



Relationships, Health and Sex Education Policy

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Contents

1. Aims
2. Statutory requirements
3. Policy development
4. Definition
5. Curriculum
6. Delivery of RSE
7. Roles and responsibilities
8. Parents' right to withdraw
9. Training
10. Monitoring arrangements

Appendix 1: Curriculum map

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

Appendix 2: By the end of secondary school pupils should know

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

1. AIMS

The aims of relationships and health education (RHE) 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
- Ensure we are ready, respectful and safe at all times

2. STATUTORY REQUIREMENTS

As a primary academy school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

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

At Queen Emma's Primary School, we teach Relationships, Health and Sex Education as set out in this policy.

3. POLICY DEVELOPMENT

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to provide feedback on the draft policy
4. Pupil consultation – we investigated what exactly pupils want from their Relationships and Health Education
5. Ratification – once amendments were made, the policy was shared with Local Committee Volunteers and ratified

4. DEFINITION

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

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

RHSE is not about the promotion of sexual activity.

5. CURRICULUM

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

6. DELIVERY OF RELATIONSHIPS HEALTH AND SEX EDUCATION

Relationships and Health Education is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects are taught within the science projects, and other aspects are included in religious education, PE and assemblies.

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

For more information about our Relationships, Health and Sex curriculum, see Appendices 1 and 2.

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

7. ROLES AND RESPONSIBILITIES

7.1 The Local Committee Volunteers

The Local Committee Volunteers will approve the Relationship, Health and Sex Education policy, and hold the Headteacher to account for its implementation.

7.2 The Headteacher

The Headteacher is responsible for ensuring that Relationships, Health and Sex Education is taught consistently across the school.

7.3 Staff

Staff are responsible for:

- Delivering Relationships, Health and Sex Education in a sensitive way
- Modelling positive attitudes to relationships and health
- Monitoring progress
- Responding to the needs of individual pupils

Staff do not have the right to opt out of teaching Relationships, Health and Sex Education. Staff who have concerns about teaching RHSE are encouraged to discuss this with the Headteacher.

Our Assistant School Leaders – Quality of Education coordinate the Relationships, Health and Sex Education curriculum.

7.4 Pupils

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

8. PARENTS' RIGHT TO WITHDRAW

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

Parents have the right to withdraw their children from the non-Science components of sex education within RHSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher.

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

9. TRAINING

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

School Leaders will also invite visitors from outside the school, such as school nurses or health professionals, to provide support and training to staff teaching RHSE.

10. MONITORING ARRANGEMENTS

The delivery of RHSE is monitored by Assistant School Leaders through:

- School council, data analysis, ward rounds and planning scrutiny
- Pupils' development in RHSE is monitored by class teachers as part of our internal assessment systems – curriculum maestro
- This policy will be reviewed by School Leaders, annually. At every review, the policy will be approved by the Local Committee Volunteers.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

RHSE is delivered during a weekly assembly. It is mapped out on Curriculum Maestro. The weekly assembly will alternative focus between RHE, PHSE and RE.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A	Autumn 1 National Fitness Day	Ready – New Beginnings Making friends Important friendships make us feel happy. Friends are loyal and trustworthy.	BBC Friendships https://www.bbc.co.uk/bitesize/topics/zswwxnb/resources/1 Stories Will you be my friend? By Molly Potter Lost and Found by Oliver Jeffers Hello friend by Rebecca Cobb
Year 1 and 2 Cycle A	Autumn 2 Anti-bullying Week	Respectful – Say no to bullying Kindness, Consideration and Respect are at the heart of positive friendships. Treat others how you would want to be treated.	Odd socks day. https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack 'What does it mean to be kind' by Rana DiOria

