Relationships and Sex Education Policy

Title	Relationships and Sex Education Policy
Author/Owner	Headteacher
Status	Final - Approved
Ratified Date	February 2025
Ratified by	Trust Board
Staff Consultation Date	N/A
Review Cycle	Annual
Parental Consultation Date	28 November 2024
Review Date	October 2025
Security Classification	OFFICIAL

Contents

Appendix

1   Aims

1.1   This is the Relationships and Sex Education (RSE) Policy of Larchwood Primary School (LPS).

1.2   LPS believes that effective RSE is essential for children and young people to make responsible and well-informed decisions throughout their lives. The aim of RSE is:

1.2.1   to help prepare pupils for the opportunities, responsibilities and experiences of adult life as well as to support and navigate relationships developed throughout childhood and adolescence. LPS recognises that to embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build self-efficacy. These subjects should support children and young people to develop resilience, to know how and when to ask for help, and to know where to access support.

1.2.2   LPS recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The RSE programme at LPS is intended to complement and support the role of parents in educating their children about sexuality and relationships.

1.2.3   LPS recognises that an aim of this Policy is to help to create, model, maintain, review and embed a culture of respect, safety, equality and protection.

1.2.4   LPS recognises that it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobic and sexual violence/harassment.

1.2.5   LPS has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the LPS Behaviour Policy and pastoral and support systems as well as by a planned programme of evidence-based RSE programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

1.2.6   LPS recognises the central role that the RSE programme plays in key regulatory standards; for example, through LPS' accountability to its inspectors' consideration of pupils' personal development, behaviour and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.

1.2.7   LPS recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the RSE programme and School culture.

1.2.8   LPS recognises that academies, schools and colleges can play an important role in preventative education in respect of safeguarding and sexual violence and sexual harassment, including online. The most effective preventative education programme will be through a whole-school approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the RSE programme.

1.2.9 The LPS RSE programme reflects and supports the LPS ethos of Achievement and Enjoyment, and values of fairness, friendship, honesty, perseverance, respect and responsibility.

2 Scope and Application

2.1 This RSE Policy applies to the whole of LPS (including the EYFS provision).

2.2 The Policy applies to all staff, who work for or on behalf of LPS, regardless of their employment status (including employees, contractors, fixed term, part-time, temporary and voluntary staff and helpers, supply staff, Members, Trustees and Governors) and pupils of LPS.

3 Regulatory Framework

3.1 This Policy has been prepared to meet LPS' responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Statutory framework for the Early Years Foundation Stage (DfE, September 2021);

3.1.3 Education and Skills Act 2008;

3.1.4 Education Act 2002;

3.1.5 Children Act 1989;

3.1.6 Equality Act 2010;

3.1.7 Children and Families Act 2014;

3.1.8 Children and Social Work Act 2017;

3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

3.2 This Policy has regard to the following guidance and advice:

3.2.1 it is based on statutory guidance from the Department for Education (DfE) Relationships education, relationships and sex education (RSE) and health education (DfE, September 2021);

3.2.2 Keeping children safe in education (DfE, September 2024) (**KCSIE**);

3.2.3 Working together to safeguard children: statutory guidance on inter-agency working to safeguard and promote the welfare of children (DfE, December 2023);

3.2.4 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UK Council for Internet Safety, March 2024);

3.2.5 Searching, screening and confiscation: advice for schools (DfE, July 2022);

3.2.6 Behaviour in schools guidance (DfE, February 2024);

3.2.7 Respectful school communities: self-review and signposting tool (DfE);

3.2.8 Tom Bennett independent review of behaviour in schools (March 2017);

3.2.9 Relationships education, relationships and sex education (RSE) and health education: FAQs (DfE, July 2020);

3.2.10 Relationships, sex and health education: guides for parents (DfE, November 2019);

3.2.11 Plan your relationships sex and health curriculum (DfE, February 2022);

3.2.12 Teaching about relationships, sex-and health (DfE, March 2021);

3.2.13 Review of sexual abuse in schools and colleges (Ofsted, June 2021);

3.2.14 Political impartiality in schools (DfE, February 2022); and

3.2.15 Teaching online safety in schools (DfE, January 2023).

3.3 The following Trust and School policies, procedures, documents and resources material are relevant to this Policy:

3.3.1 DET Safeguarding and Child Protection Policy;

3.3.2 LPS Behaviour Policy;

3.3.3 LPS Anti-Bullying Policy;

3.3.4 DET Harmful Sexual Behaviour/Child-on-Child Abuse Policy;

3.3.5 DET Special Educational Needs and Disability (SEND) Policy;

3.3.6 DET Online Safety Policy; and

3.3.7 DET Acceptable Personal Use of Resources and Assets Policy.

All DET policies are accessible here. All LPS policies are accessible here. All policies are available in hard copy on request.

