



Radnor House
— TWICKENHAM —

Relationships and Sex Education Policy
Radnor House Prep School

Date of Publish: September 2023

Next Review Date: July 2024

This policy has been reviewed by SLT and then sent to
parents for their consideration

Relationships and Sex Education Policy

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, especially in their relationships with others
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- To provide the knowledge and information to which all pupils are entitled
- To clarify/reinforce existing knowledge
- To raise pupils self-esteem and confidence,
- To help pupils understand their feelings and behaviour so that they can lead fulfilling and enjoyable lives
- To help pupils develop skills (language, decision making, choice and assertiveness) and make the most of their abilities.
- To provide the confidence to be participating members of society and to value themselves and others
- To help gain access to information and support
- To develop skills for a healthier, safer lifestyle
- To develop and use communication and assertiveness skills to cope with the influences of their peers and the media
- To respect and care for their bodies
- To provide opportunities for pupils to explore and challenge a range of values, attitudes, beliefs, rights and responsibilities that will prepare them for contributing to school life and living in a diverse society
- To reinforce and develop pupil's understanding of how to stay safe online
- To teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory Requirements

As a school with primary aged children, 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 must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Radnor House Preparatory School we teach RSE as set out in this policy.

3. Policy Development

As a new school this policy has been written by the Headteacher with guidance and information from relevant national and local guidance

This policy will be further developed in consultation with staff. The consultation and policy development process will involve the following steps:

1. The headteacher has pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff have been given the opportunity to look at the policy and make recommendations
3. Parent consultation – parents have been given access to the documents and decisions, and comments were invited and then reviewed.
4. Ratification – once amendments were made, the updated policy has been shared with staff, parents, proprietor

The Policy will, in future, be reviewed and developed in consultation with staff, parents and pupils.

5. Parent consultation – parents and any interested parties will be invited to send suggestions and comments on the policy to Form Reps who will be invited to pass on comments
6. Pupil consultation – we will investigate what exactly pupils want from their RSE lessons through a questionnaire
7. Ratification – once amendments are made, the policy will be shared with staff, parents, governance.

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

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their well-being, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

High quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils for the opportunities, responsibilities, and experiences of adult life. They can also enable schools to promote the spiritual, moral, social, cultural, mental, and physical development of pupils, at school and in society.

Radnor House School is a mixed ability, co-educational school in London. Pupils range from 2 ½ years to 11 years of age and come from a variety of cultural, religious, and ethnic backgrounds. This policy is written with the wide variety of religious and cultural backgrounds of pupils, parents and staff in mind and with the understanding that all parents have the right to withdraw their child from any or all of the sessions with regard to sex education and that staff can request permission to be excused from delivery of subjects which they find difficult to deliver. This must be done in consultation with the Headteacher.

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

We are working to develop 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.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

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

6. Delivery of RSE

Relationships Education

The focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. Pupils are taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From Early Years pupils are taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, mission seeking and giving, and the concept of personal privacy.

How to establish personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other contact.

Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, books etc.

Teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts enables pupils to form a strong early understanding of the features of relationships which are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

The principles of positive relationships also apply online especially as, by the end of their time at prep school, most children will already be using the Internet. When teaching relationship contexts, teachers address online safety and appropriate behaviour in a way that is relevant to people's lives. Content is included on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding the websites of businesses and how sites may use information provided by users in a way they might not expect.

Radnor House is made up of families of many forms, providing a nurturing environment for children. Care is taken to ensure there is no stigmatisation of children based on their home circumstances and needs, to reflect sensibly that some children have a different structure support.

A growing ability to form strong and positive relationships with others depends on deliberate cultivation of character traits and positive personal attributes in the individual. The school encourages the development and practice of resilience and other attributes, this includes character traits such as helping pupils to believe they can achieve, persevere with tasks, work towards long-term rewards, and continue despite setbacks.

