

**LOVE, COURAGE & RESPECT**  
Learning and Achieving Through Love, Courage and Respect

# **BRIGHSTONE C.E. PRIMARY SCHOOL**



## **PSHE, Relationships and Sex Education Policy**

**Date Agreed: May 2026**

**Review Date: May 2027**

## Revision Record

| Revision No. | Date Issued   | Prepared By | Approved                     | Comments   |
|--------------|---------------|-------------|------------------------------|--|
| 3            | January 2015  | KH          | FGB                          |  |
| 4            | 2016          |             | FGB                          | Reviewed   |
| 5            | 2018          | LI and BR   | FGB                          | Reviewed   |
| 6            | June 2020     | RL & LA     | FGB                          | Rewritten in line with the new DfE Statutory Guidance 2020 and Diocesan guidance June 2020   |
| 7            | March 2022    | RL & LI     | HT and Governor responsible  | Reviewed   |
| 8            | January 2024  | RL          | CSC                          | Reviewed   |
| 9            | November 2024 | RL          | FGB                          | Reviewed and updated in line with new PSHE curriculum provider and new C of E anti-bullying guidance   |
| 10           | May 2026      | RL          | HT and governors responsible | Reviewed. Slight amendments in line with the new Relationships and sex education (RSE) and health education 2025, that becomes statutory in September 2026 |

## **DEFINITION**

PSHE and RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, their bodies, puberty, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

PSHE and RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

## **AIMS AND KEY PRINCIPLES**

Our Christian values underpin our ethos: every child is valued and encouraged to achieve their full potential, and where every member of our school community is encouraged to respect and value each other. Wherever possible, we make close links between our school values, key learning behaviours, worships and our PSHE curriculum.

Our PSHE, Relationships and Sex Education programme is an essential element of the planned broad,

balanced school curriculum, in which we aim to:

- Provide a structure and climate within the school in which each pupil can develop a positive self-image with a developing sense of responsibility for themselves and others
- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Combat ignorance, anxiety and misinformation and educate against discrimination and prejudice
- Help pupils understand that they have rights and should have control over their body and to develop the ability to make informed choices, decisions, regardless of conflict and pressure
- Present PSHE and RSE in a sensitive, objective and balanced manner, acknowledging that pupils come from backgrounds that reflect differing values, cultures, religious beliefs and experiences.

Through this, we aim to ensure that every child has the opportunity to:

- Develop socially, emotionally, intellectually, spiritually, morally, culturally and physically
- Develop self-awareness, positive self-esteem, self-confidence, positive attitudes, positive self-image, positive and healthy relationships and essential life skills
- Value themselves and others
- Develop the ability to make informed choices, gaining experiences and developing responsibilities for their future
- Provide an appropriate and accurate language with which to talk about themselves growing and changing
- Make and act on informed decisions
- Communicate effectively and work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy individuals, in mind and body

Our Relationships and Sex Education is planned as part of the school's Personal, Social, and Health Education programme to reflect the ages and needs of the pupils and to ensure that every pupil will receive equal, appropriate access. We use the Christopher Winter scheme of work (6<sup>th</sup> edition 2026) to support this programme. Our Relationships and Sex Education programme is planned to provide opportunities for the children to develop an understanding of their own and other's sexuality and to develop skills that promote and maintain positive relationships. Sexuality is an integral part of everyone's personality of who they are physically, how they feel emotionally, how they perceive themselves and how others perceive them in terms of gender and expectations.

## **STATUTORY REQUIREMENTS**

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#). However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the Science curriculum. In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). In teaching PSHE and RSE, we must follow the Equality Act 2010.

This policy reflects the updated 2025 statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education issued by the Department for Education. The revised guidance is due to become mandatory from September 2026; however, schools may choose to implement the updated requirements from September 2025. The school has reviewed and adapted its PSHE and RSE provision, curriculum content, and teaching resources as appropriate to ensure continued compliance with statutory requirements and the needs of pupils.

See Appendix 5 for links to statutory guidance from the DfE.

At Brighstone CE Aided Primary School we teach PSHE and RSE as set out in this policy.

### **Church of England Guidelines**

The content of the PSHE and RSE curriculum is age appropriate and offers a progressive sequence of learning in line with the guidance (2020) and charter (November 2019) for RSE from the Church of England (see Appendix 1).

As a Church of England school, we ensure that our PSHE and RSE curriculum protects, informs and nurtures all pupils. We aim to differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that these sometimes merge.

The Church of England has brought out the following anti-bullying guidance (from September 2024) called [‘Flourishing For All’](#). This guidance is to help Church of England Schools tackle and prevent bullying.

The DfE Guidance states:

‘In all schools, when teaching these subjects, the religious background of all pupils must be taken into account when planning teaching, so that the topics that are included in core content in the guidance are appropriately handled. Schools must ensure they comply with the relevant provisions of the Equality Act 2010, under which religion or belief are amongst the protected characteristics.’

‘All schools may teach about faith perspectives. In particular, schools with a religious character may teach distinctive faith perspective on relationships, and balance debate may take place about issues that are seen as contentious.’

At Brighstone, we will avoid giving the impression that there is a single position on such issues between Christian denominations or even within the Church of England. Other legal forms of marriage should be presented as legitimate with acknowledgement that there are many forms of happy family structures.

## **POLICY DEVELOPMENT**

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

1. Review – a working group gathered all relevant information including specific national and local guidance
2. Staff and governors’ consultation – all school staff and key governors with responsibility for PSHE and RSE were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any other interested parties were invited to offer their feedback and suggestions about the policy
4. Pupil consultation – through discussion within a sample group, we investigated what exactly pupils want from their PSHE and RSE curriculum
5. Once all stakeholders had been consulted, the policy was finalised and ratified by governors.

## **CURRICULUM CONTENT**

Our PSHE, Relationships and Sex Education curriculum will provide information that is easy to understand, relevant and appropriate to the age and maturity of the children. The curriculum will promote the exploration and clarification of values and attitudes. Through the curriculum and all aspects of school life, we ensure that sexist, misogynistic, homophobic, and stereotypical attitudes and behaviours are appropriately challenged, while also empowering pupils to challenge such attitudes themselves. We promote positive male role models and provide education on online safety, including the risks associated with the sharing of images and exposure to pornographic content, where age-appropriate and applicable.