4 Publication and Availability

4.1 This Policy is published on the LPS website.

4.2 This Policy is available in hard copy on request from the LPS School Office.

4.3 A copy of this Policy is available for inspection from the LPS School Office during the school day.

4.4 This Policy can be made available in large print or another accessible format, if required.

5 Definitions

5.1 Where the following words or phrases are used in this Policy:

5.1.1 references to **DET** and the **Trust** are references to Discovery Educational Trust, the Academy Trust;

5.1.2 references to **parent** or **parents** means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person, who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian);

5.1.3   references to **school days** mean Monday to Friday, when LPS is open to pupils during term time. The dates of terms are published on the LPS website.

6   Responsibility Statement and Allocation of Tasks

6.1   The Trust has overall responsibility for all matters which are the subject of this Policy, including the approval of this Policy.

6.2   The Trust is aware of its duties under the Equality Act 2010 and the requirement under S 149 of the Equality Act 2010 to meet the Public Sector Equality Duty. This means in carrying out its functions, the Trust is required to have due regard to the need to:

6.2.1   eliminate discrimination and other conduct that is prohibited by the Act;

6.2.2   advance equality of opportunity between people who share a protected characteristic and people who do not share it; and

6.2.3   foster good relations across all characteristics - between people who share a protected characteristic and people who do not share it.

6.3   The Trust is required to ensure that all those with leadership and management responsibilities at LPS actively promote the wellbeing of pupils. The adoption of this Policy is part of the Trust's response to this duty.

6.4   LPS will take a whole-school approach to RSE. LPS will appoint a Personal, Social, Health and Citizenship Education (**PSHCE**) Subject Leader, with responsibility for the curriculum area. The Subject Leader will hold regular meetings with the pupil body; the Senior Leadership Team (SLT) and other members of staff with pastoral responsibilities to ensure that the subjects will sit within the context of the LPS broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

6.5   To ensure the efficient discharge of its responsibilities under this Policy, the Trust has allocated the following tasks:

Task	Allocated to	When / frequency of review
Keeping the Policy up to date and compliant with the law and best practice	Headteacher (HT)	As required, and, at least, termly
Monitoring the implementation of the Policy, relevant risk assessments and any action taken in response and evaluating effectiveness	HT and PSHCE Subject Leader	As required, and, at least, termly
Maintaining up-to-date records of all information created in relation to the Policy and its implementation as required by the UK GDPR	School Business Manager	As required, and, at least, termly
Seeking input from interested groups (such as pupils, staff,	HT and PSHCE Subject Leader	As required, and, at least, annually

Task	Allocated to	When / frequency of review
parents) to consider improvements to the LPS processes under the Policy		
Formal annual review	DET	Annually
Overall responsibility for content and implementation	DET	As a minimum annually

7   Definition of Relationships and Sex Education

7.1   Relationships education for primary education is part of the PSHCE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and is taught sensitively and inclusively, with respect to the backgrounds, beliefs, needs and vulnerabilities with the aim of providing pupils with the knowledge they need.

7.2   Sex education is not compulsory in primary schools. The LPS science curriculum includes reference to the subject coverage in related areas, including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals]]. In addition, LPS delivers sex education for primary age pupils covering the topics detailed in Appendix 1.

8   Curriculum Content

8.1   By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online relationships and being safe. The LPS scheme of work for PSHCE details what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

8.2   In addition to relationships education, LPS will teach sex education including teaching contained in the science curriculum about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals, including humans. See Appendix 1 for the detailed content of what is taught.

9   Equality

9.1   LPS will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of RSE. LPS will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as, although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

9.2 LPS will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated, and any incidences are identified and tackled. LPS is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment, and it is never acceptable, and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", part of "growing up" or "boys being boys" as LPS recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. LPS will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.