Alongside understanding the importance of self-respect and sense of self-worth, pupils develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness, and a sense of justice. This is achieved in a variety of ways including by providing opportunities for young people to take social action, achieve citizenship and get involved in other whole school involvement.

Fundamental British Values play a key part in Radnor House's pursuit in creating a positive learning environment for all its pupils.

This includes four key components, Democracy, Rule of law, Individual liberty and Mutual respect and tolerance for those with different faiths.

Democracy is encouraged within the school, where everyone is treated equally and has equal rights, and where opportunities are given to encourage discussion and working together. This is where we can hear the Child's Voice. Democracy is embedded in the ethos of the school and modelled by the teaching staff. It is a behaviour, rather than a lesson taught, and can be best witnessed in children's interactions with one another.

The Rule of Law encourages children of all ages at Radnor House to manage their own feelings and behaviour, learning right from wrong, and behaving within agreed and clearly defined boundaries, and having the understanding of dealing with the consequences. Pupils are set clear expectations, which are tailored to their age group and also to their personal levels of understanding. Courteous and considerate behaviour is promoted throughout the entirety of the school, with Personal, Social and Emotional as a focus in the Early Years and PSHE. Children adhere to clear expectations set by

the school which are discussed regularly. Children of all ages have directed targets, with behavioural strategies in place to help support and encourage children to be kind.

The remaining two values are both embedded within Personal, Social and Emotional Development and Understanding the World. For **Individual Liberty** we focus on children's self-confidence and self-awareness, and people and communities. This is where, as a school, we help children to develop a positive sense of themselves. Our role at Radnor House is to equip children with the desire to discover more by providing an environment which is enabling and creative. This in turn allows our pupils to develop their self-knowledge, self-esteem and increase their confidence in their own abilities. Within the Early Years, the continuous provision allows children the time and space to explore the language of feelings and responsibility; reflect on their differences, and understand that everyone is free to have different opinions.

Finally, **Mutual Respect and Tolerance** is an underpinning factor seen throughout the school community, amongst pupils and its faculty. This is where we learn to treat others as we want to be treated. How to be part of a community, manage our feelings and behaviour; and form relationships with others. This is always an area for growth and discussion within any setting, and at Radnor House, we embrace differences and always encourage children to talk openly about what makes them unique.

Mental Health

Relationships education also creates an opportunity to enable pupils to be taught about positive emotional and mental well-being, including how friendships can support mental well-being.

Through RSE the pupils learn how to recognise and to report abuse, including emotional, physical and sexual abuse. Children learn to understand the boundaries in friendship with peers and also in friendships with family and others in all contexts including online. Pupils learn how to report concerns and seek advice when they suspect or know that something is wrong.

Sex Education

Sex education is not compulsory for Primary age children.

The science curriculum includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In order to provide the very best grounding as pupils move from Primary to secondary education the school has a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It ensures that all students are prepared for the changes that adolescence brings and –drawing knowledge from the human life cycle set out on the national curriculum in science – how are babies conceived and born.

Relationships and Sex Education will reflect the values of the PSHE programme. Relationships and Sex Education is taught in the context of relationships.

In addition, Relationships and Sex Education will promote self-esteem and emotional health and well-being and help children to form and maintain worthwhile and satisfying relationships based on respect for themselves and for others, at home, school, work and in the community.

Physical Health and Mental Well-Being

Early Years

We aim to support pupils at Radnor House in the area of Health and Self-care, helping them to meet the Early Learning Goal at the end of Reception:

“Children know the importance for good health of physical exercise, and a healthy diet, and talk about ways to keep healthy and safe. They manage their own basic hygiene and personal needs successfully, including dressing and going to the toilet independently”

To reach this ELG, extended support may also be needed into Year One and beyond.

Movement and handling is valued within the curriculum, and opportunities are provided each day helping pupils to learn the importance of staying fit. Children’s play is active and movement breaks may also be incorporated into structured lessons. Outdoor play happens at intervals through the day for all year groups, and PE lessons are also offered, teaching children skills and developing abilities.

