

# Victoria Road Primary School

## Relationship and Sex Education Policy



The DfE launched a consultation on a [draft update to the statutory relationships, sex and health education \(RSHE\) guidance](#) in May 2024. The consultation had not closed by the time the general election happened. We don't know whether this consultation and update will be completed. If it is, we will update this policy accordingly.

## POLICY DOCUMENT

**Approved by: FGB**

**Date: July 2025**

**Date of next review: July 2026**

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## 1. Aims

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

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

## 2. Statutory requirements

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

We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Victoria Road primary School we teach RSE as set out in this policy.

## 3. Policy development

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

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

## 4. Definition

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

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

RSE is not about the promotion of sexual activity.

## 5. Curriculum

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

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
- The Science curriculum will cover key aspects of puberty, changing bodies and initial questions around sex education, mainly child-led, and pregnancy and birth.

For more information, see Appendices 1 and 2.

The DfE Guidance recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.' However, 'Sex Education is not compulsory in primary schools'. Schools are to determine the content of sex education at primary school.

- We regularly and carefully review our PSHE curriculum, particularly the health and sex strand which is covered during Term 6, called "Changing Me". This is known as RSHE (Relationship, Sex and Health Education). We ensure our curriculum is in line with current guidance provided by the DfE.
- All PSHE lessons are taught within a safe learning environment which is underpinned by our school ethos and values. We believe that knowledge empowers and protects children as long as it is age appropriate. Sex Education is not statutory in primary schools but at secondary school sex education is statutory and we believe that primary schools should prepare children with accurate knowledge about puberty and human reproduction before they transfer to secondary school.
- Correct terminology for body parts is introduced early to normalise this biological vocabulary and to support safeguarding. These words are not used in isolation but always in conjunction, ensuring children know these are private parts of their bodies.
- The guidelines state that the concept of gender identity should not be taught.
- We ensure the curriculum is appropriate to the age of our pupils. Sex education will not be taught before Year 5. A gentle introduction to puberty will be covered as part of the Year 3 curriculum so that children are prepared for this. An overview of what is covered can be viewed in appendix 1.
- At Victoria Road Primary School, we believe children should understand the facts about human reproduction before they leave primary school so we intend to teach this as part of PSHE.
- At Victoria Road Primary School, puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). We conclude that sex education refers to Human Reproduction, and therefore parents have a right to request their child be withdrawn from the PSHE lessons that explicitly teach this.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed.

We will share all curriculum materials with parents and carers upon request.

## 6. Delivery of RSE

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

We are mindful and respectful of a wide variety of faith and cultural beliefs and will make every attempt to be appropriately sensitive. It is essential that young people still have access to the learning they need to be safe, healthy and understand their rights as individuals.

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will teach about these topics in a manner that:

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

We will also give careful consideration to the level of differentiation needed

## 7. Use of external organisations and materials

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

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

**We will:**

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:

- o What they're going to say
- o Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

## 8. Roles and responsibilities

### 8.1 The governing board

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

### 8.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### 8.4 Pupils

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

## 9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education.

Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher.

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

Leaflet for parents:

[https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE\\_primary\\_schools\\_guide\\_for\\_parents.pdf](https://assets.publishing.service.gov.uk/media/5f2c2b98e90e0732d9008d61/RSE_primary_schools_guide_for_parents.pdf)

## 10. Training

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

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

## 11. Monitoring arrangements

The delivery of RSE is monitored by the extended leadership team through planning and book scrutinies, learning walks and pupil/staff voice.

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

This policy will be reviewed by SLT annually. At every review, the policy will be approved by the governing board.

