraw their child from non-statutory lessons, this request will be recorded, and alternative provision will be made for any children during such sessions so that they are not within class for the duration of the session.

It is important that parents who do wish to withdraw their child from such sessions understand that discussing these issues with their child becomes their responsibility. We ask parents to consider the proven, positive contribution that age appropriate sex education can make to keeping pupils safe and preparing them for adulthood.

## **Roles & responsibilities**

The following is a summary of some of the key expectations around roles and responsibilities relating to our school communities around RSE. They are not exhaustive but do provide a reference of the main expectations.

Governors/Trustees, Heads/SLT will:

- Oversee all aspects of RSE policy
- Develop individual school policy and review it on a regular basis. This policy is developed in consultation with parents, pupils and staff to ensure that it meets the needs of the whole school community.
- Ensure that all staff are given regular and ongoing training on issues relating to RSE
- Ensure that all staff are up to date with related policy changes, and familiar with school policy and guidance relating to RSE
- Ensure that our schools are fully compliant in delivering statutory requirements within Relationships Education
- Communicate openly with staff, parents and Trustees to ensure that everyone understands school policy and curriculum for RSE, and that any concerns or opinions regarding the provision at the school are considered as is appropriate.

Subject lead will:

- Oversee the day-to-day operation of the school's RSE provision
- Contribute to delivering or organisation of training where necessary
- Liaise with outside agencies e.g. school nurse service, visitors etc.
- Ensure that appropriate resources are available for the teaching of RSE
- Develop, review and monitor the teaching of RSE and the school policy as requested by the Head
- Report to governors/SLT on the subject as required

Staff will:

- Teach RSE in line with this policy and the school curriculum. Staff do not have the right to opt out of teaching Relationships and Sex Education.
- Engage in professional development training around RSE provision as required
- Ensure that they are up to date with school policy and curriculum requirements regarding RSE
- Model positive attitudes and behaviours in RSE
- Consult the subject lead if they have any questions or support needs regarding RSE provision
- Monitor pupil progress and provide feedback on RSE delivery to the subject lead as requested
- Tailor their teaching, planning and resources to ensure inclusive provision for all pupils in their class across the whole range of abilities, including those pupils with special educational or additional needs
- Provide regular feedback to the subject lead on their experience of teaching RSE and pupil response and direct any queries or questions about delivery to the subject lead as soon as possible
- Ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSE in line with this school policy

- Inform the appropriate member of staff and follow school procedures around any safeguarding concerns which may arise.


Parents will:

- Share the responsibility of RSE to support their child's wider personal, social and emotional development.
- Engage with their children to continue learning about matters that have been raised through the subject in school and extend their learning appropriately.
- Engage in any consultation/information around RSE to ensure that our school curriculum best meets the needs of children
- If needed, seek additional support from the school where they feel it is required

Pupils will:

- Take part fully in appropriate RSE lessons
- Follow and contribute to ground rules in RSE/PSHE lessons
- Behave appropriately in lessons, and treat others with respect and sensitivity
- Talk to teachers or other school staff if they have any worries or concerns
- Help the school to make sure that RSE/PSHE lessons are positive and supportive

This policy will be next reviewed on: September 2026

Signed by Headteacher: 

Signed by Governor:

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## Appendix 1 – PSHE overview – Non statutory Sex ed highlighted



