

# **Relationship and sex education policy**

**The Bythams Primary School**



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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 Bythams' Primary School we teach RSE as set out in this policy.

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

We don't 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. This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we're 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](#).

We also have regard to 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 Bythams' 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
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

Our RSE 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/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 and don't seek answers online.

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

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

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, see Appendices 1 and 2.

These 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 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.

### 6.1 Inclusivity

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:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### 6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 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:
  - What they're going to say
  - 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.

Martin Sutton and Ryuan Challis are responsible for teaching RSE in our school.

### **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 using the form found in Appendix 2 of this policy and addressed to the headteacher.

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

## **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 Emma Davies through:

Planning scrutinies and learning walks

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

This policy will be reviewed by the headteacher, every three years. At every review, the policy will be approved by the governing board and the headteacher.

## Appendix 1 The Curriculum for Sex and Relationships Education

### Foundation Stage (Age 4 - 5)

<b>Early Learning Goals (2012)</b>	<p><b>Health and self-care:</b> 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.</p> <p><b>Managing feelings and behaviour:</b> children talk about how they and others show feelings, talk about their own and others' behaviour, and its consequences, and know that some behaviour is unacceptable. They work as part of a group or class, and understand and follow the rules. They adjust their behaviour to different situations, and take changes of routine in their stride.</p> <p><b>Making relationships:</b> children play co-operatively, taking turns with others. They take account of one another's ideas about how to organise their activity. They show sensitivity to others' needs and feelings, and form positive relationships with adults and other children.</p> <p><b>People and communities:</b> children talk about past and present events in their own lives and in the lives of family members. They know that other children don't always enjoy the same things, and are sensitive to this. They know about similarities and differences between themselves and others, and among families, communities and traditions.</p> <p><b>The world:</b> children know about similarities and differences in relation to places, objects, materials and living things. They talk about the features of their own immediate environment and how environments might vary from one another. They make observations of animals and plants and explain why some things occur, and talk about changes.</p>
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The following section gives the questions our children will engage with as part of our planned SRE provision. These areas will be covered using the Cambridgeshire Primary Personal Development Programme (CPPDP) Unit My Body and Growing Up BG F.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>What does my body look like?</li> <li>How has my body changed as it has grown?</li> <li>Who are the members of my family and trusted people who look after me?</li> </ul>	<ul style="list-style-type: none"> <li>What differences and similarities are there between our bodies?</li> <li>How can I look after my body and keep it clean?</li> </ul>	<ul style="list-style-type: none"> <li>What can my body do?</li> <li>How am I learning to take care of myself and what do I still need help with?</li> <li>How do I feel about growing up?</li> </ul>
<p>The following section gives the Learning Objectives included in the Cambridgeshire Primary Personal Development Programme Unit My Body and Growing Up BG F.</p>		
<ul style="list-style-type: none"> <li>To describe their own appearance and name external body parts</li> </ul>	<ul style="list-style-type: none"> <li>To recognise similarities and differences between the bodies of girls and boys.</li> </ul>	<ul style="list-style-type: none"> <li>To understand and value what their bodies can do.</li> </ul>



including using agreed names for the sexual parts. <ul style="list-style-type: none"> <li>To understand ways in which their body has changed since they were a baby.</li> <li>To understand how members of their family and other trusted people care for and look after them.</li> </ul>	<ul style="list-style-type: none"> <li>To understand ways of looking after their body and keeping it clean.</li> </ul>	<ul style="list-style-type: none"> <li>To understand ways in which they can take responsibility for looking after themselves and recognise situations where they still need to be supported by others.</li> <li>To recognise how growing up makes them feel.</li> </ul>
Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>Who is my family and how do we care for each other?</li> <li>Who are the different people who make up a family?</li> <li>How do I know if something is safe or unsafe?</li> </ul>	<ul style="list-style-type: none"> <li>How can I be a good friend?</li> <li>Can I recognise and show my emotions?</li> <li>Can I recognise emotions in other people and say how they are feeling?</li> <li>Can I say 'No' if I feel unsure about something and it does not feel safe or good?</li> </ul>	<ul style="list-style-type: none"> <li>What things are especially important to my family and me?</li> <li>What do I think I have to keep safe from?</li> </ul>

## Key Stage 1 (Year 1/2)

<b>Statutory Science Curriculum</b>	<ul style="list-style-type: none"> <li>Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
<b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b>	<ul style="list-style-type: none"> <li>about the process of growing from young to old and how people's needs change</li> <li>about growing and changing and new opportunities and responsibilities that increasing independence may bring</li> <li>the names for the main parts of the body (including external genitalia) the similarities and differences between boys and girls</li> </ul>	<ul style="list-style-type: none"> <li>about good and not so good feelings, a vocabulary to describe their feelings to others and simple strategies for managing feelings</li> <li>the importance of and how to maintain personal hygiene</li> <li>how some diseases are spread and can be controlled and the responsibilities they have for their own health and that of others</li> </ul>