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A	Spring 1 Safer Internet Day Mental Health Week/ National Breathing Space Day Time to Talk Random Act of Kindness Week Nutrition and Hydration Week	<p>Safe – Going for goals</p> <p>Who you can turn to – asking for help.</p> <p>E-safety – Keeping safe online</p>	<p>Safer Internet Day</p> <p>https://saferinternet.org.uk/safer-internet-day/safer-internet-day</p> <p>People who help us- Thank you by Joseph Coelho</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A 2	Spring 2 Science Week Carbon Free Day	Relationships Families – give us love and support Families change and families look different	Stories Who’s In My Family? All About Our Families by Robie H. Harris The Great Big Book of Families by Mary Hoffman https://www.bbc.co.uk/teach/class-clips-video/ks1-pshe-relationships-our-family-index/zwb2jsg
Year 1 and 2 Cycle A	Summer 1 Kids Walk/ Road Safety National Sun Awareness Week Christian Aid Week	Good to be me Healthy mind – recognising feelings Good Habits – Hygiene and lifestyle	https://www.mentallyhealthyschools.org.uk/resources/activities-for-exploring-feelings/ https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1 The colour monster by Anna Llenas Links to science investigation: How do germs spread? Eat your greens Goldilocks by Steve Smallman

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle A	Summer 2 World Environment Day International Friendship Day	Changes Getting on and falling out – Supporting and improving respectful friendships	https://www.mentallyhealthyschools.org.uk/resources/getting-on-and-falling-out/ SEAL Wiltshire Learn for Life Up and Down by Oliver Jeffers
Year 1 and 2 Cycle B	Autumn 1 National Fitness Day	Ready – New Beginnings Positive friendships- diversity and respecting friends even if they are different.	The Rainbow Fish by Marcus Pfister Beegu by Alexis Deacon Shine by Sarah Asuquo
Year 1 and 2 Cycle B	Autumn 2 Anti-bullying Week	Respectful – Say no to bullying Manners and courtesy , Self-respect , Cyber bullying	https://anti-bullyingalliance.org.uk/anti-bullying-week/school-resources/primary-school-pack It's hard to be 5- Jamie Lee Curtis

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle B	Spring 1 Safer Internet Day Mental Health Week/ National Breathing Space Day Time to Talk Random Act of Kindness Week Nutrition and Hydration Week	Safe Boundaries and Privacy	https://saferinternet.org.uk/safer-internet-day/safer-internet-day https://www.bbc.co.uk/teach/safer-internet-day-resources/z6bbhbk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle B	Spring 2 Science Week Carbon Free Day	Relationships Who you can trust	Stuck by Oliver Jeffers
Year 1 and 2 Cycle B	Summer 1 Kids Walk/ Road Safety National Sun Awareness Week Christian Aid Week	Good to be me What makes me happy? Family and Friends. Staying Safe – Sun exposure	https://www.bbc.co.uk/teach/class-clips-video/pshe-eyfs-ks1-feeling-happy/znnhvk7 Have you filled your bucket today? By Carol McCloud https://www.sunsafeschools.co.uk/resources/

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 and 2 Cycle B	Summer 2 World Environment Day International Friendship Day	Changes Moving on Changing body, changing mind – physical and emotional changes.	Dear teacher by Amy Husband https://www.bbc.co.uk/bitesize/topics/zxccwmn/resources/1

Appendix 1: Curriculum map

Science curriculum map

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle A	Autumn 1 National Fitness Day	Human Senses This project teaches children that humans are a type of animal, known as a mammal. They name body parts and recognise common structures between humans and other animals. They learn about the senses, the body parts associated with each sense and their role in keeping us safe.	Childhood: Year 1 Companion Project/ Science Investigation Human Senses
Year 1 and 2 Cycle A	Autumn 2	Everyday Materials This project teaches children that objects are made from materials. They identify a range of everyday materials and their sources. Children investigate the properties of materials and begin to recognise that a material's properties defines its use.	Childhood: Year 1 Companion Project/ Science Investigation Everyday Materials
Year 1 and 2 Cycle A	Spring 1 Nutrition and Hydration Week	Seasonal Change This project teaches children about the seasons, seasonal changes and typical seasonal weather and events. They learn about measuring the weather and the role of a meteorologist. Children begin to learn about the science of day and night and recognise that the seasons have varying day lengths in the UK	Bright Lights, Big City: Year 1 Companion Project/ Science Investigation Seasonal Change

