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Issued	October 2025		
Approved by	Education Executive Team	Next review	September 2027

Relationships, Sex, and Health Education (RSHE) Policy

Rationale and Ethos

At Meadow Park Academy, we believe that high-quality Relationships, Sex and Health Education (RSHE) is an essential part of preparing our students for life in modern Britain. Through RSHE, we aim to equip students with the knowledge, skills, and values they need to form healthy, respectful relationships, make informed choices about their wellbeing, and understand the physical and emotional changes of growing up.

Our RSHE programme is designed to be age-appropriate, inclusive, and sensitive to the needs and backgrounds of all our students. It reflects our school's commitment to safeguarding and promoting the physical and mental health of every student. By fostering a safe, open, and respectful environment, we enable students to explore topics such as friendships, families, emotions, personal hygiene, and body changes in a way that builds confidence and resilience.

RHSE is not taught in isolation but is embedded into our PSHE curriculum and supported through our values-based education, pastoral care, and strong partnership with parents and carers.

Our approach to Relationships, Health and Sex Education is rooted in our school's ethos of kindness, respect and inclusion for all. We believe that all students have the right to learn about themselves and others in a safe, respectful, and supportive setting.

We are committed to:

- Promoting equality and challenging all forms of discrimination.
- Ensuring all students feel valued, respected, and accepted, regardless of their background, family structure, or personal beliefs.
- Encouraging open, honest communication where students feel confident to ask questions and express their feelings.
- Supporting students to develop the emotional literacy and social understanding needed for healthy relationships now and in the future.

We recognise that parents and carers are the primary educators of their children in these areas, and we strive to work in close partnership with families to ensure RSHE is consistent, sensitive, and reflective of shared values.

By fostering a culture of empathy, knowledge, and respect, our RSHE provision lays the foundation for our students to grow into healthy, confident, and respectful individuals.

The aims of relationships, **sex**, and health education (RSHE) at our school are to:

- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- Prepare students for the opportunities, responsibilities, and experiences of later life.
- Provide knowledge and information which is inclusive and meets the needs of all our students (and their families) including those with protected characteristics.
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality.
- Help students develop and understand their feelings, behaviours, and emotions and those of others so they can lead fulfilling and enjoyable lives.
- Provide students with the right tools to enable them to seek information and support (both within and outside school) should they need it.
- Help students to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration to make the most of their abilities whilst coping with the influences of their peers and the media.
- Recognise and respect themselves and others, the views of others, backgrounds, cultures, values, and experiences.
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood.
- Teach students the correct vocabulary to describe themselves and their bodies, supporting students to keep themselves safe.
- Teach sex education as part of a wider social, personal, and moral education.
- Ensure all students understand reproduction.
- Provide a framework in which sensitive discussions can take place.

Policy development

This policy has been developed in consultation with staff, Trustees, students, and parents/carers and has been approved by the Executive Education Team.

The policy will be reviewed every two years or sooner if there is a need to respond to any amendments made to the DfE statutory guidance for Relationships, Sex, and Health Education.

Staff, Trustees, students, and parents/carers will be consulted every time the policy is reviewed and will be invited to share feedback. All feedback will be considered and will help to inform future revisions to the policy and curriculum.

Statutory Requirements

As a primary academy school, we must provide relationship education to all pupils as per section 34 of the [Children and Social work act 2017](#), and relationships and health education in line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021). Please click on the link to access a copy of the statutory guidance. Sex education is not statutory in primary schools.

The guidance was updated in July 2025 and is available to view here: [Relationships and Sex Education \(RSE\) and Health Education statutory guidance \(updated July 2025\)](#) We are required to implement the guidance in school from September 2026.



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In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in sections 403, 407, and 407 of the Education Act 1996. We also have regard to legal duties set out in

- 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.

Sex Education (non-statutory)

Statutory

Currently, the National Curriculum states that the following statutory subject areas be taught through science and relationships/health education:

The main external body parts (including external genitalia).

The human body as it grows from birth to old age (including foetal development and puberty).