Children’s toileting needs are tended to with sensitivity, whilst respecting their emotions and modesty. Throughout the Early Years, pupils are taught about appropriate behaviour when visiting the bathrooms, and up until Reception are always accompanied by a familiar adult. A helpful link, encouraging children to stay safe: <https://www.youtube.com/watch?v=-lL07JOGU5o>

A mindful attitude is given to promote positive mental health in all our pupils, to the way we adapt the curriculum and routine for each child’s personal understanding. Children are nurtured in an environment which allows them to grow in self-confidence and self esteem, and sensitivity is given to the issues faced. Attachments are built and relationships developed, whilst also providing pupils with opportunities to build resilience and a strong sense of self.

Mindfulness opportunities are given daily, within the routine, allowing children to reflect upon their experiences, and on the world around them. The senses are used actively, and time is offered to calm down, practicing breathing techniques, also incorporating yoga moves. Each teacher may approach mindfulness in a unique way, best to suit their class. Rather than be a timetabled exercise, we believe that children’s wellbeing is best promoted throughout the day, integrated within the routine.

Praising children within the setting for good work, playing nicely, or even sharing resources is an effective way of demonstrating to children that their positive behaviour is being appreciated. This will eventually help to increase a child’s confidence and their emotional well-being should also increase alongside this. EYFS pupils attend an assembly once a week, where achievements are celebrated and targets in relation to wellbeing are set.

Wellbeing is a crucial element of development that can not necessarily be targeted and that each child may respond to differently, depending on their own development at that point in time. By supporting pupils and increasing resilience and emotional development whilst in the nursery environment, practitioners will effectively support children to recognise how to deal with their own well-being. By implementing healthy well-being in a child’s early years, practitioners and parents will

support a child to learn techniques that may stay with them into their adult lives and impact on their lifestyle.

The school teaches physical health and mental wellbeing in order to give pupils the information they need to make good decisions about their own health and well-being. It enables them to recognise what is normal and what is an issue in themselves and others and, when issues arise, know how to seek support as early as possible from appropriate resources.

It is important the pupils understand that good physical health contributes to good mental well-being, and vice versa

The school promotes pupil self-control and the ability to self-regulate, and strategies for doing so. This enables them to become confident in their ability to achieve well and persevere even when they encounter setbacks, when their goals are distant, and to respond calmly and rationally to setbacks and challenges. The school encourages an atmosphere of openness where pupils feel they can check their understanding and seek any necessary health and advice as they gain knowledge about how to promote good health and well-being.

Appendix 2 is a copy of the schools' scheme of work for the delivery of Relationship and Sex Education. This shows when key information is covered and the language used.

Relationships and Sex Education is delivered through Science, RE, PSHEE, circle and form time. It is taught by class teachers, the science department and, if appropriate, outside visitors.

A range of teaching methods which involve the children's full participation are used to teach Relationships and Sex Education. These may include the use of video, discussion, looking at case studies, drama and role play. RSE is usually delivered in mixed groups however there may be occasions when single gender groups are more appropriate and relevant.

Resources are included within the PSHEE and science schemes of work. Relationship and Sex Education is monitored by the Senior Leadership team through the PSHEE and as part of the school development plan. Changes will be made as appropriate, and the Policy is subject to an annual review.

7. Specific Information

Parental Consultation

The school includes information on Relationship and Sex Education on the website and full details are available to parents on request.

The school informs parents when aspects of the Relationship and Sex Education programme are being taught and provides opportunities for parents to view the videos and resources being used.

Parents have the right to withdraw their child from the sex education aspects of Relationships and Sex Education and alternative work will be set.

Child Protection / Confidentiality

Teachers need to be aware that effective Relationships and Sex Education, which brings an understanding of what is and is not acceptable in a relationship, may lead to disclosure of a child protection issue.

In this situation the teacher will inform the DSL in line with school procedures. A member of staff cannot promise confidentiality if concerns exist.