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle A 2	Spring 2 Science Week Carbon Free Day	<p>Working Scientifically</p> <p>Children use different outdoor toys that have wheels to investigate how forces make the wheels move.</p> <p>Seasonal Change</p> <p>Children collect raindrops during a rain shower to see how they vary in size.</p> <p>Children measure the direction and force of the wind over the course of a week.</p> <p>Children create a weather tree to help them monitor and understand the weather over a whole school year.</p>	<p>Bright Lights, Big City: Year 1</p> <p>Companion Project/ Science Investigation</p> <p>How does it move?</p> <p>How big is a raindrop?</p> <p>How wild is the wind?</p> <p>Does it snow in summer?</p>
Year 1 and 2 Cycle A	Summer 1 National Sun Awareness Week	<p>Plant Parts</p> <p>This project teaches children about wild and garden plants by exploring the local environment. They identify and describe the basic parts of plants and trees, and observe how plants and trees change over time</p>	<p>School Days: Year 1</p> <p>Companion Project/ Science Investigation</p> <p>Plant Parts</p>
Year 1 and 2 Cycle A	Summer 2 World Environment Day	<p>Animal Parts</p> <p>This project teaches children about animals, including fish, amphibians, reptiles, birds, mammals and invertebrates. They identify and describe their common structures, their diets and how animals should be cared for.</p>	<p>School Days: Year 1</p> <p>Companion Project/ Science Investigation</p> <p>Animal Parts</p>

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle B	Autumn 1	<p>Humans</p> <p>Children observe how easily germs can spread through direct and indirect contact.</p> <p>Human Survival</p> <p>This project teaches children about the basic needs of humans for survival, including the importance of exercise, nutrition and good hygiene. They learn how human offspring grow and change over time into adulthood.</p>	<p>Movers and Shakers: Year 2</p> <p>Companion Project/ Science Investigations</p> <p>How do germs spread?</p> <p>Humans</p> <p>Human Survival</p>
Year 1 and 2 Cycle B	Autumn 2	<p>Materials and their properties</p> <p>Children learn how we can make weak, flexible materials stronger and more rigid by changing their shape.</p> <p>Habitats</p> <p>This project teaches children about habitats and what a habitat needs to provide. They explore local habitats to identify and name living things and begin to understand how they depend on one another for food and shelter.</p>	<p>Movers and Shakers: Year 2</p> <p>Companion Project/ Science Investigations</p> <p>Can you make a paper bridge?</p> <p>Habitats</p>
Year 1 and 2 Cycle B	Spring 1 Nutrition and Hydration Week	<p>Animal Survival</p> <p>This project teaches children about growth in animals by exploring life cycles of some familiar animals. They build on learning about the survival of humans, by identifying the basic needs of animals for survival, including food, water, air and shelter.</p>	<p>Magnificent Monarchs: Year 2</p> <p>Companion Project/ Science Investigation</p> <p>Animal Survival</p>

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 1 and 2 Cycle B	Spring 2 Science Week Carbon Free Day	Human Survival Children learn about the heart and heart rate then complete physical activities that allow them to see the effect exercise has on our body.	Magnificent Monarchs: Year 2 Companion Project/ Science Investigation/ Science Investigation Why should I exercise?
Year 1 and 2 Cycle B	Summer 1 National Sun Awareness Week	Materials and their properties Children observe the differences between the degradable properties of alive, dead and never been alive materials when they are placed in a jar of salty water for six weeks Uses of materials This project teaches children about the uses of everyday materials and how materials' properties make them suitable or unsuitable for specific purposes. They begin to explore how materials can be changed	Coastline: Year 2 Companion Project/ Science Investigation Will it degrade? Uses of materials
Year 1 and 2 Cycle B	Summer 2 World Environment Day	Plants This project teaches children about the growth of plants from seeds and bulbs. They observe the growth of plants firsthand, recording changes over time and identifying what plants need to grow and stay healthy.	Coastline: Year 2 Companion Project/ Science Investigation Plant Survival