9.3 LPS will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls, and provide an environment, which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole-school approach.

9.4 As part of this whole-school approach, LPS (including through the PSHCE Subject Leader and SLT) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the RSE programme and/or culture of LPS.

9.5 **Pupils with special educational needs and disabilities (SEND):** RSE will be accessible for all pupils, including those with SEND and other vulnerabilities, and teaching will be differentiated and personalised. LPS is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

9.6 **Lesbian, Gay, Bisexual and Gender Questioning:** LPS encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. LPS is aware that children, who are, or perceived to be, lesbian, gay, bisexual or gender questioning, can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. Lesbian, gay, bisexual and gender questioning inclusion is part of the statutory RSE curriculum and LPS ensures that its teaching is sensitive and age-appropriate in content and considers when it is appropriate to teach pupils about lesbianism, homosexuality, bisexuality and gender questioning. This content is fully integrated into the programmes of study rather than delivered as a stand-alone unit or lesson. LPS staff also endeavour to provide a safe space for lesbian, gay, bisexual and gender questioning children to speak out or to share their concerns.

9.7 LPS is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the Trust to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

9.7.1 in the way it provides education for pupils;

9.7.2 in the way it provides pupils access to any benefit, facility or service; or

9.7.3 subjecting them to any other detriment.

9.8 LPS is also aware of its duties to teach about equality issues and to ensure that teaching at LPS does not discriminate against pupils.

10 Curriculum Delivery

10.1 LPS will ensure that sufficient and regular time is allocated within the curriculum to deliver the RSE curriculum effectively, and in a manner designed to facilitate meaningful discussion.

10.2   Curriculum content and curriculum delivery will be underpinned by the PSHCE curriculum, the LPS Behaviour Policy and pastoral support system, as well as by a planned programme of evidence-based RSE, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

10.3   LPS often invites visiting speakers to the School to help enhance and enrich its curriculum, its pupils' experiences and to broaden their horizons, and this is actively encouraged. LPS will ensure that the arrangements for visiting speakers, whether invited by staff, pupils or parents, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with LPS' duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the LPS protocol for visitors. LPS will ensure that any visiting speaker is appropriately supervised when on school premises. In the unlikely event that the content, resources or delivery falls outside of LPS expectations, or is deemed inappropriate, LPS will take appropriate action, which could include stopping the presentation altogether.

11   Assessment and Pupil Progress

11.1   Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across LPS in other subject areas. This will be regularly monitored and reviewed by the PSHCE Subject Leader and regularly reported to SLT, the LPS Local School Committee (LSC) and Trustees.

12   Resources

12.1   LPS will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.

12.2   LPS will share example resources with parents as part of its consultation and review processes.

12.3   The PSHCE Subject Leader will lead the collation, assessment, review and use of these resources.

13   Pupil Questions

13.1   LPS appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality, which go beyond the LPS curriculum. The LPS approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children, whose questions go unanswered, may turn to inappropriate sources of information, and that such questions may indicate that a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14   Safeguarding, Reports of Abuse and Confidentiality

14.1   LPS will follow *Keeping children safe in education* (**KCSIE**) and will ensure that children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss, potentially, sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. LPS recognises that a "one size fits all" approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by LPS, for example, in particular cohorts.

14.2 Teachers will follow the LPS policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Trust's Safeguarding and Child Protection Policy and School-level procedures if a child protection issue is raised.

14.3 In addition, but not alternatively to following the Trust's Safeguarding and Child Protection Policy and local procedures, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the LPS Behaviour Policy and the LPS Anti-Bullying Policy, as appropriate.

14.4 LPS will encourage pupils to talk to their parents and support them to do so. LPS will also inform pupils of sources of confidential help, for example, Childline or Kooth.

14.5 Where LPS invites external agencies to support the delivery of these subjects, LPS will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 **Parents' Participation**

15.1 LPS recognises that parents are the first teachers of their children and that they play a vital role in:

15.1.1 teaching their children about relationships and sex;

15.1.2 maintaining the culture and ethos of the family;

15.1.3 helping their children cope with the emotional and physical aspects of growing up;

15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

15.2 LPS will consult with parents in the development and review of this Policy and on the content of the RSE programme, including a sample of resources to be used. Refer Appendix 2.