Dealing with Difficult Questions

Teachers will endeavour to answer questions as honestly as possible but, if faced with a question they do not feel comfortable answering within the classroom, provision would be made to meet the child's needs or advice sought.

Children with Special Needs

Teaching and resources will be differentiated as appropriate to address the needs of these children in order for them to have full access to the content of Relationships and Sex Education

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

For more information about our RSE curriculum and scheme of work, see Appendices 1 and 2.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health

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).

8. Roles and Responsibilities

8.1. Governance

Governance will approve the RSE policy and hold the headteacher to account for its implementation.

8.2. The Head Teacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE.

8.3. Staff

Staff are responsible for:

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

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. If there is a specific reason why a member of staff should not deliver any aspect of the curriculum this will be discussed with the Head who will make the decision.

8.4. Pupils

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

9. Parents' Right to Withdraw

Parents do not have the right to withdraw their children from relationships education. Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE in KS2.

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.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the child turns 16. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

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

Appendix 1: Relationship and Sex Education Curriculum

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Being Me in My world	Healthy Me	Celebrating Differences	Dreams and Goals	Relationships	Changing Me
Reception	<ul style="list-style-type: none"> • Self-identity • Understanding feelings • Being in a classroom • Being gentle • Rights and responsibilities 	<ul style="list-style-type: none"> • Exercise bodies 	<ul style="list-style-type: none"> • Challenges • Perseverance • Goal setting • Overcoming obstacles • Seeking help • Jobs • Achieving goals 	<ul style="list-style-type: none"> • Exercising bodies • Physical activity • Healthy food • Sleep • Keeping clean • Safety 	<ul style="list-style-type: none"> • Family life • Friendships • Breaking friendships • Falling out • Dealing with bullying • Being a good friend 	<ul style="list-style-type: none"> • Bodies • Respecting my body • Growing up • Growth and change • Fun and fears • Celebrations
Year 1	<ul style="list-style-type: none"> • Feeling special and safe • Being part of a class • Rights and responsibilities • Rewards and feeling proud • Consequences. • Owning the Learning Charter 	<ul style="list-style-type: none"> • Similarities and differences • Understanding bullying and knowing how to deal with it. • Making new friends • Celebrating the differences in everyone 	<ul style="list-style-type: none"> • Setting goals • Identifying successes and achievements • Learning styles • Working well and celebrating achievement with a partner • Tackling new challenges • Identifying and overcoming obstacles • Feelings of success 	<ul style="list-style-type: none"> • Keeping myself healthy • Healthier lifestyle choices • Keeping clean • Being safe • Medicine safety/safety with household items • Road safety • Linking health and happiness 	<ul style="list-style-type: none"> • Belonging to a family • Making friends • Physical contact preferences • People who help us • Qualities as a friend and person • Self-acknowledgement • Being a good friend to myself • Celebrating special relationships 	<ul style="list-style-type: none"> • Life cycles – animal and human • Changes in me • Changes since being a baby • Differences between female and male bodies (correct terminology) • Linking growing and learning • Coping with change • Transition

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Being Me in My world	Healthy Me	Celebrating Differences	Dreams and Goals	Relationships	Changing Me
Year 2	<ul style="list-style-type: none"> • Hopes and fears for the year. • Rights & responsibilities • Rewards and consequences • Safe and fair learning environment • Valuing contributions • Choices • Recognising feelings <p>Being Me in My World</p>	<ul style="list-style-type: none"> • Assumptions and stereotypes about gender • Understanding bullying • Standing up for self and others • Making new friends • Gender diversity • Celebrating difference and remaining friends <p>Healthy Me</p>	<ul style="list-style-type: none"> • Achieving realistic goals • Perseverance • Learning strengths • Learning with others • Group co-operation • Contributing to and sharing success. <p>Celebrating Differences</p>	<ul style="list-style-type: none"> • Motivation • Healthier choices • Relaxation • Healthy eating and nutrition • Healthier snacks and sharing food. <p>Dreams and Goals</p>	<ul style="list-style-type: none"> • Different types of family • Physical contact boundaries • Friendship and conflict • Secrets • Trust and appreciation • Expressing appreciation for special relationships <p>Relationships</p>	<ul style="list-style-type: none"> • Life cycles in nature • Growing from young to old • Increasing Independence • Differences in female and male bodies • Assertiveness • Preparing for transition <p>Changing Me</p>