Appendix 1: Curriculum map

Science curriculum map- LKS2 (Year 3 and 4)

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle A	Autumn 1 National Fitness Day	Skeletal and Muscular Systems This project teaches children about the importance of nutrition for humans and other animals. They learn about the role of a skeleton and muscles and identify animals with different types of skeleton.	Through the Ages: Year 3 Companion Project Skeletal and Muscular Systems
Year 3 and 4 Cycle A	Autumn 2		Through the Ages: Year 3 Companion Project
Year 3 and 4 Cycle A	Spring 1 National Breathing Space Day Nutrition and Hydration Week	Forces and Magnets This project teaches children about contact and non-contact forces, including friction and magnetism. They investigate frictional and magnetic forces, and identify parts of a magnet and magnetic materials.	Rocks, Relics and Rumbles: Year 3 Companion Project Forces and Magnets

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle A	Spring 2 Science Week Carbon Free Day		Rocks, Relics and Rumbles: Year 3 Companion Project
Year 3 and 4 Cycle A	Summer 1 National Sun Awareness Week	Plant nutrition and reproduction This project teaches children about the requirements of plants for growth and survival. They describe the parts of flowering plants and relate structure to function, including the roots and stem for transporting water and the flower for reproduction.	Emperors and Empires: Year 3 Companion Project Plant nutrition and reproduction
Year 3 and 4 Cycle A	Summer 2 World Environment Day	Light and Shadows This project teaches children about light and dark. They investigate the phenomena of reflections and shadows, looking for patterns in collected data. The risks associated with looking at the Sun are also explored.	Emperors and Empires: Year 3 Companion Project Light and Shadows
Year 3 and 4 Cycle B	Autumn 1 National Fitness Day	Digestive System This project teaches children about the human digestive system. They explore the main parts, starting with the mouth and teeth, identifying teeth types and their functions. They link this learning to animals' diets and construct food chains to show the flow of energy.	Invasion: Year 4 Companion Projects Digestive system

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle B	Autumn 2	<p>Sound</p> <p>This project teaches children about sound and how sounds are made and travel as vibrations through a medium to the ear. They learn about pitch and volume and find out how both can be changed.</p>	<p>Invasion: Year 4</p> <p>Companion Projects Sound</p>
Year 3 and 4 Cycle B	<p>Spring 1</p> <p>National Breathing Space Day</p> <p>Nutrition and Hydration Week</p>	<p>States of Matter</p> <p>This project teaches children about solids, liquids and gases and their characteristic properties. They observe how materials change state as they are heated and cooled, and learn key terminology associated with these processes.</p>	<p>Misty Mountain, Winding River: Year 4</p> <p>Companion Project States of Matter</p>
Year 3 and 4 Cycle B	<p>Spring 2</p> <p>Science Week</p> <p>Carbon Free Day</p>	<p>Grouping and Classifying</p> <p>This project teaches children about grouping living things, known as classification. They study the animal and plant kingdoms and use and create classification keys to identify living things.</p>	<p>Misty Mountain, Winding River: Year 4</p> <p>Companion Project Grouping and Classifying</p>

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 3 and 4 Cycle B	Summer 1 National Sun Awareness Week	Electrical Circuits and Conductors This project teaches children about electrical appliances and safety. They construct simple series circuits and name their parts and functions, including switches, wires and cells. They investigate electrical conductors and insulators and identify common features of conductors. It also teaches children about programmable devices. They combine their learning to design and make a nightlight.	Ancient Civilisations: Year 4 Companion Project Electrical Circuits and Conductors
Year 3 and 4 Cycle B	Summer 2 World Environment Day		Ancient Civilisations: Year 4 Companion Project