## Appendix 1: Changing Me- Jigsaw- Year Group Overview

### Relationships and sex education curriculum map

 Year 1 - 'Changing Me' Puzzle Map			
Lesson Focus	Key Vocabulary	PSHE Learning Objective	Social and Emotional Development Learning Objective
1. Life cycles	<ul style="list-style-type: none"> <li>• <i>Changes</i></li> <li>• <i>Life cycle</i></li> <li>• <i>Baby</i></li> <li>• <i>Adulthood</i></li> <li>• <i>Growth</i></li> <li>• <i>Change</i></li> </ul>	I am starting to understand the life cycles of animals and humans	I understand that changes happen as we grow and that this is OK
2. Changing Me	<ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Life cycle</i></li> <li>• <i>Baby Adult</i></li> <li>• <i>Grown up</i></li> </ul>	I can tell you some things about me that have changed and some things about me that have stayed the same	I know that changes are OK and that sometimes they will happen whether I want them to or not
3. My Changing Body	<ul style="list-style-type: none"> <li>• <i>Baby</i></li> <li>• <i>Growing up</i></li> <li>• <i>Adult</i></li> <li>• <i>Change</i></li> </ul>	I can tell you how my body has changed since I was a baby	I understand that growing up is natural and that everybody grows at different rates
4. Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• <i>Male</i></li> <li>• <i>Female</i></li> <li>• <i>Penis</i></li> <li>• <i>Testicles</i></li> <li>• <i>Vulva</i></li> <li>• <i>Vagina</i></li> <li>• <i>Anus</i></li> </ul>	I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus	I respect my body and understand which parts are private
5. Learning and Growing	<ul style="list-style-type: none"> <li>• <i>Learn</i></li> <li>• <i>New</i></li> <li>• <i>Grow</i></li> <li>• <i>Change</i></li> </ul>	I understand that every time I learn something new I change a little bit	I enjoy learning new things
6. Coping with Changes	<ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Feelings</i></li> <li>• <i>Anxious</i></li> <li>• <i>Worried</i></li> <li>• <i>Excited</i></li> <li>• <i>Coping</i></li> </ul>	I can tell you about changes that have happened in my life	I know some ways to cope with changes



## Year 2 - 'Changing Me' Puzzle Map

Lesson Focus	Key Vocabulary	PSHE Learning Objective	Social and Emotional Development Learning Objective
1. Life Cycles in Nature	<ul style="list-style-type: none"> <li>• Change</li> <li>• Grow</li> <li>• Life cycle</li> <li>• Control</li> <li>• Baby</li> <li>• Adult</li> <li>• Fully grown</li> </ul>	I can recognise cycles of life in nature	I understand there are some changes that are outside my control and can recognise how I feel about this
2. Growing from Young to Old	<ul style="list-style-type: none"> <li>• Growing up</li> <li>• Old</li> <li>• Older</li> <li>• Young</li> <li>• Elderly</li> <li>• Change</li> <li>• Respect</li> <li>• Physical</li> </ul>	I can tell you about the natural process of growing from young to old and understand that this is not in my control	I can identify people I respect who are older than me
3. The Changing Me	<ul style="list-style-type: none"> <li>• Baby</li> <li>• Toddler</li> <li>• Child</li> <li>• Teenager</li> <li>• Adult</li> <li>• Independent</li> <li>• Timeline</li> <li>• Freedom</li> <li>• Responsibilities</li> </ul>	I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old	I feel proud about becoming more independent
4. Boys' and Girls' Bodies	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Penis</li> <li>• Testicles</li> <li>• Vulva</li> <li>• Vagina</li> <li>• Anus</li> <li>• Public</li> <li>• Private</li> </ul>	I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, vagina, anus) and appreciate that some parts of my body are private	I can tell you what I like/don't like about being a boy/girl
5. Assertiveness	<ul style="list-style-type: none"> <li>• Touch</li> <li>• Texture</li> <li>• Hug</li> <li>• Like</li> <li>• Dislike</li> <li>• Comfortable</li> <li>• Uncomfortable</li> </ul>	I understand there are different types of touch and can tell you which ones I like and don't like	I am confident to say what I like and don't like and can ask for help

<p>6. <i>Looking Ahead</i></p>	<ul style="list-style-type: none"><li>• <i>Change</i></li><li>• <i>Looking forward</i></li><li>• <i>Excited</i></li><li>• <i>Nervous</i></li><li>• <i>Anxious</i></li><li>• <i>Cope</i></li></ul>	<p>I can identify what I am looking forward to when I move to my next class</p>	<p>I can start to think about changes I will make when I am in my next class and know how to go about this</p>
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### Year 3 - 'Changing Me' Puzzle Map