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 1/2. These areas will be covered using the CPPDP Units Sex and Relationships SR1 and SR2. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>• <b>What are the names of the main parts of the body?</b></li> <li>• <b>How can I keep my body clean?</b></li> <li>• <b>How can I stop common illnesses and diseases spreading?</b></li> <li>• <b>How do babies change and grow?</b></li> <li>• <b>What do babies and children need?</b></li> </ul>	<ul style="list-style-type: none"> <li>• What can my body do?</li> <li>• <b>How have I changed since I was a baby?</b></li> <li>• What are my responsibilities now I'm older?</li> </ul>	<ul style="list-style-type: none"> <li>• Do I understand how amazing my body is?</li> <li>• When am I in charge of my actions and my body?</li> </ul>
This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR1 and SR2		
<ul style="list-style-type: none"> <li>• <b>To recognise the main external parts of the bodies of humans, including agreed names for sexual parts.</b></li> <li>• <b>To know how to keep themselves clean.</b></li> <li>• <b>To understand the importance of basic hygiene practices, e.g. washing hands, using a tissue, and how these prevent the spread of disease.</b></li> <li>• <b>To know that humans produce babies that grow into children and then into adults.</b></li> <li>• <b>To understand the needs of babies and young children.</b></li> </ul>	<ul style="list-style-type: none"> <li>• To describe what their bodies can do.</li> <li>• <b>To consider the ways they have changed physically since they were born.</b></li> <li>• To consider their responsibilities now and compare these with when they were younger.</li> </ul>	<ul style="list-style-type: none"> <li>• To understand that they have responsibility for their body's actions and that their body belongs to them.</li> <li>• To appreciate how amazing their body is.</li> </ul>
Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE		
Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>• What are risky situations and how can I keep myself safer?</li> <li>• What healthy choices can I make?</li> <li>• What are some of the similarities and differences between me and others?</li> <li>• Who looks after me and what are their responsibilities?</li> </ul>	<ul style="list-style-type: none"> <li>• Can I name some different feelings?</li> <li>• How can I stand up for myself?</li> <li>• How can I negotiate to sort out disagreements?</li> <li>• Can I describe what a friend is and does?</li> <li>• How do I cope when friendships change?</li> </ul>	<ul style="list-style-type: none"> <li>• How do my feelings and my actions affect others?</li> <li>• Who is in my family and how do we care for each other?</li> <li>• Can I recognise and describe 'yes' and 'no' and 'I'm not sure' feelings?</li> </ul>

<ul style="list-style-type: none"> <li>Do I understand what good and bad secrets might be?</li> </ul>		
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## Key Stage 2 (Year 3/4)

<b>Statutory Science Curriculum</b>	<ul style="list-style-type: none"> <li>Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> <li>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul>	
<b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b>	<ul style="list-style-type: none"> <li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>how their body will change as they approach and move through puberty</li> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>about human reproduction</li> </ul>
<p>The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 3/4. These areas will be covered using the CPPDP Units Sex and Relationships SR3 and SR4. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.</p>		
Knowledge (PSHE)		Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>How are males and females different and what are the different parts called?</b></li> <li><b>What are the main stages of the human life cycle?</b></li> <li>How do different illnesses and diseases spread and what can I do to prevent this?</li> </ul>	<ul style="list-style-type: none"> <li>Why is it important to keep clean?</li> <li>What am I responsible for now and how will this change?</li> <li>What can I do for myself to stay clean and how will this change in the future?</li> </ul>	<ul style="list-style-type: none"> <li>What can my body do and how is it special?</li> <li>How do parents and carers care for babies?</li> <li>What does it mean to be 'grown up'?</li> </ul>
<p>This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR3 and SR4</p>		

<ul style="list-style-type: none"> <li>● <b>To understand the physical differences between males and females.</b></li> <li>● <b>To recognise the main external parts of the bodies of humans, including scientific names for sexual parts.</b></li> <li>● <b>To understand the main stages of the human lifecycle: birth, baby, child, adolescent, adult, middle age, old age, death.</b></li> <li>● <b>To understand a range of ways illness and disease, e.g. colds, chickenpox, head lice, might be spread</b> and how they are able to reduce this.</li> </ul>	<ul style="list-style-type: none"> <li>● To understand the benefits of carrying regular personal hygiene routines.</li> <li>● To consider their responsibilities and how these have changed and how they will change in the future.</li> <li>● To consider who is responsible for their personal hygiene now, and how this will change the future.</li> </ul>	<ul style="list-style-type: none"> <li>● To value their own body and recognise its uniqueness.</li> <li>● To consider the responsibilities that parents and carers have for babies and children.</li> <li>● To investigate perceptions of being 'grown up'.</li> </ul>
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>● What risks are there to my safety, my friendships and my feelings?</li> <li>● What are some of the different lifestyles and beliefs people have?</li> <li>● When might I need to break a promise or tell a secret?</li> <li>● What changes have I already experienced and might I experience in the future?</li> </ul>	<ul style="list-style-type: none"> <li>● How can I communicate my emotions?</li> <li>● How can I cope with difficult emotions?</li> <li>● How do I cope when relationships change?</li> </ul>	<ul style="list-style-type: none"> <li>● How can I have a healthy lifestyle?</li> <li>● How am I changing as I grow up?</li> </ul>