15.3 LPS will communicate to parents an overview of what will be taught and when in delivering RSE, including a sample of resources to be used. Refer Appendix 1.

15.4 In order to support the emotional and physical development of pupils during the transition between primary and secondary phases of education, LPS will, specifically, consult with the parents of pupils before the final year of primary school about the detailed content of what will be taught in the relevant parts of the science curriculum and sex education curriculum. Refer Appendices 1 and 2.

15.5 LPS will regularly engage with parents to seek their views on the quality of RSE and on LPS culture.

15.6 It will also keep in regular contact with parents reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

15.7 Parents of primary age children have the right to request that their child be withdrawn from some or all of sex education delivered as part of RSE at primary age except for those parts included in the science curriculum.

15.8 The HT will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

15.9   The parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by LPS. There is no right to withdraw from relationships education.

16   Consultation

16.1   This Policy has been produced and will be reviewed in consultation with parents, teachers and pupils, and seeks to consider the views of the LPS community.

17   Training

17.1   LPS will carefully consider the suitability of staff teaching RSE and will ensure that they are committed to the priority that LPS affords to the subject and to professional development in the subject. LPS will provide additional resources to staff, who are not specialists in the subject, in order that they can successfully implement the curriculum.

17.2   LPS will ensure that appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.

17.3   LPS ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this Policy and have the necessary knowledge and skills to carry out their roles.

17.4   The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education (DfE) teacher training materials in respect of RSE. High-quality, specific training will be provided for teachers delivering RSE and LPS will review the adequacy of that training at all levels, to ensure that it is fit for purpose.

17.5   LPS maintains written records of all staff training.

18   Record Keeping

18.1   All records created in accordance with this Policy are managed in accordance with the Trust's policies that apply to the retention and destruction of records.

18.2   All matters arising from this Policy involving a child protection issue will be recorded and dealt with under the Trust's Safeguarding and Child Protection Policy and School-level procedures, including incidents involving sexual harassment and sexual violence.

18.3   The records created in accordance with this Policy may contain personal data. The Trust has a number of privacy notices which explain how all of its Schools, including LPS, will use personal data. LPS' approach to data protection compliance is set out in the Trust's Data Protection Policy. In addition, staff must ensure that they follow the Trust and School-level data protection policies and procedures when handling personal data created in connection with this Policy.

19   Monitoring, Evaluation and Review

19.1   The Subject Leaders with responsibility for PSHCE, science and online safety, and SLT will ensure that:

19.1.1   all schemes of work are reviewed on a regular basis to assess the content, and that the content as defined within the Policy is accurate and conforms to current guidance;

19.1.2   colleagues within their department or staff delivering this curriculum are familiar with this Policy and ensure that delivery, assessment and pupil progress conform to the guidelines set down in the Policy and its appendices;

19.1.3   staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

19.1.4   any review of the programme includes an opportunity for the views of parents to be considered;

19.1.5   any review of the programme includes an opportunity for the views of teachers and pupils to be considered;

19.1.6   the content of all outside agencies' presentations is evaluated to ensure that it is in line with this Policy and the statutory guidance *Relationships education, relationships and sex education and health education* (DfE, September 2021).

Appendix 1   Relationships and Sex Education Curriculum Map

Science Curriculum

The National Curriculum for science covers:

- naming the main external parts of the human body;
- the human body as it grows from birth to old age (including puberty);
- processes of reproduction and growth in animals;
- reproduction in some plants.

PSHCE Curriculum

This is based on the recommended curriculum from the PSHCE Association.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

YEAR 1 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What is the same and different about us?	**Relationships** Ourselves and others; similarities and differences; individuality; our bodies	• what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private
Autumn 2 Who is special to us?	**Relationships** Ourselves and others; people who care for us; groups we belong to; families	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried
Spring 1 What helps us stay healthy?	**Health and wellbeing** Being healthy; hygiene; medicines; people who help us with health	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing
Spring 2 What can we do with money?	**Living in the wider world** Money; making choices; needs and wants	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want