### **PSHE**

Our PSHE (which includes Relationships and Sex Education) curriculum is taught weekly through a planned programme of work that follows the Kapow PSHE programme, which is set out in Appendix 2, but this may need to be adapted as and when necessary. Kapow is updating its PSHE programme in line with the updated guidance from the DfE, which will be in place from September 2026.

The units we focus on are:

- Family and relationships
- Health and wellbeing
- Safety and the changing body
- Citizenship
- Economic wellbeing
- Identity (Y6)

The children are taught the same units each year within a 2-year rolling programme, with progressive skills and knowledge, to build upon and develop their understanding to further maintain and adapt their schemas. This is taught weekly; however, extra PSHE sessions are brought in at teachers' discretion should the need arise. We also have two ELSAs that provide support in these areas for the children who need it.

Each area is revisited to allow children to build on prior learning. The lessons also provide a progressive programme. The lessons are based upon the statutory requirements for Relationships and Health education, but where the Kapow lessons go beyond these requirements (primarily in the Citizenship and Economic wellbeing areas) they refer to the PSHE Association Programme of Study which is recommended by the DfE.

The Kapow scheme supports the requirements of the Equality Act through direct teaching; for example, learning about different families, the negative effect of stereotypes and celebrating differences, in addition to the inclusion of diverse teaching resources throughout the lessons.

Opportunities for linking aspects of PSHE with other areas of the curriculum, school life and personal development are also identified and developed through a range of events and activities. We encourage

the children to take part in fundraising opportunities for charities, as well as local community events, and teach children why it is important to support others. Some of these charities and events have included:

- Children in Need
- Show Racism the Red Card Day
- Christmas Jumper Day
- Christmas Shoebox appeal
- Foodbank/Timebank
- Country dancing at local fetes
- Pearl of Africa Children's Choir
- Singing in the choir at local events
- UKSA
- Walk the Wight
- World Book Day
- Go Yellow Day for Mountbatten Hospice
- Special themed events; e.g. Safer Internet Day, Anti-Bullying Week, and Mental Health Awareness Week
- Specific Hive activities that involve teamwork, resilience, communication and problem solving (at Brighstone, children sometimes work in mixed-year house teams called 'Hives')

We run a school council where each class has two representatives that go to meetings to further improve and support the school, giving children a voice. We also run an Equality And Rights Advocates (EARA) group in KS2, as part of a Hampshire and IOW initiative, in which we focus on equality, diversity, inclusivity and children's rights.

### **RSE**

RSE is taught within the PSHE curriculum and aspects are taught within other areas of the curriculum; e.g. Science and Computing. Advice can be obtained from the school nurse when requested; this may also include leading sessions for the pupils.

Relationships education is taught annually during the summer term. We use the Christopher Winter Project resources, and from the summer term 2026, the following updated version is in place, which is set out as per Appendix 3: The Christopher Winter Project Teaching RSE with Confidence In Primary Schools (Teach SRE Ltd) 2026 edition.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Primary sex education focuses on:

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

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

## **CURRICULUM DELIVERY**

In line with our Teaching, Learning and Feedback Policy, a range of teaching strategies will be used to ensure that learning is purposeful, active and exciting. Inclusivity is part of the philosophy of PSHE. All pupils work within a safe, secure climate to be able to explore their own and others' attitudes, values and skills.

Lessons will be highly interactive where each pupil has planned and unplanned opportunities for learning which will enable them to work to their full potential. The written, scheduled curriculum for a year group may be subject to change or adaptation depending on circumstances and context. For example:

- A child in Y3 arrives new to the school with same sex parents
- A child in Y4 expresses a wish to present as a different gender

These contexts would require the taught curriculum to reflect the context and reality of the class group; therefore, adjustments would need to be made to the planned curriculum. We may contact the Diocesan Education team for notification and advice when such circumstances occur.

Establishing a safe, open and positive learning environment based on trusting relationships between all members of the class, adults and children alike, is vital to successful and effective teaching and learning within this subject. Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass if we don't want to speak
- We only use names when giving compliments or when being positive

In Reception, Kapow PSHE links are made with other learning opportunities for personal, social and emotional development. In KS1 and KS2 PSHE lessons are part of the weekly timetable. Links to other aspects of learning are made where possible and appropriate, and specific events and activities are planned into the school year to enrich this learning. Teachers will choose the method most appropriate for their whole class to meet the objectives of the lesson. All classes use circle time to promote and discuss issues within PSHE and citizenship.

We run an Equality And Rights Advocates (EARA) group, as part of a Hampshire and IOW initiative, that focuses on the Equality Act and the UN Convention on the Rights of the Child, as well as on how we can make a difference.

Our School Council is very much involved in collecting opinions and feeding back ideas on how we can improve our school and aspects of school life.

## **SEND**

At Brighstone CE Primary, we endeavour to ensure that our PSHE and RSE curriculum is accessible for all pupils, and this is particularly important when planning teaching for pupils with special educational needs and disabilities. To meet the specific needs to pupils at different developmental stages, teachers ensure that there is variation (e.g. scaffolding, modelling, visuals) where necessary and appropriate to ensure accessibility.

Staff are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Due to this, PSHE and RSE can be particularly important subjects for these pupils, and this is taken into consideration in teaching these subjects.

## **ROLES AND RESPONSIBILITIES**

At Brighstone CE Aided Primary School, we believe that a shared understanding of approach amongst governors, staff, parents and pupils is essential with the above principles as detailed at the start of the policy.

### **The governing board**

The governing board will approve the PSHE and RSE policy, and hold the headteacher to account for its implementation. Governors include the monitoring of PSHE and RSE as part of their monitoring schedule.

### **The headteacher**

The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### **PSHE/RSE subject leader**

The PSHE/RSE subject leader is responsible for creating and developing the curriculum with staff, in consultation with the headteacher (if not the same person) and the governors. They are also responsible for supporting staff with its delivery and monitoring its implementation and impact.

### **Staff**

Staff are responsible for:

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

Staff do not have the right to opt out of teaching PSHE and RSE. Staff who have concerns about teaching these subjects are encouraged to discuss this with the headteacher/subject leader. All teaching staff teach PSHE and RSE to their particular year group and support staff should not have the responsibility for teaching sex education.