Appendix 1: Curriculum map

Science curriculum map- UKS2 (Year 5 and 6)

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle A	Autumn 1 National Fitness Day	Forces and Mechanics This project teaches children about the forces of gravity, air resistance, water resistance and friction, with children exploring their effects. They learn about mechanisms, their uses and how they allow a smaller effort to have a greater effect.	Dynamic Dynasties: Year 5 Companion Project Forces and Mechanisms
Year 5 and 6 Cycle A	Autumn 2	Earth and Space This project teaches children about our Solar System and its spherical bodies. They describe the movements of Earth and other planets relative to the Sun, the Moon relative to Earth and the Earth's rotation to explain day and night.	Dynamic Dynasties: Year 5 Companion Project Earth and Space
Year 5 and 6 Cycle A	Spring 1 National Breathing Space Day Nutrition and Hydration Week	Human Reproduction and Ageing This project teaches children about animal life cycles, including the human life cycle. They explore human growth and development to old age, including the changes experienced during puberty and human reproduction.	Sow, Grow and Farm: Year 5 Companion Project Human Reproduction and Ageing

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle A	Spring 2 Science Week Carbon Free Day		Sow, Grow and Farm: Year 5 Companion Project
Year 5 and 6 Cycle A	Summer 1 National Sun Awareness Week	Properties and changes of materials This project teaches children about the wider properties of materials and their uses. They learn about the reversible mixing of materials, including the process of dissolving, and how mixtures can be separated. Irreversible changes, such as burning and rusting, are also observed.	Groundbreaking Greeks: Year 5 Companion Project Properties and changes of materials
Year 5 and 6 Cycle A	Summer 2 World Environment Day		Groundbreaking Greeks: Year 5 Companion Project
Year 5 and 6 Cycle B	Autumn 1 National Fitness Day	Circulatory System This project teaches children about the transport role of the human circulatory system, its main parts and their primary functions. They learn about healthy lifestyle choices and the effects of harmful substances on the body.	Maafa: Year 6 Companion Projects Circulatory system

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle B	Autumn 2		Maafa: Year 6 Companion Projects
Year 5 and 6 Cycle B	Spring 1 National Breathing Space Day Nutrition and Hydration Week	Why are things classified? Children research the history and foundations of classification. They learn how to sort and group using existing classification keys and observe how a key can be produced. Working in groups, children then use their observational skills to sort and group everyone in their group. They work carefully and systematically to produce a classification key that will help someone identify a class member by their appearance.	Frozen Kingdoms: Year 6 Companion Project Why are things classified?
Year 5 and 6 Cycle B	Spring 2 Science Week Carbon Free Day	Electrical circuits and components This project teaches children about electrical circuits, their components and how they function. They recognise how the voltage of cells affects the output of a circuit and record circuits using standard symbols. It also teaches children about programmable devices, sensors and monitoring. They combine their learning to design and make programmable home devices.	Frozen Kingdoms: Year 6 Companion Project: Electrical circuits and components

YEAR GROUP	TERM	DETAILS	MAESTRO RESOURCES
Year 5 and 6 Cycle B	Summer 1 National Sun Awareness Week	Light Theory This project teaches children about the way that light behaves, travelling in straight lines from a source or reflector, into the eye. They explore phenomena associated with light, including shadows, reflections, rainbows and diffraction.	Britain at War: Year 6 Companion Project Light Theory
Year 5 and 6 Cycle B	Summer 2 World Environment Day	Evolution and Inheritance This project teaches children about how living things on Earth have changed over time, and how fossils provide evidence for this. They learn how characteristics are passed from parents to their offspring, and how variation in offspring can affect their survival, with changes (adaptations) possibly leading to evolution.	Britain at War: Year 6 Companion Project Evolution and Inheritance