YEAR GROUP	AUTUMN 1 Being Me in My world	AUTUMN 2 Healthy Me	SPRING 1 Celebrating Differences	SPRING 2 Dreams and Goals	SUMMER 1 Relationships	SUMMER 2 Changing Me
Year 3	<ul style="list-style-type: none"> • Setting personal goals. Value myself and recognise my own worth. • Recognising how it feels to be happy, sad or scared. • Understanding why rules are needed and how they relate to rights and responsibilities. • Rewards and consequences • Responsible choices. • Seeing things from others' perspectives. 	<ul style="list-style-type: none"> • Exercise and how it affects my body. • Fitness challenges • Food labelling and healthy food swaps. • Telling you my knowledge and attitude towards drugs. • Keeping safe and why it's important online and offline. Express and understand how being anxious or scared feel. • Respect for myself and others • Healthy and safe choices 	<ul style="list-style-type: none"> • Understanding that everybody's family is different and important to them. • Family conflict and how to manage it. • Knowing some ways of helping to make someone who is bullied feel better. • Problem-solve a bullying situation with others. • Recognise that some words are used in hurtful ways. • Give and receive compliments and know how this feel. 	<ul style="list-style-type: none"> • Respect and admire people who overcome obstacles and achieve their dreams and goals (e.g., through disability) • Identify a dream/ambition that is important to me. • Breaking down a goal into a number of steps and know how others could help me to achieve it. • Knowing that I am responsible for my own learning. • Recognising obstacles which might hinder my achievement and take steps to overcome them. • Celebrating my learning. 	<ul style="list-style-type: none"> • Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help. • Being a global citizen. • Being aware of how my choices affect others. • Awareness of how other children have different lives. • Family conflict and how to manage it (child-centred) • Giving and receiving compliments and expressing appreciation. 	<ul style="list-style-type: none"> • How babies grow • Understanding a baby's needs • Outside body changes • Inside body changes • Family stereotypes • Challenging my ideas • Preparing for transition <p style="color: red; font-size: small;">More detailed breakdown for this unit in Appendix 2 with vocabulary that will be used.</p>

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Being Me in My world	Healthy Me	Celebrating Differences	Dreams and Goals	Relationships	Changing Me
Year 4	<ul style="list-style-type: none"> • Being part of a class team. • Being a school citizen • Rights, responsibilities and democracy, understanding how a democracy works through school examples (school council etc.) • Rewards and consequences for my behaviour. • Group decision-making • Having a voice • What motivates behaviour 	<ul style="list-style-type: none"> • Identifying feelings, I have about my friends and my different friendships. • Group dynamics. Leaders and followers. • Understanding the facts about smoking. • Understanding the facts about alcohol and its effects on health. • Identifying feelings of anxiety and fear associated with peer pressure. • Tapping into my inner strength and know how to be assertive. 	<ul style="list-style-type: none"> • Understanding that sometimes we make assumptions based on what people look like. • Understanding bullying. • Problem-solve a bullying situation with others (witnesses sometimes join in or don't tell). • Identifying what is special about me. Value the way I am unique. • Explaining why it is good to accept people for who they are. 	<ul style="list-style-type: none"> • Assertiveness • Peer pressure • Celebrating inner strength • Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions 	<ul style="list-style-type: none"> • Recognising situations that might cause jealousy. • Love and loss • Understanding that can remember someone even if we no longer see them (memories). • Getting on and Falling Out • Girlfriends and boyfriends. • Showing appreciation to people and animals. Know how to show love and appreciation. 	<ul style="list-style-type: none"> • Being unique • Having a baby • Girls and puberty • Confidence in change • Accepting change • Preparing for transition • Environmental change. <p>More detailed breakdown for this unit in Appendix 2 with vocabulary that will be used.</p>