#### Guidelines for staff:

- Acknowledgement should be made of the children's different starting points
- The work should be integrated within the curriculum and be mainly undertaken by the class teachers in conjunction with appropriate external agencies where applicable (e.g. school nurse team)
- The views of parents and governors will always be considered
- Ground rules for PSHE/RSE will be developed with the whole class each year, referred to regularly and the pupils encouraged to follow them. This will need to include agreement as a class about confidentiality and anonymity
- Staff may use distancing techniques such as anonymous questions, case studies and problem pages to help pupils avoid personalising issues
- Adults leading sessions should admit if they do not know the answer and find out the answer later; for instance: 'That is a really interesting question and I need a little time to think because I want to give you the correct answer.'
- If a child's question doesn't relate to the learning content for their year group, or comes outside the scope of this policy, staff members will respond in an appropriate manner, or agree to discuss it with the child individually later, rather than with the whole class, and will inform parents and the HT/subject leader of this conversation where appropriate. In all cases, responses should be fully informed and accurate so children don't attempt to seek answers online, or develop misconceptions
- If members of staff are aware of common misconceptions that arise as the units are taught, they inform the HT/subject leader who will decide how best to address this; e.g. through the amending of the curriculum, planning extra sessions or involving support from outside agencies.

#### Pupils

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

## **WORKING WITH PARENTS/CARERS**

Brighstone CE Aided Primary School wishes to promote a partnership approach between home and school so that every child has the optimum opportunity for personal growth, development and success. Fostering a supportive environment that helps children cope with the physical and emotional changes of growing up, and developing positive and safe relationships, is crucial to PSHE and RSE.

We recognise our legal obligations regarding the sharing of curriculum materials, including those provided by external organisations, and acknowledge the right of parents and carers to review all curriculum resources upon request. Overviews of our Relationships and Sex Education (RSE) curriculum, delivered through The Christopher Winter Project, are provided to parents and carers alongside curriculum correspondence in the summer term, with more detailed materials available upon request.

Parental support and involvement is encouraged by:

- Informing parents/carers of the PSHE and Relationships and Sex Education Policy and curriculum content via the school website and via a letter sent to parents/carers each year informing them of the content of the RSE sessions for their child in the second half of the summer term
- Disseminating information about the school's PSHE and RSE schemes of work and related curriculum units in our half termly topic webs
- Staff and governors being sensitive to the needs of all parents and pupils, especially those from religious/cultural groups, who may not feel comfortable with aspects of the sex education curriculum
- Ensuring the PSHE and RSE resources, including any DVDs to be shown to children, are available on request
- School PSHE and RSE complements and supports the role of parents. Home/School partnerships should always be encouraged to ensure that these are a shared responsibility
- All pupils will be offered sex education with age-appropriate content in order to learn about their development in relation to others.

### **Parents' right to excuse their children**

From September 2020, parents do not have the right to excuse their children from relationships education. However, parents have the right to excuse their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for being excused should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. The headteacher will discuss the request with parents and take appropriate action. A copy of these requests will be placed in the pupil's educational record.

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

## **TRAINING**

Training on PSHE and RSE is included in our continuing professional development calendar. The headteacher and/or PSHE/RSE subject lead will provide professional development for staff as appropriate. Visitors from outside the school, such as school nurses or sexual health professionals, will be invited in to provide support and training to staff teaching RSE where needed.

## **TEACHING SENSITIVE AND CONTROVERSIAL ISSUES**

It is expected that sensitive and controversial issues will arise when learning from real-life experiences. Staff will be prepared to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement.

Staff will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Staff will adopt strategies that seek to avoid bias on their part and will teach pupils how to recognise bias and evaluate evidence.

Staff will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

### **LGBTQ+**

At Brighstone CE Primary School, we will ensure that all pupils understand the importance of equality and respect, and that we comply with the relevant provisions of the Equality Act 2010, under which sex, sexual orientation and gender reassignment (including those who have not undergone medical procedures) are amongst the protected characteristics.

We teach the factual and legal distinctions relating to biological sex and gender reassignment, ensuring that teaching materials are accurate, balanced, and age-appropriate, and do not oversimplify matters relating to gender identity. The school does not present the concept that all individuals possess a gender identity as an established fact. Throughout this teaching, the school maintains its commitment to fostering a culture of respect, dignity, and inclusion for all members of the school community.

We will ensure that all of our teaching is sensitive and age appropriate in approach and content. We encourage children to be respectful of all choices, including LGBTQ+, and this respect is fully integrated throughout our programmes of study. We also use a range of materials and case studies that reflect the different groups in society, and units in The Christopher Winter Project specifically focus on the importance of respecting others, even when they are different to themselves, and how we can all take positive steps to support equality.

The Church's Pastoral Advisory Group has developed the following principles as the basis for all good practice. These principles can be used as a resource, in an age-appropriate manner, to inform and shape the way that we all relate to one another and the care we offer to LGBTQ+ people and others who may find themselves excluded from communities:

- Acknowledge prejudice
- Speak into silence
- Address ignorance
- Cast out fear
- Admit hypocrisy
- Pay attention to power

In making decisions about what is age appropriate when discussing LGBTQ+ issues, we will consider the following:

- Age appropriateness

- If a child can frame a question, then that child deserves a legitimate answer, especially with regard to being honest about the law
- Specifics of the local context may change previous decisions about age appropriateness; e.g. same sex parents joining the school community or pupils self-identifying with the LGBTQ+ community.

Whatever the decision on age appropriateness, LGBTQ+ content should be fully integrated into the programme of study rather than delivered as a stand-alone unit or lesson.

## **ANSWERING DIFFICULT QUESTIONS AND SENSITIVE ISSUES**

Staff members are aware that views around PSHE and RSE related issues are varied. However, while personal views are respected, all PSHE and RSE issues are taught without bias using Kapow and The Christopher Winter Project. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect that others have the right to a different opinion.

Both formal and informal PSHE and RSE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered straightaway, and can be addressed individually later. Our school believes that individual teachers must use their skill and discretion in this area and refer to the headteacher, PSHE/RSE subject lead or the designated safeguarding lead where necessary.

It is important that children feel able to ask any questions that they wish and that their questions are valued. We will allow children to raise questions, and this can either be directly to the teacher, within a circle time setting, or using the confidential systems, such as Worry Boxes or Ask It Baskets. Some questions may be addressed to all the children in the class, some questions addressed to a few/group of children and some questions may need addressing on a one-to-one basis or referring back to parents. A Worry Box can also be used to enable children to voice any other worries or concerns that they may have.