		• how to keep money safe and the different ways of doing this • how people use the internet and digital devices in their jobs and everyday life
Summer 1 Who helps to keep us safe?	**Health and wellbeing** Keeping safe; people who help us	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say
Summer 2 How can we look after each other and the world?	**Living in the wider world** Ourselves and others; the world around us; caring for others; growing and changing	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared • for what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

YEAR 2 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes a good friend?	**Relationships** Friendship; feeling lonely; managing arguments	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Autumn 2 What is bullying?	**Relationships** Behaviour; bullying; words and actions; respect for others	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bulling and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Spring 1 What jobs do people do?	**Living in the wider world** People and jobs; money; role of the internet	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different job • how people use the internet and digital devices in their jobs and everyday life
Spring 2 What helps us to stay safe?	**Health and wellbeing** Keeping safe; recognising risk; rules	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

Summer 1	Health and wellbeing	
What can help us grow and stay healthy?	Being healthy: eating, drinking, playing and sleeping	- that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest - that eating and drinking too much sugar can affect their health, including dental health - how to be physically active and how much rest and sleep they should have everyday - that there are different ways to learn and play; how to know when to take a break from screen-time - how sunshine helps bodies to grow and how to keep safe and well in the sun
Summer 2	Health and wellbeing	
How do we recognise our feelings?	Feelings; mood; times of change; loss and bereavement; growing up	- how to recognise, name and describe a range of feelings - what helps them to feel good, or better if not feeling good - how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) - how feelings can affect people in their bodies and their behaviour - ways to manage big feelings and the importance of sharing their feelings with someone they trust - how to recognise when they might need help with feelings and how to ask for help when they need it

YEAR 3 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 How can we be a good friend?	**Relationships** Friendship; making positive friendships, managing loneliness, dealing with arguments	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
Autumn 2 What keeps us safe?	**Health and wellbeing** Keeping safe; at home and school; our bodies; hygiene; medicines and household products	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns what to do in an emergency, including calling for help and speaking to the emergency services

Spring 1 What are families like?	**Relationships** Families; family life; caring for each other	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Spring 2 What makes a community?	**Living in the wider world** Community; belonging to groups; similarities and differences; respect for others	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
Summer 1 Why should we eat well and look after our teeth?	**Health and wellbeing** Being healthy: eating well, dental care	• how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care
Summer 2 Why should we keep active and sleep well?	**Health and wellbeing** Being healthy: keeping active, taking rest	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

YEAR 4 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What strengths, skills and interests do we have?	**Health and wellbeing** Self-esteem: self-worth; personal qualities; goal setting; managing set backs	• how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking
Autumn 2 How do we treat each other with respect?	**Relationships** Respect for self and others; courteous behaviour; safety; human rights	• how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
Spring 1 How can we manage our feelings?	**Health and wellbeing** Feelings and emotions; expression of feelings; behaviour	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change how to access advice and support to help manage their own or others' feelings

Spring 2 How will we grow and change?	**Health and wellbeing** Growing and changing; puberty	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty
Summer 1 How can our choices make a difference to others and the environment?	**Living in the wider world** Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	• how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics, giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
Summer 2 How can we manage risk in different places?	**Health and wellbeing** Keeping safe; out and about; recognising and managing risk	• how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law

YEAR 5 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 What makes up our identity?	**Health and wellbeing** Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
Autumn 2 What decisions can people make with money?	**Living in the wider world** Money; making decisions; spending and saving	• how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something 'value for money' and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people's feelings and emotions
Spring 1 How can we help in an accident or emergency?	**Health and wellbeing** Basic first aid, accidents, dealing with emergencies	• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

Spring 2 How can friends communicate safely?	**Relationships** Friendships; relationships; becoming independent; online safety	- about the different types of relationships people have in their lives - how friends and family communicate together; how the internet and social media can be used positively - how knowing someone online differs from knowing someone face-to-face - how to recognise risk in relation to friendships and keeping safe - about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family - how to respond if a friendship is making them feel worried, unsafe or uncomfortable - how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Summer 1 How can drugs common to everyday life affect health?	**Health and wellbeing** Drugs, alcohol and tobacco; healthy habits	- how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing - that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal - how laws surrounding the use of drugs exist to protect them and others - why people choose to use or not use different drugs - how people can prevent or reduce the risks associated with them - that for some people, drug use can become a habit which is difficult to break - how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use - how to ask for help from a trusted adult if they have any worries or concerns about drugs