Lesson Focus	Key Vocabulary	PSHE Learning Objective	Social and Emotional Development Learning Objective
1. How Babies Grow	<ul style="list-style-type: none"> <li>• Male</li> <li>• Female</li> <li>• Changes</li> <li>• Birth</li> <li>• Animals</li> <li>• Babies</li> <li>• Mother</li> <li>• Growing up</li> </ul>	I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby	I can express how I feel when I see babies or baby animals
2. Babies	<ul style="list-style-type: none"> <li>• Baby</li> <li>• Grow</li> <li>• Uterus</li> <li>• Womb</li> <li>• Nutrients</li> <li>• Survive</li> <li>• Love</li> <li>• Affection</li> <li>• Care</li> </ul>	<p>I understand how babies grow and develop in the mother's uterus</p> <p>I understand what a baby needs to live and grow</p>	I can express how I might feel if I had a new baby in my family
3. Outside Body Changes	<ul style="list-style-type: none"> <li>• Change</li> <li>• Puberty</li> <li>• Control</li> <li>• Breasts</li> </ul>	<p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies</p> <p>I can identify how boys' and girls' bodies change on the outside during this growing up process</p>	I recognise how I feel about these changes happening to me and know how to cope with those feelings
4. Inside Body Changes	<ul style="list-style-type: none"> <li>• Puberty</li> <li>• Male</li> <li>• Female</li> <li>• Testicles</li> <li>• Sperm</li> <li>• Penis</li> <li>• Ovaries</li> <li>• Egg</li> <li>• Ovum/Ova</li> <li>• Womb/Uterus</li> <li>• Vagina</li> </ul>	I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up	I recognise how I feel about these changes happening to me and know how to cope with these feelings
5. Family Stereotypes	<ul style="list-style-type: none"> <li>• Stereotypes</li> <li>• Task</li> <li>• Roles</li> <li>• Challenge</li> </ul>	I can start to recognise stereotypical ideas I might have about parenting and family roles	I can express how I feel when my ideas are challenged and might be willing to change my ideas

			sometimes
6. <i>Looking Ahead</i>	<ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Looking forward</i></li> <li>• <i>Worries</i></li> </ul>	I can identify what I am looking forward to when I move to my next class	I can start to think about changes I will make next year and know how to go about this



### Year 4 - 'Changing Me' Puzzle Map

Lesson Focus	Key Vocabulary	PSHE Learning Objective	Social and Emotional Development Learning Objective
1. <i>Unique Me</i>	<ul style="list-style-type: none"> <li>● <i>Personality</i></li> <li>● <i>Unique</i></li> <li>● <i>Characteristics</i></li> <li>● <i>Parents</i></li> <li>● <i>Gene</i></li> </ul>	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p>	<p>I appreciate that I am a truly unique human being</p>
2a. <i>Having a Baby</i> (Alternative lesson for Piece 2)	<ul style="list-style-type: none"> <li>● <i>Feelings</i></li> <li>● <i>Responsibilities</i></li> <li>● <i>Carers</i></li> <li>● <i>Characteristics</i></li> <li>● <i>Language</i></li> <li>● <i>Mannerisms</i></li> <li>● <i>Influence</i></li> </ul>	<p>I understand what responsibilities there are in parenthood and the joy it can bring</p> <p>I can consider what has influenced my life and what might influence the lives of other people</p>	<p>I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult</p>
3. <i>Puberty and Menstruation</i>	<ul style="list-style-type: none"> <li>● <i>Puberty</i></li> <li>● <i>Menstruation</i></li> <li>● <i>Menstrual Cycle</i></li> <li>● <i>Periods</i></li> <li>● <i>Menstrual pads</i></li> <li>● <i>Menstrual Cup</i></li> <li>● <i>Pant Liner</i></li> <li>● <i>Period Pants</i></li> <li>● <i>Tampons</i></li> <li>● <i>Menstrual Towel</i></li> <li>● <i>Vagina</i></li> <li>● <i>Vulva</i></li> <li>● <i>Ovaries</i></li> <li>● <i>Fallopian Tube</i></li> <li>● <i>Fertilised</i></li> <li>● <i>Hormone</i></li> </ul>	<p>I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this</p>	<p>I have strategies to help me cope with the physical and emotional changes I will experience during puberty</p>
4. <i>Circles of Change</i>	<ul style="list-style-type: none"> <li>● <i>Circle</i></li> <li>● <i>Seasons</i></li> <li>● <i>Change</i></li> <li>● <i>Control</i></li> </ul>	<p>I know how the circle of change works and can apply it to changes I want to make in my life</p>	<p>I am confident enough to try to make changes when I think they will benefit me</p>
5. <i>Accepting Change</i>	<ul style="list-style-type: none"> <li>● <i>Range of emotions</i> (see emotions card resource)</li> <li>● <i>Control</i></li> </ul>	<p>I can identify changes that have been and may continue to be outside of my control that I learnt to</p>	<p>I can express my fears and concerns about changes that are outside of my control and know</p>