Possible responses to questions that could be used include:

- 'I read that... / I saw on telly that... / research suggests that...'
- 'That is something that may be covered later on, in a different year group.'
- 'I can't answer that question, but you could ask your parents/carers.'
- 'I will find out for you and let you know in the next lesson.'

Our school believes that PSHE and RSE should meet the needs of all pupils, regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. If or when it arises, homophobic bullying is dealt with strongly yet sensitively according to the circumstances, in conjunction with the Anti-bullying Policy, Promoting Positive Behaviour Policy, and the Church of England's Flourishing For All guidance. The school will liaise with parents/carers on this issue to reassure them of the content and context.

## **COMPLAINTS PROCEDURE**

If you have any cause for concern about the PSHE and Relationships and Sex Education Policy, please do contact the PSHE/RSE subject leader or the headteacher. In the unlikely event that the concern cannot be dealt with, the Complaints Policy may be followed.

## **ASSESSMENT**

Children's understanding, knowledge and skills are assessed through observation, discussion, questioning and group participation. Children will be encouraged to talk about and reflect on their own experiences in class discussions that are handled in an appropriate and non-intrusive way. Children will have the option of listening to others without contributing their own thoughts and experiences if they so wish, and no child will be made to talk if they feel uncomfortable. Every child has a PSHE book that will follow them through their time at school, and their responses may also be recorded by the teacher, as we acknowledge that children can verbalise more fluently than they can write. As well as being a record of their learning, these will also be used as an assessment tool.

## **CONFIDENTIALITY AND CHILD PROTECTION ISSUES**

Where possible, a child's confidentiality is maintained by the teacher or member of staff concerned. However, if this person believes that the child is at risk or in danger, they record it on MyConcern, which is seen by the school's Safeguarding Team who will take appropriate action as laid down in the Safeguarding and Child Protection Policy. All staff members are familiar with the policy and know the identities of the Safeguarding Team. The child will be supported by identified staff throughout the process.

Brighstone CE Primary School is committed to safeguarding and promoting the welfare of children and expects all staff and volunteers to share this commitment. The Safeguarding and Child Protection Policy and procedures are available on our website and provide comprehensive information regarding all forms of child exploitation.

## **MONITORING AND REVIEW**

The headteacher and school staff will work alongside the governors in all decision-making regarding the PSHE and RSE policy and implementation referring to DfE guidelines.

The delivery of PSHE and RSE is monitored by Mrs Rebecca Lennon (PSHE/RSE subject lead) through:

- Planning scrutinies
- Learning walks
- Pupil voice
- Book scrutinies

Class teachers, as part of our internal assessment systems, monitor pupils' development in PSHE and RSE.

This policy will be reviewed annually by the headteacher, the PSHE/RSE subject lead and key governors with responsibility for PSHE/RSE. At every review, the policy will be approved by the headteacher and key governor with responsibility for PSHE/RSE.

This will support the following school policies:

- Safeguarding and Child Protection Policy
- Promoting Positive Behaviour Policy
- E-Safety Policy
- RE Policy
- SEND Policy
- Teaching, Learning and Feedback Policy

## Appendix 1 – Church of England Charter



### Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE) in Church of England Schools

The Church of England Education Office faith-sensitive and inclusive approach to Relationships Education, Relationships and Sex Education<sup>1</sup> (RSE) and Health Education (RSHE) is underpinned by two key biblical passages:

*So God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV)*

*I have come in order that you might have life—life in all its fullness. (John 10:10, GNB)*

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.



All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

#### Some key principles

The Church of England's Pastoral Advisory Group has set out some principles for living well together, accommodating difference and diversity within churches<sup>2</sup>, especially in relation to LGBTI+ people, which provide helpful context and principles for schools.

Church of England schools should ensure that their RSHE<sup>3</sup> curriculum protects, informs and nurtures all pupils. It should clearly differentiate between factual teaching (biology, medicine, the law, marriage, different types of families and the composition of society) and moral teaching about relationships and values, recognising that the distinction can be easily blurred and there needs to be discernment about the manner in which this is taught within a moral (but not moralistic) framework.



<sup>1</sup> Where, after consultation with parents and carers, primary schools decide to include elements of sex education in their curriculum.

<sup>2</sup> [www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf](http://www.churchofengland.org/sites/default/files/2019-02/PAG-PP-website.pdf)

<sup>3</sup> The rest of this document uses RSHE to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context.

## Appendix 1 continued



RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others<sup>4</sup>. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school.

All schools and academies are required to act within the requirements of the law, including the Equality Act of 2010<sup>5</sup>. The Church of England welcomes, supports and expects the teaching of Relationships and Health Education in all Church of England primary schools. It is up to each primary school to decide whether they wish to choose to teach some aspects of Sex Education but we encourage schools (following consultation with parents) to offer age-appropriate provision. In Church of England secondary schools Relationships, Sex and Health Education will be taught. In all schools where Sex Education is taught parents will have the right to withdraw their children from that part of the curriculum 'other than as part of the science curriculum'.<sup>6</sup>

All schools should approach RSHE in a faith-sensitive<sup>7</sup> and inclusive way. Such an approach should seek to understand and appreciate differences within and across the teachings of the faith and other communities the school serves. It should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school. It should recognise that there is no hierarchy of protected characteristics in the Equality Act and that sometimes different protected characteristics can be in tension as they cannot necessarily be equally protected at all times.

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<sup>4</sup> SIAMS Evaluation Schedule, page 11. Available at

<sup>5</sup> Equality Act 2010. Available at [www.legislation.gov.uk/ukpga/2010/15/contents](http://www.legislation.gov.uk/ukpga/2010/15/contents)

<sup>6</sup> Relationships Education, Relationships and Sex Education (RSE) and health education 2019. Available at [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) page 18 paragraph 49.

<sup>7</sup> The use of this term draws on Dr Jo Sell's her recent research 'Relationships and Sex Education: Giving voice to young people of different faiths and none in regard to faith-sensitive relationships and sex education', which is due to be published by UCL.