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

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

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

Appendix 1: Curriculum map

RHSE across KS2- Key Objectives and progression

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 3 Year 3 and 4 Cycle A	Autumn 1	Healthy Lifestyle Know what constitutes a healthy diet (including understanding calories and other nutritional content).	Project: Through the Ages Companion Project - Cook Well, Eat Well
Year 3 Year 3 and 4 Cycle A	Summer 2	Staying Safe Know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	Project: Emperors and Empires Companion Project- Light and Shadows
Year 4 Year 3 and 4 Cycle B	Autumn 1	Healthy Lifestyle <ul style="list-style-type: none"> Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). Know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	Project: Invasion Companion Project- Digestive System

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 4 Year 3 and 4 Cycle B	Autumn 2	<p>Nutrition</p> <ul style="list-style-type: none"> • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the principles of planning and preparing a range of healthy meals. 	<p>Project: Invasion</p> <p>Companion Project- Fresh Food, Good Food</p>
Year 5 Year 5 and 6 Cycle A	Spring 1 and 2	<p>Issues, evidence and ideas</p> <p>Know 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.</p>	<p>Project: Sow, Grow and Farm</p>
Year 5 Year 5 and 6 Cycle A	Spring 1 and 2	<p>Healthy Lifestyle and Living things</p> <ul style="list-style-type: none"> • Know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • Know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. <p>*NB: Letter to be sent out to families before covering objective 2.</p>	<p>Project: Sow, Grow and Farm</p> <p>Companion Project- Human Reproduction and Ageing</p>
Year 5 Year 5 and 6 Cycle A	Spring 1 and 2	<p>Nutrition</p> <p>Know what constitutes a healthy diet (including understanding calories and other nutritional content).</p>	<p>Project: Sow, Grow and Farm</p> <p>Companion Project- Eat the seasons</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 6 Year 5 and 6 Cycle B	Autumn 1 and 2	<p>Unacceptable behaviour</p> <ul style="list-style-type: none"> • Know 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. • Know 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. • Know what a stereotype is, and how stereotypes can be unfair, negative or destructive. • Know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • Know that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. 	Project: Maafa

YEAR GROUP	TERM	TOPIC/THEME DETAILS	MAESTRO RESOURCES
Year 6 Year 5 and 6 Cycle B	Autumn 1	<p>Healthy Lifestyle</p> <ul style="list-style-type: none"> • Know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Know the risks associated with an inactive lifestyle (including obesity). • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). • Know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug taking. <p>*NB: PSCOs to be contacted in regards to speaking to children about legal and illegal harmful substances.</p>	<p>Project: Maafa</p> <p>Companion Project: Circulatory system</p>
Year 6 Year 5 and 5 Cycle B	Autumn 1 and 2	<p>Nutrition</p> <ul style="list-style-type: none"> • Know what constitutes a healthy diet (including understanding calories and other nutritional content). • Know the principles of planning and preparing a range of healthy meals. 	<p>Project: Maafa</p> <p>Companion Project- Food for life</p>

Additional coverage throughout the school year across KS2

Autumn 1: National Fitness Day

Autumn 2: Anti-bullying week

Spring 1: Safer Internet Day, Mental Health Week, National Breathing Space Day, Time to Talk Day, Random Acts of Kindness Week, Nutrition and Hydration Week

Spring 2: Science Week, Carbon Free Day

Summer 1: National Sun Awareness Week, Kids Walk/ Road Safety, Christian Aid Week

Summer 2: World Environment Day, International Friendship Day

Collective worship assemblies throughout the year- see separate rota and focus.

UKS2: Year 5/6

Across the year- Choices Programme

Summer 1 and 2- Project 10

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

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

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online

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

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TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
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Appendix 3: Parent form: withdrawal from sex education within RHSE

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