YEAR GROUP	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
	Being Me in My world	Healthy Me	Celebrating Differences	Dreams and Goals	Relationships	Changing Me
Year 5	<ul style="list-style-type: none"> • Planning the forthcoming year. Face new challenges positively and know how to set personal goals. • Being a citizen • Understanding my rights and responsibilities. Empathising with people whose lives are different to mine (refugees etc.) • Rewards and consequences- understanding that my actions affect me and others. • How behaviour affects groups • Democracy - having a voice, participating. 	<ul style="list-style-type: none"> • Smoking/Vaping- Knowing the health risks. • Alcohol-Knowing some of the risks when misusing alcohol. • Alcohol and anti-social behaviour • Emergency aid- Kowing basic emergency aid procedures. • Body image- Understanding how the media, social media and celebrity culture promotes certain body types. • Reflect on own body image, accept and respect myself for who I am. • Relationships with food-eating disorders-respect and value own body. • Healthy choices 	<ul style="list-style-type: none"> • Understanding that cultural differences sometimes cause conflict. • Understanding what racism is. • Future dreams • Rumours and name-calling. • Difference between direct and indirect bullying. • Happiness regardless of material wealth. • Respect my own and other people's cultures. 	<ul style="list-style-type: none"> • Understanding that I need to work hard and need money to help me achieve some of my dreams. • Range of different jobs people do etc. • Appreciate the opportunities that learning, and education are giving me and understand how this will help me to build my future. • Appreciate how dreams and goals of young people in other countries might be different to mine (conflict and wars). • Learning from young people in other cultures. • Communicating with them and supporting them. 	<ul style="list-style-type: none"> • Self-recognition and self-worth • Building self-esteem • Safer online communities and recognise when an online community is not safe. • Rights and responsibilities online • Online gaming and gambling. Recognise when they are unsafe and my responsibilities and rights when online. • Managing screen time so that I stay healthy and balanced. • Dangers of online grooming • SMART internet safety rules. 	<ul style="list-style-type: none"> • Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Conception • Growing responsibility • Coping with change • Preparing for transition <p>More detailed breakdown for this unit in Appendix 2 with vocabulary that will be used.</p>

YEAR GROUP	AUTUMN 1 Being Me in My world	AUTUMN 2 Healthy Me	SPRING 1 Celebrating Differences	SPRING 2 Dreams and Goals	SUMMER 1 Relationships	SUMMER 2 Changing Me
Year 6	<ul style="list-style-type: none"> • Identifying goals for the year, understand my fears and worries about the future and know how to express them. • Global citizenship- Know that there are universal rights for all children. • Understanding that my actions affect other people locally and globally. • Making choices about my own behaviour because I understand how rewards and consequences feel. • I understand how these relate to my rights and responsibilities. • Understanding how an individual's behaviour can impact on a group. 	<ul style="list-style-type: none"> • Taking responsibility for my health and making choices that benefit my health and well-being. • Knowing about different types of drugs and their uses and effects on the body. • Understanding that some people can be exploited and made to do things they are against the law. • Know some strategies that could be used to avoid being pressurised. Knowing why some people join gangs and the risks this involves. • Understanding what it means to be emotionally well and explore people's attitudes towards 	<ul style="list-style-type: none"> • Understanding there are different perceptions about what normal means. • Being aware of my attitude towards people who are different. • Knowing how it can feel to be excluded or treated badly by being different in some way. • Knowing some of the reasons why people use bullying behaviours. Range of strategies for managing my feelings in bullying situations. Problems solving when I am part of 	<ul style="list-style-type: none"> • Knowing my learning strengths and set challenging but realistic goals for myself. • Work out learning steps I need to take to reach my goals. Motivating myself to work on my goals. • Identify problems in the world that concern me. Recognise the emotions I experience when I consider people who are suffering. • Work with other people to help make the 	<ul style="list-style-type: none"> • Knowing it is important to take care of my mental health. • Identifying mental health worries and sources of support • Love and loss- different stages of grief. • Managing feelings • Demonstrating ways, I could stand up for myself. • Assertiveness • Technology safety • Take responsibility with technology use. 	<ul style="list-style-type: none"> • Self-image • Body image • Puberty and feelings • Conception to birth • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition <p style="color: red; font-size: small;">More detailed breakdown for this unit in Appendix 2 with vocabulary that will be used.</p>