## Appendix 1 continued



### A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)<sup>8</sup>

In [organisation's name] we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
2. **That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act<sup>9</sup> and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

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<sup>8</sup> RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

<sup>9</sup> The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

## Appendix 1 continued



5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.
6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special educational needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality Relationships and Sex Education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

## **Appendix 2 – Kapow curriculum overview**

Please visit our school website for the Kapow curriculum overview:

<https://www.brighstoneprimary.org.uk/curriculum/>

## Appendix 3 – The Christopher Winter Project scheme of work (2026 edition)

### RECEPTION: SCHEME OF WORK - MY BODY, MY RELATIONSHIPS



Key Vocabulary: happy, sad, shy, angry, worried, proud, uncomfortable, friend, kind, help, share, sorry, welcome, family, grown-up, body, hug, touch, ask, yes, no, no thank you

| Title                                     | Learning Intentions and Learning Outcomes  | Resources   | Statutory Guidance  |
|---|--|---|---|
| <b>Lesson 1</b><br>Caring Friendships     | <b>Learning Intention</b><br>To explore how friendships can help us feel happy and how we can welcome others.<br><b>Learning Outcomes</b><br>I can say how friends make us feel.<br>I can show a kind way to welcome someone.<br>I can spot when someone might feel left out.  | <b>Reception lesson 1 social story</b><br>Elephant glove puppet or toy<br><b>Pictures of children at school</b>   | <b>PSED and Communication and Language ELGs</b><br>(see full mapping document)<br><b>Relationships education</b><br>Caring friendships (CF1, CF2, CF3)<br>Respectful, Kind relationships (RR1, RR6)                     |
| <b>Lesson 2</b><br>Being kind             | <b>Learning Intention</b><br>To explore what happens when friends fall out and how we can make things better.<br><b>Learning Outcomes</b><br>I can say why friends sometimes get upset with each other.<br>I can show kind ways to make up after an argument.<br>I know that hurting someone is never okay.  | <b>Reception lesson 2 social story</b><br>Elephant glove puppet or toy<br>Picture of a crown and art materials to make crowns, i.e. paper or play-doh     | <b>PSED and Communication and Language ELGs</b><br>(see full mapping document)<br><b>Relationships education</b><br>Caring friendships (CF5, CF6)<br>Respectful, Kind relationships (RR1, RR3, RR6)<br>Being Safe (BS1) |
| <b>Lesson 3</b><br>Different families     | <b>Learning Intention</b><br>To recognise that families can look different and that families help and care for each other.<br><b>Learning Outcomes</b><br>I can spot ways families can be different.<br>I can name people who are part of a family.<br>I can say one way families help each other.   | <b>Reception lesson 3 Social Story</b><br>Elephant glove puppet or toy<br><b>Families pictures</b><br>Paper and drawing materials                         | <b>PSED and Communication and Language ELGs</b><br>(see full mapping document)<br><b>Relationships education</b><br>Families and people who care for me (F2, F3)  |
| <b>Lesson 4</b><br>My Body,<br>My Choices | <b>Learning Intention</b><br>To understand that everyone likes different kinds of touch and that we can say what feels okay or not okay for our body.<br><b>Learning Outcomes</b><br>I can say when I like something and when I don't.<br>I can show a kind way to say "no thank you".<br>I know that some people like hugs and some people don't. | <b>Reception lesson 4 social story</b><br>Ezra the Elephant puppet or toy<br>A second puppet or soft toy 'Huggy the Bear' (e.g., a very cuddly character) | <b>PSED and Communication and Language ELGs</b><br>(see full mapping document)<br><b>Relationships education</b><br>Respectful, Kind relationships (RR2, RR3, RR4, RR7)<br>Being Safe (BS1, BS3)                        |

### YEAR 1: SCHEME OF WORK - GROWING UP, STAYING SAFE



Key Vocabulary: friend, kind, different, lonely, private parts, body, penis, vulva, grown-up, help, safe, proud, family, talk, screen, camera, online, trust, feelings, scared, happy, cross, calm, excited, unsure

| Title  | Learning Intentions and Learning Outcomes  | Resources  | Statutory Guidance  |
|--|--|--|---|
| <b>Lesson 1</b><br>Different Friends               | <b>Learning Intention</b><br>To learn how to be a kind and welcoming friend, even when people are different to us.<br><b>Learning Outcomes</b><br>I know that friends can be different from me.<br>I can say one way to be kind to a new friend.   | Talking object<br><b>Yr 1 – Lesson 1 – Story card</b><br>Story bag containing an elephant puppet (or the elephant picture) and a school jumper or shirt if the school has one.<br>Paper and coloured pencils   | <b>Relationships education</b><br>Caring friendships (CF 2, 3)<br>Respectful, Kind relationships (RR5)  |
| <b>Lesson 2</b><br>Growing and Changing            | <b>Learning Intention</b><br>To understand how we grow and change.<br>To learn the correct names for private parts of the body.<br><b>Learning Outcomes</b><br>I can name something I can do now that I couldn't do as a baby.<br>I know the right names for the private parts.<br>I know that some parts of my body are private.                    | Talking object<br><b>Year 1 – Lesson 2 – Social Story</b><br>Story bag containing one of the Drawings of Newborn Babies (you can use either), soap, flannel, school jumper<br><b>Drawings of newborn babies</b><br><b>Lifecycle picture cards</b><br><b>Lifecycle whiteboard summary</b> | <b>Relationships Education</b><br>Being safe (BS2, BS3)<br><b>Health Education</b><br>Developing bodies (DB3)<br><b>Science Curriculum</b> (S1)               |
| <b>Lesson 3</b><br>Body Safety<br>(Online and Off) | <b>Learning Intention</b><br>To understand that our private body parts are private, even when we are using screens or video calls.<br><b>Learning Outcomes</b><br>I know what private means.<br>I know that no one should ask to look at or touch my private parts.<br>I know I can speak to a trusted adult if I feel unsure or unsafe.             | Talking object<br><b>Drawings of babies</b><br><b>Year 1 – Lesson 3 – Social Story</b><br>A jumper (to represent Ja), a pair of trousers and a smartphone or tablet<br>Drawing materials   | <b>Relationships education</b><br>Respectful, Kind relationships (RR2)<br>Online safety and awareness (OS1)<br>Being safe (BS2, 3, 6, 7)                      |
| <b>Lesson 4</b><br>Families & Care                 | <b>Learning Intention</b><br>To know that families can be different.<br>To identify adults we can talk to when something doesn't feel right.<br><b>Learning Outcomes</b><br>I know that families can look different.<br>I know it's okay to talk to someone if something makes me feel worried or upset.<br>I can name a safe adult I could talk to. | Talking object<br><b>Year 1 Lesson 4 Social Story</b><br>Story bag - containing ball and school jumper<br><b>Families pictures</b>   | <b>Relationships education</b><br>Families and people who care for me (F2, F3, F4, F6)<br>Respectful, Kind Relationships (RR11)<br>Being safe (BS1, BS6, BS7) |