### RSE & PSHE Overview

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• What is family?</li> <li>• What are friendships?</li> <li>• Family and friends help and support each other</li> <li>• Making friends</li> <li>• Friendship problems</li> <li>• Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Families offer stability and love</li> <li>• Families are all different</li> <li>• Managing friendships</li> <li>• Unhappy friendships</li> <li>• Valuing me</li> <li>• Manners &amp; courtesy</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Healthy families</li> <li>• Friendships - conflict</li> <li>• Effective communication</li> <li>• Learning who to trust</li> <li>• Respecting differences</li> <li>• Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect &amp; manners</li> <li>• Healthy friendships</li> <li>• My behaviour</li> <li>• Bullying</li> <li>• Stereotypes</li> <li>• Families in the wider world</li> <li>• Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Build a friend</li> <li>• Resolving conflict</li> <li>• Respecting myself</li> <li>• Family life</li> <li>• Bullying</li> </ul>	<ul style="list-style-type: none"> <li>• Introduction to RSE</li> <li>• Respect</li> <li>• Developing respectful relationships</li> <li>• Stereotypes</li> <li>• Bullying</li> <li>• Being me</li> <li>• Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>• Getting lost</li> <li>• Making a call to the emergency services</li> <li>• Asking for help</li> <li>• Appropriate contact</li> <li>• Medication</li> <li>• Safety at home</li> <li>• People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>• The Internet</li> <li>• Communicating online</li> <li>• Secrets and surprises</li> <li>• Appropriate contact</li> <li>• Road safety</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Basic first aid</li> <li>• Communicating safely online</li> <li>• Online safety</li> <li>• Fake emails</li> <li>• Drugs, alcohol &amp; tobacco</li> <li>• Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>• Online restrictions</li> <li>• Share aware</li> <li>• Basic first aid</li> <li>• Privacy and secrecy</li> <li>• Consuming information online</li> <li>• The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>• Online friendships</li> <li>• Identifying online dangers</li> <li>• The changing adolescent body (puberty, including menstruation)</li> <li>• First aid</li> <li>• Drug education</li> </ul>	<ul style="list-style-type: none"> <li>• Drugs alcohol &amp; tobacco</li> <li>• First aid</li> <li>• Critical digital consumers</li> <li>• Social media</li> <li>• The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>• Wonderful me</li> <li>• What am I like?</li> <li>• Ready for bed</li> <li>• Relaxation</li> <li>• Hand washing &amp; personal hygiene</li> <li>• Sun safety</li> <li>• Allergies</li> <li>• People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>• Experiencing different emotions</li> <li>• Being active</li> <li>• Relaxation</li> <li>• Steps to success</li> <li>• Growth mindset</li> <li>• Healthy diet</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• My healthy diary</li> <li>• Relaxation</li> <li>• Who am I?</li> <li>• My superpowers</li> <li>• Breaking down barriers</li> <li>• Dental health</li> </ul>	<ul style="list-style-type: none"> <li>• Diet and dental health</li> <li>• Visualisation</li> <li>• Celebrating mistakes</li> <li>• My role</li> <li>• My happiness</li> <li>• Emotions</li> <li>• Mental health</li> </ul>	<ul style="list-style-type: none"> <li>• Relaxation</li> <li>• The importance of rest</li> <li>• Embracing failure</li> <li>• Going for goals</li> <li>• Taking responsibility for my feelings</li> <li>• Healthy meals</li> <li>• Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>• What can I be?</li> <li>• Mindfulness</li> <li>• Taking responsibility for my health</li> <li>• Resilience toolkit</li> <li>• Immunisation</li> <li>• Health concerns</li> <li>• Creating habits</li> <li>• The effects of technology on health</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Citizenship</b>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Rules</li> <li>• Caring for others: Animals</li> <li>• The needs of others</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Similar, yet different</li> <li>• Belonging</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• Democratic decisions</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Rules beyond school</li> <li>• Our school environment</li> <li>• Our local environment</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Job roles in our local community</li> <li>• Similar yet different: My local community</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• School Council</li> <li>• Giving my opinion</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Rights of the child</li> <li>• Rights and responsibilities</li> <li>• Recycling</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Local community groups</li> <li>• Charity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• Local democracy</li> <li>• Rules</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• What are human rights?</li> <li>• Caring for the environment</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Community groups</li> <li>• Contributing</li> <li>• Diverse communities</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• Local councillors</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Breaking the law</li> <li>• Rights and responsibilities</li> <li>• Protecting the planet</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Contributing to the community</li> <li>• Pressure groups</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• Parliament</li> </ul>	<b>Responsibility</b> <ul style="list-style-type: none"> <li>• Human rights</li> <li>• Food choices and the environment</li> <li>• Caring for others</li> </ul> <b>Community</b> <ul style="list-style-type: none"> <li>• Prejudice and discrimination</li> <li>• Valuing diversity</li> </ul> <b>Democracy</b> <ul style="list-style-type: none"> <li>• National democracy</li> </ul>
<b>Economic wellbeing</b>	<b>Money</b> <ul style="list-style-type: none"> <li>• Introduction to money</li> <li>• Looking after money</li> <li>• Banks and building societies</li> <li>• Saving and spending</li> </ul> <b>Career and aspirations</b> <ul style="list-style-type: none"> <li>• Jobs in school</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Where money comes from</li> <li>• Needs and wants</li> <li>• Looking after money</li> </ul> <b>Career and aspirations</b> <ul style="list-style-type: none"> <li>• Jobs</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Ways of paying</li> <li>• Budgeting</li> <li>• How spending affects others</li> <li>• Impact of spending</li> </ul> <b>Career and aspirations</b> <ul style="list-style-type: none"> <li>• Jobs and careers</li> <li>• Gender and careers</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Spending choices/ value for money</li> <li>• Keeping track of money</li> <li>• Looking after money</li> </ul> <b>Career and aspirations</b> <ul style="list-style-type: none"> <li>• Influences on career choices</li> <li>• Jobs for me</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Borrowing</li> <li>• Income and expenditure</li> <li>• Risks with money</li> <li>• Prioritising spending</li> </ul> <b>Career and aspirations</b> <ul style="list-style-type: none"> <li>• Stereotypes in the workplace</li> </ul>	<b>Money</b> <ul style="list-style-type: none"> <li>• Attitudes to money</li> <li>• Keeping money safe</li> <li>• Gambling</li> </ul> <b>Career and aspirations</b> <ul style="list-style-type: none"> <li>• What jobs are available</li> <li>• Career routes</li> </ul>
<b>Transition</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>	<b>1 lesson</b>
<b>Identity</b>						<ul style="list-style-type: none"> <li>• What is identity</li> <li>• Identity and body image</li> </ul>



Appendix 2 – Individual school values