	<ul style="list-style-type: none"> • Democracy, having a voice. • Anti-social behaviour • Role-modelling 	<p>mental health/illness.</p> <ul style="list-style-type: none"> • Knowing how to help myself feel emotionally healthy and recognise when I need help with this. • Recognise stress and the triggers. Using different strategies to manage stress and pressure. 	<p>a bullying situation.</p> <ul style="list-style-type: none"> • Examples of people with disabilities who lead amazing lives. • Ways in which differences can be a source of conflict and a cause of celebration. • Appreciate people for who they are. 	<p>world a better place.</p> <ul style="list-style-type: none"> • To be able to give praise and compliments to others. 		
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Appendix 2: Relationships and Sex Education Scheme of Work

Year Group	Topics Covered	Vocabulary used
<p>Year 6</p> <p>Possibly split in boy and girl groups.</p>	<p>Self-image</p> <p>To be aware of my own self-image and how my body image fits into that.</p> <p>'Pressures' to look 'cool' and fashionable.</p> <p>Puberty</p> <p>Explain how girls' and boys' bodies change during puberty and understand the importance of looking after myself physically and emotionally.</p> <p>Babies: Conception to Birth</p> <p>Describes how a baby develops from conception through the nine months of pregnancy, and how it is born. Birth explained – cervix and vaginal opening.</p> <p>Boyfriends and girlfriends</p> <p>How being physically attracted to someone changes the nature of the relationship and what that might mean.</p> <p>Understand that respect for one another is essential. I should not feel pressured into doing something I don't want to do.</p>	<p>Pubic hair, voice breaks, menstruation, semen, hips widen, erection, breasts, hormones, wet dream, ovulation, masturbation, clitoris, testicles, sperm, penis, vagina, womb, fallopian tube, vulva.</p> <p>(Animation videos to show these parts)</p> <p>Pregnancy, embryo, foetus, placenta, umbilical cord, labour, contractions, cervix, midwife.</p> <p>(Animations: male and female reproductive systems)</p> <ul style="list-style-type: none"> • Attraction • Relationship • Pressure • Love • Sexting

	Real self and ideal self Positive self-esteem The Year Ahead	Transition, Worries, Anxiety, Hopes, Year 7 – Senior School
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Year Group	Topics Covered	Vocabulary used
Year 5	<p>Self-Image and Body Image</p> <p>To be aware of my own self-image and how my body image fits into that.</p> <p>Know how to develop my own self esteem.</p> <p>Photoshopped images online. What do I compare myself with?</p> <p>Puberty for Girls</p> <p>Explain how a girl's body changes during puberty. That puberty is a natural process that happens to everybody.</p> <p>Importance of looking after myself physically and emotionally.</p> <p>Puberty for Boys</p> <p>Describe how boys' and girls' bodies change during puberty.</p> <p>Express how I feel about the changes that will happen.</p> <p>(Animation video)</p> <p>Conception</p> <p>Understand that sexual intercourse can lead to conception and that is how babies are usually made.</p> <p>Understand that sometimes people need IVF to help them have a baby.</p> <p>Looking ahead</p>	<p>Self-image, body image, Self-esteem, perception, affirmation</p> <p>Menstruation, periods, Sanitary towels, pads, tampons, ovaries, vagina, oestrogen, vulva, womb, uterus</p> <p>Puberty, sperm, semen, Testicles/Testes, erection, ejaculation, wet dream, larynx, facial hair, growth spurt, hormones</p> <p>Relationships, conception, making love, sexual intercourse, fallopian tube, fertilisation, pregnancy, embryo, umbilical cord, contraception, fertility treatment (IVF)</p>