## Appendix 3 continued

### YEAR 2: SCHEME OF WORK - DIFFERENCES

**Key Vocabulary:** boy, girl, same, different, fair, unfair, stereotype, male, female, animal, baby, body, body parts, private, genitals, penis, vulva, touch, boundaries, consent, ask, stop, safe, trust, help

| Title                                    | Learning Intentions and Learning Outcomes   | Resources   | Statutory Guidance  |
|--|---|---|---|
| <b>Lesson 1</b><br>Gender stereotypes    | <b>Learning Intention</b><br>To explore and challenge gender stereotypes<br><b>Learning Outcomes</b><br>I can explain that boys and girls can like the same things.<br>I can give an example of something people think only boys or girls like - and say why that's not always true.<br>I can notice when someone is treated unfairly for liking something.                             | 2 large PE hoops<br><b>Boy/Girl/Everyone labels</b><br>Bag of objects and clothing to explore gender stereotypes (e.g. hairbrush, something pink/blue, ball, trainers, trousers, kit) or <b>Pictures of objects and clothing</b><br><b>Fair or Unfair sorting cards</b> | <b>Relationships education</b><br>Respectful Kind Relationships (RR5, RR10)   |
| <b>Lesson 2</b><br>Male and Female       | <b>Learning Intention</b><br>To explore how male and female animals and humans are biologically different, and to understand how this is part of the lifecycle.<br><b>Learning Outcomes</b><br>I can spot some body-differences between male and female animals.<br>I can explain how we usually tell if a baby is male or female.<br>I know that a baby is made by a male and a female | Talking object<br><b>Pictures of male and female animals</b><br><b>Clothed Babies picture cards</b><br><b>Drawings of newborn babies</b>  | <b>Health Education</b><br>Developing bodies (DB1)<br>Science curriculum (S2)   |
| <b>Lesson 3</b><br>Naming Body parts     | <b>Learning Intention</b><br>To focus on sexual difference and name body parts<br><b>Learning Outcomes</b><br>I can name the private parts using scientific words.<br>I can describe how male and female bodies are different.<br>I understand that most body parts are the same for everyone.  | 2 large PE Hoops<br><b>Hoop labels</b><br><b>Body Parts picture cards</b><br><b>Body Parts worksheet</b>  | <b>Relationships education</b><br>Being safe (BS2)<br><b>Health education</b><br>Developing bodies (DB3)<br>Science Curriculum (S1) |
| <b>Lesson 4</b><br>My body belongs to me | <b>Learning Intention</b><br>To understand body privacy, personal boundaries, and the importance of consent.<br><b>Learning Outcomes</b><br>I know my body belongs to me.<br>I can notice when someone doesn't want to be touched.<br>I can ask for help if something feels wrong.  | Talking object<br><b>Social Story – Tonia and the tickles</b><br><b>What are the clues? Pictures</b>  | <b>Relationships education</b><br>Being safe (BS1, BS2, BS3)<br>Respectful relationships (RR1, RR2, RR7, RR11)                      |

### YEAR 3: SCHEME OF WORK - VALUING DIFFERENCE AND KEEPING SAFE

**Key Vocabulary:** unique, body, private, male, female, penis, scrotum, vulva, vagina, uterus, consent, personal space, boundaries, uncomfortable, safe, unsafe, secret, trusted adult, help, respect, online, message, photo, camera

| Title   | Learning Intentions and Learning Outcomes  | Resources  | Statutory Guidance  |
|---|--|--|---|
| <b>Lesson 1</b><br>Body Differences                       | <b>Learning Intention</b><br>To understand that all bodies are unique and to know some of the differences between male and female bodies.<br><b>Learning Outcomes</b><br>I can talk about how people's bodies are similar and different.<br>I can name the private parts of the body using scientific words.<br>I know it's never okay to make fun of someone's body   | It's OK to be different, Todd Parr<br><b>Slides: male and female bodies</b><br><b>Body difference matching cards</b>   | <b>Relationships education</b><br>Respectful relationships (RR5, RR8, RR9)<br><b>Health Education</b><br>General wellbeing (GW7)<br>Developing bodies (DB3)<br>Science curriculum (S1)      |
| <b>Lesson 2</b><br>Personal Space and Consent             | <b>Learning Intention</b><br>To understand personal space, body boundaries and what to do if someone makes us feel uncomfortable<br><b>Learning Outcomes</b><br>I can say what personal space means and why it matters.<br>I know it's okay to say "No" to touch that I don't like.<br>I know how to get help if something makes me feel unsafe  | <b>Unwanted touch scenarios</b><br><b>PANTS cards</b>  | <b>Relationships education</b><br>Families and people who care for me (F6)<br>Being safe (BS1, BS3, BS4, BS5, BS6, BS7)<br>Respectful relationships (RR2, RR3, RR7, RR11)                   |
| <b>Lesson 3</b><br>Families and People Who Help Us        | <b>Learning Intention</b><br>To understand that families can be different and to know who I can talk to if I feel upset, worried or unsafe<br><b>Learning Outcomes</b><br>I can name some different kinds of families.<br>I can talk about how family members help and care for each other.<br>I can name at least two people I could talk to if I needed help   | <b>Families pictures</b><br><b>Who can I talk to? worksheet</b><br>The Family Book, Todd Parr                          | <b>Relationships education</b><br>Families and people who care for me (F1, F2, F3, F4, F6)<br>Respectful, Kind Relationships (RR11)<br>Being safe (BS4, BS6, BS7)                           |
| <b>Lesson 4</b><br>Staying Safe and Getting Help – Online | <b>Learning Intention</b><br>To understand how to stay safe online and what to do if someone makes us feel uncomfortable or unsafe in a message, photo or video.<br><b>Learning Outcomes</b><br>I can explain why my body is private online as well as offline.<br>I know what to do if someone sends or asks for something that makes me feel worried or confused.<br>I can name a trusted adult I could talk to if something online didn't feel right. | <b>Advice Scenarios</b><br><b>Advice Scenarios Teacher Guide</b><br>Pictures of staff and the school safeguarding team | <b>Relationships education</b><br>Online safety and awareness (OS1, 2, 3, 4, 5, 6)<br>Being safe (BS1, 2, 3, 4, 5, 6)<br><b>Health Education</b><br>Wellbeing Online (WO1, 4, 5, 8, 10, 11) |