Reproduction in some plants and animals.

Non-Statutory

Following consultation with staff, ACC members, parents/carers, and students, we have chosen to include the following non-statutory element of sex education within our curriculum.

Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. **Our primary sex education curriculum includes a focus on:**

Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. Our primary sex education curriculum includes a focus on:

- Teaching about the basics of consent (EYFS-Year 6)
- Scientific vocabulary to describe genitalia (EYFS-Year 6)
- Conception (Year 6 **only**)
- Different ways people can have a baby (Year 6 **only**)

*Please note: The decision was made to include scientific naming of body parts in order to safeguard all children, giving them the vocabulary in order to report abuse.

To see the detail of the unit related to RSHE, please see Appendix 1 at the end of the policy.

Parents/carers have a right to withdraw their children from sex education within the relationships, sex, and health education curriculum; for more information see the 'Right to Withdraw' section within this policy. Parents/carers do not have the right to withdraw their

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children from the statutory elements of the science curriculum related to sex education or from health education which includes a focus on puberty.

Legislation and supporting guidance.

We used the following legislation and guidance to inform the development of this policy. Click on the hyperlink below to view the document.

- Education Act 1996
- [Learning and Skills Act \(2000\)](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [SEND Code of Practice 0 - 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for Schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

Cross-reference can be made to other Anthem policies to avoid any unnecessary repetition.

These include but are not exclusive of:

- PSHE and Citizenship
- Safeguarding
- Behaviour and Discipline
- Anti-bullying
- Drug and Alcohol

Roles and Responsibilities

The Education Executive Team – will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Trustees – Ultimately have responsibility for the policy.

The Headteacher - is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RSHE. (See right to withdraw).

The PSHE/RSHE lead – will ensure curriculum coverage and support teaching staff in this.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Evaluating the effectiveness of the curriculum
- Reporting progress to parents
- Responding to the needs of individual students

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Responding appropriately to students whose parents/carers wish them to be withdrawn from the [non-statutory/non-science] components of RSHE by notifying them when sex education is going to be taught and providing alternative lessons for the student where necessary.

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

All staff are expected to deliver RSHE to their own classes who they have built a relationship with.

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

RSHE training will be delivered by the RHSE lead, the trust and the SLT.

Curriculum

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. RSHE is explicitly taught as a timetabled subject in our school. Key learning in RSHE is also addressed through cross-curricular links in other subjects e.g., I.T. literacy, P.E. and R.E. Teachers will deliver the RSHE curriculum in a way that allows students to explore varying viewpoints by ensuring that information is unbiased and impartial.

Our RSHE curriculum is set out as per Appendix 1.

This will be reviewed every two years; amendments may be made following feedback from staff, ACC members, parents/carers, and students or due to changes in statutory guidance.

Our curriculum covers all objectives within the DfE statutory guidance for relationships and health education. The DfE statutory guidance document can be viewed here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021).

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

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

For more information about our RSHE curriculum, see Appendix 1

We have carefully planned our curriculum to meet the needs of students in our school. We will regularly review and make adaptations to the curriculum to ensure we continue to meet the diverse and ever-changing needs of our students, or in response to local or global events. You will notice that our RSHE curriculum is a spiral curriculum (key concepts are revisited throughout the curriculum with deepening layers of complexity as students move through the school). We have purposefully designed our RSHE curriculum in this way so that our students can embed their learning of the most important aspects of the curriculum and have dedicated time to practice key skills linked to these very important key concepts. We involve students in their learning by using active learning methods and these include role play, scenarios, discussions, debates, problem-solving .

anthem Relationships and Sex Education Policy Inclusivity and Equality

All schools have a duty under the Equality Act (2010) to ensure that no child is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.

The DfE guidance states that *“at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.”*

Every student can see themselves reflected in the curriculum content, the resources, and the school environment. We work hard to ensure that all families in our school community feel valued and diversity is celebrated.

The RSHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENCO when required.