	<ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Acceptance</i></li> </ul>	accept	how to manage these feelings positively
6. <i>Looking Ahead</i>	<ul style="list-style-type: none"> <li>• <i>Change</i></li> <li>• <i>Looking forward</i></li> <li>• <i>Characteristics</i></li> <li>• <i>Genes</i></li> <li>• <i>Puberty</i></li> </ul>	I can identify what I am looking forward to when I move to a new class	I can reflect on the changes I would like to make next year and can describe how to go about these



### Year 5 - 'Changing Me' Puzzle Map

Lesson Focus	Key Vocabulary	PSHE Learning Objective	Social and Emotional Development Learning Objective
1. <i>Self and Body Image</i>	<ul style="list-style-type: none"> <li>• <i>Self</i></li> <li>• <i>Self-image</i></li> <li>• <i>Body image</i></li> <li>• <i>Self-esteem</i></li> <li>• <i>Perception</i></li> <li>• <i>Characteristics</i></li> <li>• <i>Aspects</i></li> <li>• <i>Affirmation</i></li> </ul>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. <i>Puberty for Girls</i>	<ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Menstruation</i></li> <li>• <i>Periods</i></li> <li>• <i>Menstrual towels</i></li> <li>• <i>Menstrual pads</i></li> <li>• <i>Menstrual cups (mooncups)</i></li> <li>• <i>Tampons</i></li> <li>• <i>Ovary/ Ovaries</i></li> <li>• <i>Vagina</i></li> <li>• <i>Oestrogen</i></li> <li>• <i>Vulva</i></li> <li>• <i>Womb/Uterus</i></li> <li>• <i>Hormones</i></li> </ul>	I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally	I understand that puberty is a natural process that happens to everybody and that it will be ok for me
3. <i>Puberty for boys</i>	<ul style="list-style-type: none"> <li>• <i>Puberty</i></li> <li>• <i>Sperm</i></li> <li>• <i>Semen</i></li> <li>• <i>Testicles/Testes</i></li> <li>• <i>Erection</i></li> <li>• <i>Ejaculation</i></li> <li>• <i>Wet dream</i></li> <li>• <i>Larynx</i></li> <li>• <i>Facial hair</i></li> <li>• <i>Growth spurt</i></li> <li>• <i>Hormones</i></li> </ul>	I can describe how boys' and girls' bodies change during puberty	I can express how I feel about the changes that will happen to me during puberty
<b>4. Conception</b> <b>* Right to withdraw</b>	<ul style="list-style-type: none"> <li>• <i>Relationships</i></li> <li>• <i>Conception</i></li> <li>• <i>Making love</i></li> <li>• <i>Sexual intercourse</i></li> <li>• <i>Fallopian tube</i></li> <li>• <i>Fertilisation</i></li> <li>• <i>Pregnancy</i></li> <li>• <i>Embryo</i></li> <li>• <i>Umbilical cord</i></li> <li>• <i>Contraception</i></li> <li>• <i>Fertility treatment</i></li> </ul>	<p>I understand that sexual intercourse can lead to conception and that is how babies are usually made</p> <p>I also understand that sometimes people need IVF to help them have a baby</p>	I appreciate how amazing it is that human bodies can reproduce in these ways

	(IVF)		
5. Looking Ahead 1	<ul style="list-style-type: none"> <li>● Teenager</li> <li>● Milestone</li> <li>● Perceptions</li> <li>● Puberty</li> <li>● Responsibilities</li> <li>● Consent</li> </ul>	I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)	I am confident that I can cope with the changes that growing up will bring
6. Looking Ahead 2	<ul style="list-style-type: none"> <li>● Change</li> <li>● Hope</li> <li>● Manage</li> <li>● Cope</li> <li>● Opportunities</li> <li>● Emotions</li> <li>● Fear</li> <li>● Excitement</li> <li>● Anxious</li> </ul>	I can identify what I am looking forward to when I move to my next class.	I can start to think about changes I will make next year and know how to go about this.