## Appendix 3 continued

### YEAR 4: SCHEME OF WORK - GROWING UP WITH RESPECT

Teach  
5/6

**Key Vocabulary:** puberty, private parts, lifecycle, emotions, reproduction, periods, sperm, penis, vulva, testicles, scrotum, uterus, nipples, respect, fairness, feelings, friendship, kind, honest, boundaries, personal space, stereotype, difference, unique, upstander, trust, support, identity, confident

| Title                                  | Learning Intentions and Learning Outcomes  | Resources   | Statutory Guidance   |
|--|--|---|--|
| <b>Lesson 1</b><br>Changes             | <b>Learning Intention</b><br>To understand that puberty is an important stage in the human lifecycle<br><b>Learning Outcomes</b><br>I can name stages in the human lifecycle.<br>I can describe some physical changes that happen during puberty.<br>I can use agreed words to name male and female body parts.  | Whiteboard slides – Lifecycle<br>Whiteboard slides – Bingo images<br>Whiteboard slides - Lifecycle quiz<br>Body Part Bingo cards<br>Body Changes pictures<br>Lifecycle Quiz answers | <b>Health Education</b><br>Developing bodies (DB 1, 3)<br>Science curriculum (51, 54)  |
| <b>Lesson 2</b><br>What is puberty?    | <b>Learning Intention</b><br>To learn about the emotional and physical changes of puberty, including how the body prepares for reproduction.<br><b>Learning Outcomes</b><br>I can describe some physical and emotional changes that happen during puberty.<br>I can explain that these changes help the body get ready for having a baby in the future (if someone chooses to).<br>I know that puberty starts at different times for different people. | Puberty Card Sort<br>Puberty Card Sort whiteboard summary<br>Body Changes worksheet<br>Puberty Changes Teacher Guide  | <b>Health Education</b><br>Developing bodies (DB 1, 2, 3)<br>Science curriculum (51, 54)   |
| <b>Lesson 3</b><br>Healthy Friendships | <b>Learning Intention</b><br>To explore healthy and unhealthy friendships and how to balance our own needs with the needs of others.<br><b>Learning Outcomes</b><br>I can describe what makes a friendship feel respectful and fair.<br>I can explain how to be kind while still speaking up about my own feelings.  | Healthy Friendships cards<br>Freeze frame scenario cards<br>Relationship pictures   | <b>Relationships education</b><br>Caring friendships (CF 1, 2, 4, 5, 6, 7)<br>Respectful, Kind relationships (RR 3, 4, 5, 6)   |
| <b>Lesson 4</b><br>Valuing Difference  | <b>Learning Intention</b><br>To explore what makes people unique and how to show respect for those who are different from us.<br><b>Learning Outcomes</b><br>I can describe what makes me unique.<br>I can explain what a stereotype is and why it can be unfair.<br>I can think of kind ways to respond when someone is treated unfairly.   | Circle talk object<br>Sorting labels and statements<br>Stereotype scenario cards  | <b>Relationships education</b><br>Families and people who care for me (F3)<br>Caring friendships (CF 1, 2, 4, 5, 6, 7)<br>Respectful, Kind relationships (RR 5, 8, 10)<br><b>Health Education</b><br>General wellbeing (GW 4, 7) |

### YEAR 5: SCHEME OF WORK - PUBERTY AND PERSONAL BOUNDARIES

Teach  
5/6

**Key Vocabulary:** puberty, physical changes, menstruation, periods, menstrual products, sperm, egg, semen, erection, pubic hair, sweat, breasts, spots, emotional changes, hormones, boundaries, personal space, consent, assertive, kindness, empathy, upstander, fairness, inclusion, self-esteem, identity, stereotypes, peer pressure, support, trusted adult

| Title   | Learning Intentions and Learning Outcomes  | Resources   | Statutory Guidance  |
|---|--|---|---|
| <b>Lesson 1</b><br>Talking about puberty                      | <b>Learning Intention</b><br>To learn about the main physical and emotional changes during puberty.<br><b>Learning Outcomes</b><br>I can describe the main physical and emotional changes that happen during puberty.<br>I can ask questions about puberty with confidence and respect.  | Puberty Changes Teacher Guide<br>Puberty Changes worksheet<br>Reproductive System slides<br>Pupil Questions template  | <b>Health Education</b><br>Developing bodies (DB 1, 2, 3)<br>Science curriculum (51, 2, 3, 4)                             |
| <b>Lesson 2</b><br>The Reproductive System                    | <b>Learning Intention</b><br>To understand the changes to the reproductive system in puberty.<br><b>Learning Outcomes</b><br>I can explain how puberty affects the reproductive organs.<br>I can describe what happens during menstruation and sperm production.<br>I can talk about how these changes might make people feel.                                   | Reproductive System slides<br>Puberty Changes Teacher Guide<br>Menstrual Cycle animation<br>Male Changes PowerPoint<br>Puberty Card Game<br>Puberty Card Game answer sheet<br>Puberty Card Game whiteboard summary<br>Selection of menstrual products | <b>Health Education</b><br>Developing bodies (DB 1, 2, 3)<br>Science curriculum (51, 2, 3, 4)                             |
| <b>Lesson 3</b><br>Puberty Help and Support                   | <b>Learning Intention</b><br>To learn how to care for our bodies and feelings during puberty, and where to find support.<br><b>Learning Outcomes</b><br>I can explain how to stay clean and healthy during puberty.<br>I can describe how puberty might affect emotions and friendships.<br>I can name safe places or people I can go to for advice and support. | Kim's Game items<br>Kim's Game Teacher Guide<br>Year 5 Puberty Problem Page<br>Year 5 Problem Page Teacher Guide  | <b>Health Education</b><br>Developing bodies (DB 1, 2, 3)<br>Science curriculum (51, 2, 3, 4)                             |
| <b>Lesson 4</b><br>Respect, Boundaries and Being an Upstander | <b>Learning Intention</b><br>To understand how respecting ourselves and others helps us to set healthy boundaries and build positive relationships.<br><b>Learning Outcomes</b><br>I can show what it looks like to be assertive but kind.<br>I can explain how to set and respect boundaries.<br>I can give one example of how to be an upstander.              | Upstander Scenarios   | <b>Relationships education</b><br>Caring friendships (CF 2, 6)<br>Respectful and kind relationships (RR 2, 4, 5, 6, 8, 9) |