Where appropriate, students may receive additional support from a T.A. to ensure that learning of key concepts is secure. This could include pre-teaching of key concepts or vocabulary or follow-up individual/group work after the weekly lesson has taken place.

Teachers, with support from the SENCO, will consider whether it is appropriate for targets linked to the RSHE curriculum to be included within students' Education Health Care Plans (EHCPs).

Creating a Safe Learning Environment

Teachers create a safe learning environment by building prior relationships with students and allowing an open and safe dialogue that is confidential in the room.

Teachers will establish ground rules with students at the beginning of each lesson and referred to throughout. These rules will be agreed and displayed during the lesson.

Teachers will use distancing techniques; these may include drama, roleplay, scenarios, and use of video clips. Distancing techniques put a space between a difficult subject and an individual student so that the question does not become, 'what do you think?' but 'what might they think?' instead. It enables tricky questions to be answered and supports students to debate and disagree without anyone feeling personally compromised.

All staff teaching RSHE know that they can access support from the RSHE Lead, SENCO, and Safeguarding Lead if they are faced with difficult questions from students, upcoming topics that may be triggering for some students, questions about how to ensure lessons are fully inclusive or following a safeguarding disclosure.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff are aware of the school safeguarding procedures; and this procedure will be followed in the case of a

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student making a disclosure or any member of staff/school visitor raising any concerns about student welfare.

Teachers delivering RSHE regularly check with the Safeguarding Lead whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content. The Safeguarding Lead may give the teacher advice or provide additional support to the student as appropriate. This may include a student accessing the lesson content on a 1:1 rather than whole-class basis.

Any visitors delivering RSHE will be made aware of the safeguarding procedures and are expected to report any concerns to the appropriate member of staff.

Visitors/external agencies which support the delivery of RSHE will be required to ensure that any speakers, tools, and resources used comply with this policy.

We will ensure that we only work with visitors/external agencies where we have full confidence in the agency/visitor, its approach and the resources used.

We will ensure:

- We are clear about what the visitors/agency are going to say.
- We are clear on their position on issues to be discussed.
- All resources to be used within the session have been checked and agreed by the RSHE Lead

We will:

- Ensure that a teacher always remains in the session with the visitor/agency.
- Remind teachers that it is their responsibility to stop a session if any element of the session does not meet with the school RSHE policy.

Parents and Carers

We recognise the importance of working in close partnership with parents/carers to deliver safe and effective relationships, sex and health education. Parents/carers were consulted during the development of this policy.

The policy is available via the school website and is available to parents on request.

- We will notify parents and carers when RSHE will be taught by MCAS.
- As part of our whole school approach to RSHE, parent information sessions and opportunities to view the materials and resources used will be offered on request.
- Parents/carers will be able to share feedback when this policy is reviewed.

Right to Withdraw

Parents/carers do not have the right to withdraw their children from relationships or health education (which includes a focus on puberty). There are elements of sex education included within the statutory Science Curriculum. Parents/Carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education.

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

Requests for withdrawal should in the first instance be directed to the Headteacher. An informal meeting will be set up to discuss parent/carer concerns. In the instance of a parent/carer deciding to withdraw their child from sex education, advice will be offered to support parents/carers to enable them to have positive conversations about sex education at

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home when they feel the time is right. An alternative plan for the student's time when the teacher is delivering sex education will also be agreed. This may include alternative work being given to a student to complete during this time or temporarily joining and taking part in learning within a different class group. Parents/carers will be asked to complete a *Request to Withdraw* form which will be held on the students' file to ensure all teachers know that the student does not take part in sex education lessons unless the form is removed at a later date with parent/carer permission.

Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Are aligned with our school ethos and values.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.
- Reflect diversity to include the 9 protected characteristics.
- Are unbiased and balanced in their presentation.
- 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 students' experiences and won't provoke distress.
- Resources and lesson plans are adapted and differentiated for students with SEND.
- Resources are reviewed and updated regularly to ensure they are current.