Year 6 - 'Changing Me' Puzzle Map

Lesson Focus	Key Vocabulary	PSHE Learning Objective	Social and Emotional Development Learning Objective
1. My Self Image	<ul style="list-style-type: none"> <li>● Self-image</li> <li>● Self-esteem</li> <li>● Real self</li> <li>● Celebrity</li> </ul>	I am aware of my own self-image and how my body image fits into that	I know how to develop my own self esteem
2. Puberty	<ul style="list-style-type: none"> <li>● Opportunities</li> <li>● Freedoms</li> <li>● Responsibilities</li> <li>● Puberty</li> <li>● Pubic hair</li> <li>● Voice breaks</li> <li>● Menstruation</li> <li>● Semen</li> <li>● Growing taller</li> <li>● Hips widen</li> <li>● Body odour</li> <li>● Facial hair</li> <li>● Erection</li> <li>● Tampon</li> <li>● Breasts</li> <li>● Hormone</li> <li>● Wet dream</li> <li>● Skin changes</li> <li>● Ovulation</li> <li>● Masturbation</li> <li>● Sanitary towel</li> <li>● Clitoris</li> <li>● Testicles</li> <li>● Sperm</li> <li>● Discharge (leaking fluids)</li> <li>● Underarm hair</li> <li>● Penis</li> <li>● Feeling moody</li> <li>● Vagina</li> <li>● Womb</li> <li>● Fallopian tube</li> <li>● Vulva</li> </ul>	I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally	I can express how I feel about the changes that will happen to me during puberty
<b>3. Babies: Conception to Birth</b>  <b>*Right to withdraw</b>	<ul style="list-style-type: none"> <li>● Pregnancy</li> <li>● Embryo</li> <li>● Foetus</li> <li>● Placenta</li> <li>● Umbilical cord</li> <li>● Labour</li> <li>● Contractions</li> <li>● Cervix</li> <li>● Midwife</li> </ul>	I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born	I can recognise how I feel when I reflect on the development and birth of a baby

<p>4. Boyfriends and Girlfriends</p>	<ul style="list-style-type: none"> <li>● <i>Attraction</i></li> <li>● <i>Relationship</i></li> <li>● <i>Pressure</i></li> <li>● <i>Love</i></li> <li>● <i>Sexting</i></li> <li>● <i>Consent</i></li> </ul>	<p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend</p>	<p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>
<p>5. Real self and ideal self</p>	<ul style="list-style-type: none"> <li>● <i>Self-esteem</i></li> <li>● <i>Negative body-talk</i></li> <li>● <i>Choice</i></li> <li>● <i>Feelings/emotions</i></li> <li>● <i>Challenge</i></li> <li>● <i>Mental health</i></li> </ul>	<p>I am aware of the importance of a positive self-esteem and what I can do to develop it</p>	<p>I can express how I feel about my self-image and know how to challenge negative 'body-talk'</p>
<p>6. The Year Ahead</p>	<ul style="list-style-type: none"> <li>● <i>Transition</i></li> <li>● <i>Secondary</i></li> <li>● <i>Looking forward</i></li> <li>● <i>Journey</i></li> <li>● <i>Worries</i></li> </ul>	<p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>	<p>I know how to prepare myself emotionally for the changes next year.</p>

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

Respectful relationships

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness
- That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- The importance of permission-seeking and giving in relationships with friends, peers and adults

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"><li>● That people sometimes behave differently online, including by pretending to be someone they are not</li><li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li><li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li><li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li><li>● How information and data is shared and used online</li></ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"><li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li><li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li><li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li><li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li><li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>● Where to get advice e.g. family, school and/or other sources</li></ul>

### Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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