	<p>divorce, moving house, moving schools, single parent getting married again, joined families).</p> <p>Accepting Change</p> <p>Identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>Express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively.</p> <p>Identify changes we have control off and those we don't.</p> <p>Looking Ahead</p> <p>Identify what I am looking forward to when I move to a new class. Reflect on the changes I would like to make next year and can describe how to go about this.</p>	<ul style="list-style-type: none"> • Range of emotions – cards (in resources) • Control • Change • acceptance <p>Nervous, excited, anxious, happy, change etc.</p>
Year Group	Topics Covered	Vocabulary used
Year 3	<p>How Babies Grow</p> <p>Understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby.</p> <p>Babies</p> <p>Understand how babies grow and develop in the mother's uterus and understand what a baby needs to live and grow.</p> <p>How might I feel having a new baby in my family?</p> <p>(Images of baby in womb)</p> <p>Outside Body Changes</p> <p>Understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies.</p>	<p>Changes, birth, animals, babies, mother, growing up.</p> <p>Baby, grow, uterus, womb, nutrients, survive, love, affection, care.</p> <p>Change, puberty, control</p>

	<p>Identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>Recognise how I feel about these changes happening to me and know how to cope with those feelings.</p> <p>Inside Body Changes</p> <p>Identify how boys' and girls' bodies change on the inside during the growing up process and why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>Recognise how I feel about these changes happening to me and how to cope with these feelings.</p> <p>(Images of penis and vagina – animation)</p> <p>Family Stereotypes</p> <p>Start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>Express how I feel when my ideas are challenged and be willing to change my ideas sometimes.</p> <p>Looking Ahead</p> <p>Identify what I am looking forward to when I move to my next class.</p> <p>Start to think about changes I will make next year and know how to go about this.</p>	<p>Puberty, male, female, testicles, sperm, penis, ovaries, egg, ovum, ova, womb, uterus, vagina.</p> <p>Tasks, roles, challenge, stereotypes.</p> <p>Change, looking forward, excited, nervous, anxious, happy.</p>
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Year Group	Topics Covered	Vocabulary used
Year 2	<p>Life Cycles in Nature</p> <p>Recognise life cycles in nature.</p> <p>Growing from young to old</p>	<p>Change, grow, life cycles, control, baby, adult, fully grown.</p>

	<p>Tell me about the natural process of growing from young to old and understand that this is not in my control.</p> <p>Identify people I respect who are older than me.</p> <p>Changing Me</p> <p>Please teach me to recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>Feel proud of becoming more independent.</p> <p>Boys' and Girls' Bodies</p> <p>Recognise the physical differences between boys and girls, uses the correct names for parts of the body (penis, testicles, vagina, vulva, anus) and appreciate that some parts of my body are private.</p> <p>I can tell you what I like/don't like about being boy/girl.</p> <p>Understand there are different types of touch and tell you which ones I like and don't like.</p> <p>To be confident to say what I like and don't like and ask for help.</p> <p>Looking Ahead</p> <p>Identify what I am looking forward to when I move to my next class.</p> <p>Start thinking about changes I will make in my next year at school and know how to go about this.</p>	<p>Growing up, old, young, change, respect, appearance, physical</p> <p>Baby, toddler, child, teenager, adult, independent, timeline, freedom, responsible.</p> <p>Male, female, vagina, penis, testicles, vulva, anus, public, private.</p> <p>Touch, texture, cuddle, hug, squeeze, like, dislike, acceptable, unacceptable, comfortable, uncomfortable.</p> <p>Change, looking forward, excited, nervous, anxious, happy.</p>
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