Evaluation, Monitoring and Assessment for Learning

The delivery of RSHE in our school is monitored by class teachers and the RSHE Lead as part of our internal assessment systems through: planning scrutinies, learning walks, etc and how regularly these takes place.

The effectiveness of the curriculum and whether planned outcomes have been achieved will be evaluated by pupil voice, parent voice and teacher feedback.

A range of assessment activities will be used, and these will include assessment of student learning includes formative and summative assessment; this assessment will inform future curriculum planning and delivery.

Students will have opportunities to review and reflect on their learning through plenaries at the end of each session and unit.

Student voice will be influential in adapting and amending planned learning activities.

Teachers will ensure that the learning objectives have been met by assessment for learning opportunities in lessons.

Review

This policy will be reviewed by the Trust every two years unless statutory changes, or feedback from consultation suggests otherwise. At every review, the policy will be approved by the Education Executive Team.

This policy will be reviewed in July 2026 and updated in line with the new requirements from the updated RSE and Health Education statutory guidance (July 2025).

- **Appendix 1 – Curriculum overview**
- **Appendix 2 – Visitors' policy.**
- **Appendix 3 – Parent/carer form withdrawal from sex education**

Appendix 1: Curriculum content

Changing Me Puzzle – Summer 2

	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
DfE Statutory Relationships & Health Education outcomes	<p>PSED –</p> <p>ELG: SELF-REGULATION</p> <p>Give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.</p>	<p>Relationships Education - By end of primary, pupils should know:</p>					
	<p>PSED – ELG: BUILDING RELATIONSHIPS</p> <p>Show sensitivity to their own and to others' needs.</p>	<p>Families and the people who care for me (R1) that families are important for children growing up because they can give love, security and stability (R2) 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 (R3) 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 (R4) 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 (R6) how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</p> <p>Caring friendships (R7) how important friendships are in making us feel happy and secure, and how people choose and make friends (R8) the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties (R9) that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p>Respectful relationships (R13) practical steps they can take in a range of different contexts to improve or support respectful relationships (R15) the importance of self-respect and how this links to their own happiness (R16) 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 (R18) what a stereotype is, and how stereotypes can be unfair, negative or destructive (R19) the importance of permission seeking and giving in relationships with friends, peers and adults.</p> <p>Being safe (R25) what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) (R26) 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 (R27) that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and</p>					

	<p>other, contact (R29) how to recognise and report feelings of being unsafe or feeling bad about any adult (R30) how to ask for advice or help for themselves or others, and to keep trying until they are heard (R31) how to report concerns or abuse, and the vocabulary and confidence needed to do so (R32) where to get advice e.g. family, school and/or other sources.</p>						
	<p>Physical Health and Well-Being – By end of primary, pupils should know:</p> <p>Mental well-being (H1) that mental well-being is a normal part of daily life, in the same way as physical health (H2) that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations (H3) how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others’ feelings (H4) how to judge whether what they are feeling and how they are behaving is appropriate and proportionate (H5) the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness (H6) simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests (H7) isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support (H8) that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being (H9) where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else’s mental well-being or ability to control their emotions (including issues arising online) (H10) it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p> <p>Changing adolescent body (H34) key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes (H35) about menstrual well-being including the key facts about the menstrual cycle.</p>						
Puzzle Overview Changing	EYFS	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
	Children are encouraged to	Children are introduced to	In this Puzzle, children compare different life cycles in	This Puzzle begins learning	In this Puzzle, bodily changes at	In this Puzzle, the children revisit self-	In this Puzzle, the children learn about