## Key Stage 2 (Year 5/6)

<b>Statutory Science Curriculum</b>	<ul style="list-style-type: none"> <li>Y1 identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Y2 notice that animals, including humans, have offspring which grow into adults</li> <li>Y2 find out about and describe the basic needs of animals, including humans, for survival (water, food and air)</li> </ul>	<ul style="list-style-type: none"> <li>Y2 describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> <li>Y5 describe the life process of reproduction in some plants and animals.</li> <li>Y5 describe the changes as humans develop to old age.</li> </ul>
<b>Non-statutory PSHE Curriculum most relevant to SRE (PSHE Assoc 2013)</b>	<ul style="list-style-type: none"> <li>to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</li> <li>to recognise their increasing independence brings increased responsibility to keep themselves and others safe</li> <li>that bacteria and viruses can affect health and that following simple routines can reduce their spread</li> </ul>	<ul style="list-style-type: none"> <li>that pressure to behave in an unacceptable, unhealthy or risky way can come from a variety of sources, including people they know and the media</li> <li>how their body will change as they approach and move through puberty</li> <li>to recognise how images in the media do not always reflect reality and can affect how people feel about themselves</li> <li>about human reproduction</li> </ul>

The following section gives the questions our children will engage with as part of our planned SRE provision. These are taken from the Cambridgeshire Primary Personal Development Programme (CPPDP) Framework for Year 5/6. These areas will be covered using the CPPDP Units Sex and Relationships SR5 and SR6. Those in bold text are directly linked to the statutory elements of the National Curriculum for Science.

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li><b>What are male and female sexual parts called and what do they do?</b></li> <li><b>What happens to the bodies of boys and girls when they reach puberty?</b></li> <li><b>How can the spread of viruses and bacteria be stopped?</b></li> <li>What is HIV? (ref 'Sex and Relationships' OfSTED 2002 (HMI 433))</li> <li><b>How are babies made?</b></li> </ul>	<ul style="list-style-type: none"> <li><b>How can I keep my growing and changing body clean?</b></li> <li>How can I express my feeling positively as I grow up?</li> <li>What should adults think about before they have a baby?</li> </ul>	<ul style="list-style-type: none"> <li>What influences my view of my body?</li> <li>What are families like?</li> <li>When am I responsible for how others feel?</li> </ul>
This section shows the Learning Objectives which will be covered using Cambridgeshire Primary Personal Development Programme Units SR5 and SR6		
<ul style="list-style-type: none"> <li><b>To identify male and female sexual parts and describe their functions.</b></li> <li>To know appropriate terminology for use in different situations.</li> </ul>	<ul style="list-style-type: none"> <li>To know about new aspects of personal hygiene relevant to puberty.</li> </ul>	<ul style="list-style-type: none"> <li>To understand how the media, families and friends can influence attitudes to their bodies.</li> </ul>

<ul style="list-style-type: none"> <li>● <b>To know and understand about the physical changes that take place at puberty, why they happen</b> and how to manage them.</li> <li>● To understand that physical change happens at different rates for different people.</li> <li>● <b>To know and understand that safe routines can stop the spread of viruses</b> (including HIV) <b>and bacteria.</b></li> <li>● <b>To know about the facts of the human lifecycle, including sexual intercourse.</b></li> </ul>	<ul style="list-style-type: none"> <li>● To be able to recognise their changing emotions with friends and family and be able to express their feelings and concerns positively.</li> <li>● To have a basic awareness of responsible parenting choices.</li> </ul>	<ul style="list-style-type: none"> <li>● To consider how they have some responsibility for the feelings and well-being of others.</li> <li>● To consider the need for trust and love in marriage and established relationships.</li> <li>● To understand and respect a wide range of family arrangements e.g. second marriages, fostering, same sex partners, extended families.</li> </ul>
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Below are questions children will engage with as part of our wider Wellbeing programme and in other taught areas of PSHE

Knowledge (PSHE)	Skills (PSHE)	Attitudes (PSHE)
<ul style="list-style-type: none"> <li>● What are the different consequences for taking physical, social and emotional risks?</li> <li>● What does being healthy mean and what are the benefits?</li> <li>● What different kinds of families are there?</li> <li>● How are my friendships and relationships changing?</li> </ul>	<ul style="list-style-type: none"> <li>● How do I manage strong emotions?</li> <li>● How do I recognise how other people feel and respond to them?</li> <li>● How can I share my views effectively and negotiate with other's to reach agreement?</li> </ul>	<ul style="list-style-type: none"> <li>● How can I show respect for different views, lifestyles and beliefs?</li> <li>● What can I do when I realise I'm in a bad mood?</li> <li>● When am I responsible for my personal safety?</li> </ul>

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

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		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	