Summer 2 What jobs would we like?	**Living in the wider world** Careers; aspirations; role models; the future	- that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime - that some jobs are paid more than others and some may be voluntary (unpaid) - about the skills, attributes, qualifications and training needed for different jobs - that there are different ways into jobs and careers, including college, apprenticeships and university - how people choose a career/job and what influences their decision, including skills, interests and pay - how to question and challenge stereotypes about the types of jobs people can do - how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

YEAR 6 — MEDIUM-TERM OVERVIEW

Half term / Key question:	Topic	In this unit of work, pupils learn...
Autumn 1 & 2 How can we keep healthy as we grow?	**Health and wellbeing** Looking after ourselves; growing up; becoming independent; taking more responsibility	• how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support • that FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else

| Spring 1 & 2

How can the media influence people? | Living the wider world

Media literacy and digital resilience; influences and decision-making; online safety | • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions
• that not everything should be shared online or social media and that there are rules about this, including the distribution of images
• that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions
• how text and images can be manipulated or invented; strategies to recognise this
• to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts
• to recognise unsafe or suspicious content online and what to do about it
• how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them
• how to make decisions about the content they view online or in the media and know if it is appropriate for their age range
• how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue
• to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have
• to discuss and debate what influences people's decisions, taking into consideration different viewpoints |
| Summer 1 & 2

What will change as we become more independent? | Relationships

Different relationships, changing and growing, adulthood, independence, moving to secondary school | • that people have different kinds of relationships in their lives, including romantic or intimate relationships
• that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another |

| How do friendships change as we grow? | | • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership
• that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime
• how puberty relates to growing from childhood to adulthood
• about the reproductive organs and process - how babies are conceived and born and how they need to be cared for
• that there are ways to prevent a baby being made how growing up and becoming more independent comes with increased opportunities and responsibilities
• how friendships may change as they grow and how to manage this
• how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing |

Appendix 2   Parents' Consultation and Review Process

General Principles

LPS will consult with parents when developing and reviewing its policies for RSE, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. The LPS consultation will include giving the space and time for parents to input, ask questions, share concerns and for LPS to decide the way forward.

LPS will listen to parents' views and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of its consultation with parents, LPS will provide examples of the resources it plans to use, for example, the books to be used in lessons. LPS may adapt its timescales, process and content to respond to the needs of the School and its pupils.

Example Timetable for Consultation Process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
Draft LPS RSE Policy (Staff and pupils may be consulted before this draft is produced)	Oct-24
Whole-school communication publicising parent consultation on RSE, including what consultation will constitute and invitation to parents to make written/oral comments and pose questions. The LPS LSC may also be included in this communication.	Nov-24
Arrange parent drop-in session to present draft policy key points; including curriculum map for Year Group coverage and to explain parents' right to withdraw and to seek input on the issues. The LPS staff panel, typically, comprises: • The HT; • The DHT; • The PSHCE Subject Leader.	Nov-24
Parental drop-in session	Jan-25

Consideration of parental comments and questions. Consideration of LSC feedback.	Two weeks.
Communication to parents of comments/concerns and questions raised and responses as to how these could be addressed. The LPS LSC should also be made aware.	Following the end of the consideration window.
Reconsideration of draft policy and curriculum provision in light of parent comments, with particular reference to changes that have been made as a result of consultation.	Complete by the end of Jan-25.
Distribution to parents of the LPS RSE Policy, the teaching units to be delivered and when, together with example resources e.g. lesson plans/books. Explanation to parents of the right to withdraw, in what circumstances and how. Parents to be informed in writing of the teaching units proposed to be covered for their child's Year Group and an explanation to be given to their right to withdraw from relevant areas of the curriculum in sufficient time ahead of curriculum delivery. (Staff training to take place after the policy and scheme of work/curriculum map has finally been decided).	Complete before the end of Jan-25.
LPS RSE Policy approved by Trust Board	06-Feb-25
Communication to parents of the end of the process of consultation and approval, and publication of final version of the RSE Policy on the School website.	Feb-25
New RSE curriculum delivered	Ongoing
Plan to review policy with parents via invitation for written representations and Parent Forum.	Annually