Me	<p>think about how they have changed from being a baby and what may change for them in the future. They consolidate the names and functions of some of the main parts of the body and discuss how these have changed. They learn that our bodies change in lots of different ways as we get older. Children understand that change can bring about positive and negative feelings, and that sharing these can help. They also consider the role that memories can have in managing change.</p>	<p>life cycles, e.g. that of a frog and identify the different stages. They compare this with a human life cycle and look at simple changes from baby to adult, e.g. getting taller, learning to walk, etc. They discuss how they have changed so far and that people grow up at different rates. As part of a school's safeguarding duty, pupils are taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicles, vulva). They are also taught that nobody has the right to hurt these parts of the</p>	<p>nature, including that of humans. They reflect on the changes that occur (not including puberty) between baby, toddler, child, teenager, adult and old age. Within this, children also discuss how independence, freedoms and responsibility can increase with age. As part of a school's safeguarding duty, pupils are re-taught the correct words for private parts of the body (those kept private by underwear: vagina, anus, penis, testicle, vulva). They are also reminded that nobody has the right to hurt these parts of the body, including a lesson on inappropriate touch and assertiveness. Children practise a range of strategies for managing feelings and emotions. They are also taught where they can get help if worried or frightened. Change is taught as a natural and normal part of growing up and the range of emotions that can occur with change are explored and discussed.</p>	<p>about babies and what they need to grow and develop including parenting. Children are taught that it is usually the female that carries the baby in nature. This leads onto lessons where puberty is introduced. Children first look at the outside body changes in males and females. They learn that puberty is a natural part of growing up and that it is a process for getting their bodies ready to make a baby when grown-up. Inside body changes are also taught. Children learn that females have eggs (ova) in their ovaries</p>	<p>puberty are revisited with some additional vocabulary, particularly around menstruation. Sanitary health is taught, including introducing pupils to different sanitary and personal hygiene products. Conception and sexual intercourse are introduced in simple terms so the children understand that a baby is formed by the joining of an ovum and sperm. They also learn that the ovum and sperm carry genetic information that carry personal characteristics. The Puzzle ends by looking at the feelings associated with change and how to manage these. Children are</p>	<p>esteem, self-image and body image. They learn that we all have perceptions about ourselves and others, and these may be right or wrong. They also reflect on how social media and the media can promote unhelpful comparison and how to manage this. Puberty is revisited in further detail, explaining bodily changes in males and females. Sexual intercourse is explained in slightly more detail than in the previous year. Children are encouraged to ask questions and seek clarification about anything they don't understand. Further details about pregnancy are introduced including some facts about the development of the foetus and some simple explanation about alternative</p>	<p>puberty in boys and girls and the changes that will happen; they reflect on how they feel about these changes. The children also learn about childbirth and the stages of development of a baby, starting at conception. They explore what it means to be being physically attracted to someone and the effect this can have upon the relationship. They learn about different relationships and the importance of mutual respect and not pressuring/being pressured into doing something that they don't want to. The children also learn about self-esteem, why it is important and ways to develop it. Finally, they look at the transition to secondary school (or next class) and what they are looking forward to/are worried about and how they can prepare themselves mentally.</p>
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		<p>body. Change is discussed as a natural and normal part of getting older which can bring about happy and sad feelings. Children practise a range of skills to help manage their feelings and learn how to access help if they are worried about change, or if someone is hurting them.</p>		<p>and these are released monthly. If unfertilised by a male's sperm, it passes out of the body as a period. Sexual intercourse and the birth of the baby are not taught in this year group. Children discuss how they feel about puberty and growing up and there are opportunities for them to seek reassurance if anything is worrying them.</p>	<p>introduced to Jigsaw's Circle of change model as a strategy for managing future changes.</p>	<p>ways of conception, e.g. IVF. Children learn that having a baby is a personal choice. Details of contraceptive options and methods are not taught as this is not age-appropriate. Reasons why people choose to be in a romantic relationship and choose to have a baby are also explored. Children look at what becoming a teenager means for them with an increase in freedom, rights and responsibilities. They also consider the perceptions that surround teenagers and reflect whether they are always accurate, e.g. teenagers are always moody; all teenagers have a boyfriend/girlfriend, etc.</p>	
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<p>Taught knowledge</p> <p>(Key objectives are in bold)</p>	<p>Know the names and functions of some parts of the body (see vocabulary list)</p> <p>Know that we grow from baby to adult</p> <p>Know who to talk to if they are feeling worried</p> <p>Know that sharing how they feel can help solve a worry</p> <p>Know that remembering happy times can help us move on</p>	<p>Know the names of male and female private body parts</p> <p>Know that there are correct names for private body parts and nicknames, and when to use them</p> <p>Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p>	<p>Know the physical differences between male and female bodies</p> <p>Know that private body parts are special and that no one has the right to hurt these</p> <p>Know who to ask for help if they are worried or frightened</p> <p>Know there are different types of touch and that some are acceptable and some are unacceptable</p> <p>Know the correct names for private body parts</p> <p>Know that life cycles exist in nature</p> <p>Know that aging is a natural process including old age</p> <p>Know that some changes are out of an individual's control</p> <p>Know how their bodies have changed from when they were a baby and that they will continue to change as they age</p>	<p>Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults</p> <p>Know some of the outside body changes that happen during puberty</p> <p>Know some of the changes on the inside that happen during puberty</p> <p>Know that in animals and humans lots of changes happen between conception and growing up</p>	<p>Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm</p> <p>Know that babies are made by a sperm joining with an ovum</p> <p>Know the names of the different internal and external body parts that are needed to make a baby</p> <p>Know how the female and male body change at puberty</p> <p>Know that change can bring about a range of</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know that sexual intercourse can lead to conception</p> <p>Know that some people need help to conceive and might use IVF</p> <p>Know that becoming a teenager involves various changes and also brings growing responsibility</p> <p>Know what perception means and that perceptions</p>	<p>Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally</p> <p>Know how a baby develops from conception through the nine months of pregnancy and how it is born</p> <p>Know how being physically attracted to someone changes the nature of the relationship</p> <p>Know the importance of self-esteem and what they can do to develop it</p> <p>Know what they are looking forward to and what they are worried about when thinking about transition to</p>
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		<p>Know that animals including humans have a life cycle</p> <p>Know that changes happen when we grow up</p> <p>Know that people grow up at different rates and that is normal</p> <p>Know that learning brings about change</p>		<p>Know that in nature it is usually the female that carries the baby</p> <p>Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops</p> <p>Know that babies need love and care from their parents/carers</p> <p>Know some of the changes that happen between being a baby and a child</p>	<p>different emotions</p> <p>Know that personal hygiene is important during puberty and as an adult</p> <p>Know that change is a normal part of life and that some cannot be controlled and have to be accepted</p>	<p>can be right or wrong</p>	<p>secondary school/moving to their next class</p>
Social and Emotional	<p>Recognise that changing class can elicit happy and/or sad</p>	<p>Understand and accept that change is a natural part of</p>	<p>Can say who they would go to for help if worried or scared</p>	<p>Can express how they feel about puberty</p>	<p>Can appreciate their own uniqueness</p>	<p>Can celebrate what they like about their own and others'</p>	<p>Recognise ways they can develop their own self-esteem</p>