## Appendix 3 continued

### YEAR 6: SCHEME OF WORK - PUBERTY, RELATIONSHIPS AND REPRODUCTION



Key Vocabulary: puberty, reproduction, sexual intercourse, uterus, pregnancy, adoption, fostering, IVF, consent, communication, boundaries, respect, privacy, appropriate, inappropriate, pressure, assertive, permission, online, offline, bullying, harassment, discrimination, sexuality, safety, report, trusted adult, empathy, responsibility

| Title  | Learning Intentions and Learning Outcomes   | Resources   | Statutory Guidance  |
|--|---|---|---|
| <b>Lesson 1</b><br>Puberty and reproduction                              | <b>Learning Intention</b><br>To understand how the body changes during puberty in preparation for reproduction.<br><b>Learning Outcomes</b><br>I can describe some changes that happen during puberty.<br>I can explain why these changes prepare the body for reproduction.<br>I can use the correct scientific words for body parts and processes.<br>I can talk about puberty and reproduction with confidence.  | <b>Puberty Changes Teacher Guide</b><br><b>Puberty Body Part slides</b><br><b>Reproduction question sheet</b><br><b>Reproduction answer cards</b><br><b>Reproduction whiteboard summary</b><br><b>Pupil question template</b> | <b>Health Education</b><br>Developing bodies (DB 1, 2, 3)<br><b>Science curriculum</b> (51, 2, 3, 4)<br><br>Contains non-statutory Sex Education. Parents have the right to withdraw  |
| <b>Lesson 2</b><br>Communication and consent in relationships            | <b>Learning Intention</b><br>To understand why communication is important in relationships and why consent matters before any kind of physical touch.<br><b>Learning Outcomes</b><br>I can describe why communication is important in friendships and relationships, especially before physical touch is involved.<br>I can explain what consent means.<br>I can recognise when consent is given, not given, or withdrawn.<br>I can explain how both words and body language can show consent.  | <b>Communication and Touch cards</b>  | <b>Relationships Education</b><br>Caring friendships (CF4)<br>Respectful kind relationships (RR 1, 2, 3, 4)<br>Being safe (BS 3)  |
| <b>Lesson 3</b><br>Families, conception and pregnancy                    | <b>Learning Intention</b><br>To understand how families can be formed and how a baby is conceived and begins to grow.<br><b>Learning Outcomes</b><br>I can describe the decisions that have to be made before having children.<br>I can describe how a baby is conceived and begins to grow.<br>I can use the correct scientific words when talking about conception and pregnancy.<br>I can explain why consent is important in sexual relationships.  | <b>Couple pictures</b><br><b>How does a baby start? cards</b><br><b>How does a baby start? whiteboard summary</b>   | <b>Relationships education</b><br>Families and people who care for me (F 1, 2, 3, 4, 5)<br><b>Science curriculum</b> (52, 53, 55)<br><br>Contains non-statutory Sex Education. Parents have the right to withdraw   |
| <b>Lesson 4</b><br>Communication and respect in relationships and online | <b>Learning Intention</b><br>To understand what is appropriate and inappropriate to share, and to know what to do if something makes us feel unsafe or uncomfortable.<br><b>Learning Outcomes</b><br>I can explain why some things are safe, positive and appropriate to share, and others are not.<br>I can recognise when online behaviour (like editing photos, sharing adult content, or using sexualised language) is harmful.<br>I can describe how harmful content or bullying online can make someone feel.<br>I can explain what steps I can take if I feel pressured, bullied, or shown something inappropriate | <b>Communication Scenario cards</b><br><b>Advising a friend - Teacher guide</b>   | <b>Relationships education</b><br>Respectful relationships (RR9, RRI 1)<br>Online safety and awareness (OS 1, 2, 3, 4, 5, 6)<br>Being safe (BS 1, 2, 4, 5, 6, 7)<br><b>Health Education</b><br>General wellbeing (GW7)<br>Wellbeing Online (WO 1, 4, 5, 7, 8, 10, 11) |

**Appendix 4 – Parent/carer form: Right to be excused from sex education within RSE**

| TO BE COMPLETED BY PARENTS/CARERS  |  |       |  |
|--|--|-------|--|
| Name of child  |  | Class |  |
| Name of parent/carer   |  | Date  |  |
| Reason for being excused 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  |  |       |  |
| HT signature   |  |       |  |
| Date   |  |       |  |

## **Appendix 5 – Supporting documents**

1. [Relationships and sex education \(RSE\) and health education](#) DfE statutory guidance to be implement from September 2025 or September 2026) This guidance sets out legal duties with which schools must comply when teaching relationships education, RSE and health education.
2. [Physical Health and Mental Wellbeing DfE statutory guidance](#)
3. [The Church of England Vision for Education – ‘Deeply Christian, Serving the Common Good’](#). Our church schools must be committed to being welcoming and inclusive communities where all feel included, can learn and flourish, living out Jesus’s promise of ‘life in all its fullness’ (John 10:10), regardless of their family arrangements, beliefs or sexual or gender orientation.
4. [The Equality Act 2010](#). The Act protects people from discrimination and harassment. It places a duty on educational facilities to be proactive in considering the need to address inequalities.
5. [Flourishing For All](#) published by the Church of England’s education Office; September 2024 (1st edition). This document seeks to offer guidance and support in tackling bullying in schools.
6. [Pastoral Principles for Living Well Together](#); Church of England; April 2019. These principles help shape the way we all relate to one another.
7. The Church of England’s Education Office publication, [‘RSHE Principles and Charter’](#) – This document explores the pastoral principles in more depth and how they relate to delivery of RSE in schools.