skills (Key objectives are in bold)	emotions Can say how they feel about changing class/ growing up Can identify how they have changed from a baby Can say what might change for them they get older Can identify positive memories from the past year in school/home	getting older Can suggest ways to manage change, e.g. moving to a new class Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning	Can say what types of touch they find comfortable/uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say what they are looking forward to in the next year	Can say who they can talk to about puberty if they have any worries Can suggest ways to help them manage feelings during changes they are more anxious about Can identify stereotypical family roles and challenge these ideas, e.g. it may not always be Mum who does the laundry Can express how they feel about babies Can describe the emotions	and that of others Can express any concerns they have about puberty Have strategies for managing the emotions relating to change Can express how they feel about having children when they are grown up Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change	self-image and body image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel	Can express how they feel about the changes that will happen to them during puberty Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Recognise how they feel when they reflect on the development and birth of a baby Can celebrate what they like about their own and others' self-image and body image Use strategies to prepare themselves emotionally for the transition (changes)
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				that a new baby can bring to a family Can identify changes they are looking forward to in the next year		about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult	to secondary school
Vocabulary	EYFS	Year 1 Consolidate EYFS	Year 2 Consolidate EYFS & Yr 1	Year 3 Consolidate KS1	Year 4 Consolidate KS1 & Yr 3	Year 5 Consolidate KS1, Yrs 3 & 4	Year 6 Consolidate KS1 & KS2
	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Adulthood, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping	Change, Grow, Control, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Vagina, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Nervous, Happy	Birth, Animals, Babies, Mother, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Sperm, Ovaries, Egg, Ovum/ova, Womb/uterus, Stereotypes, Task, Roles, Challenge	Personal, Unique, Characteristics, Parents, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance	Body image, Self-image, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Oestrogen, Fallopian Tube, Cervix, Develops, Breasts, Hips, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones,	Negative body-talk, mental health, midwife, labour, opportunities, freedoms, attraction, relationship, love, sexting, transition, secondary, journey, worries, anxiety, excitement

						Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Fertilised, Unfertilised, Conception, Sexual intercourse, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights	
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Appendix 2: Visitors Policy

Initial External Visitors Checklist	
<p>Whilst it is not always possible to plan for every eventuality, good visitor research and preparation can ensure pupils learn safely and effectively. That is why at Boston West Academy, teachers and external contributors use the checklist below, prior to, during and after a session.</p>	
Checklist	Y/N
<ul style="list-style-type: none"> • Are you clear how the external contribution fits in with the aims and objectives of the curriculum for PSHE education? • Is the visit embedded in the school’s PSHE education scheme of work? 	
<ul style="list-style-type: none"> • Is the external contributor’s knowledge and experience relevant and appropriate? • Are you aware of the external contributor’s values, aims and objectives and their reasons for working with schools? • Has the external contributor been checked with the DBS? 	
<ul style="list-style-type: none"> • Have you planned adequate time for discussing details of the visit, including any work for the pupils to plan or review? 	
<ul style="list-style-type: none"> • Is the external contributor aware of the needs of the pupils, such as in relation to the class dynamic, ability, and age? 	
<ul style="list-style-type: none"> • Have you discussed and informed the external contributor of relevant school policies, such as behaviour, sensitive and controversial issues and child protection and health and safety 	

<ul style="list-style-type: none"> • Have you discussed with the external contributor professional boundaries that the school retains responsibility for, such as class discipline? Are there any codes of conduct or professional boundaries that the external contributor needs to work within? • Has the school ensured that the teacher will be present throughout the activity to take responsibility for discipline and to ensure continuity of work and links to other areas of work? 	
<ul style="list-style-type: none"> • Has time been planned for the pupils to have time to reflect on what they learned from working with the external contributor? 	

Implications of practical considerations

When planning the session content, we will consider the following elements:

- Who will the visitor be working with? A large audience? A class? A year group? Consider how this will impact learning and how best to ensure the session remains interactive.
- Will the visitor be the sole contributor or will there be a carousel or panel format? Consider overlap, progression and how to round up the learning at the end of the session.
- Is the session planned in a way that will allow pupils to meet the learning outcomes? Is there interactivity in the session which supports young people to learn effectively?
- Might any young person be upset by this input? If so, are there ways to manage such eventualities to minimise the potential for harm?
- Have best practice principles on keeping learning safe in a PSHE education classroom been considered?

Evaluation Record of the external contribution

For completion by teaching staff after an activity or programme

Name of external contributor/organisation	
Date of Session	Year/Group

Brief aims/objectives

External contributor/teacher evaluation of the session

What went well? What did you learn from this session?

What went less well? How could the session be improved?

To what extent were the aims met?

Do you have any questions you would like answered as a result of this session?

What further information/sessions would you like?

Would we make any changes next time?

This form should be completed by a parent/carer if, following a discussion with the headteacher, they wish to withdraw their child from the non-statutory sex-education element of RSHE.

Appendix 3: Parent/carer form - withdrawal from sex education within RSHE

To be completed by parents/carers			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carer signature			

To be completed by the school

Agreed actions from discussion with parents

*Include notes from discussions with parents and agreed actions taken.
e.g. Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom.*