



**RELATIONSHIPS AND SEX EDUCATION
POLICY**

**Stoke Damerel Primary
Academy**

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1 Aims

- 1.1 This is the relationships and sex education policy of Stoke Damerel Primary Academy
- 1.2 The Academy believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships and sex education 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. The Academy 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 The Academy recognises that the role of Parents in the development of their children's understanding about relationships is vital. Parents are 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 Academy's relationships and sex education programme is intended to complement and support the role of Parents in educating their children about sexuality and relationships.
 - 1.2.3 The Academy recognises 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 The Academy 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, biphobia and sexual violence / harassment.
 - 1.2.5 The Academy has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the Academy's behaviour policy and pastoral and support system as well as by a planned programme of evidence-based relationships and sex education programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.
 - 1.2.6 The Academy recognises the central role that the relationships and sex education programme plays in key regulatory standards; for example, through the Academy's 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 The Academy recognises the role of the pupil voice and the benefit of hearing the lived experience of pupils, in creating, developing and reviewing the relationships and sex education programme and academy culture.

1.2.8 The Academy 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 academy approach that prepares pupils for life in modern Britain, including through the planned programme and delivery of evidence-based content of the relationships and sex education programme.

1.2.9 The Academy relationships and sex education programme reflects and supports the Academy's values:

“At Stoke Damerel Primary, we believe in everyone having a voice that should be heard. We teach children how to share their opinions and how to listen to others. We teach children that 'difference' or being 'different' is something to learn about and learn from and is something to be celebrated.

Our core school values are to help our pupils become well-rounded, ambitious children who strive to reach their potential through the exciting opportunities and experiences we provide. This is reflected in our school motto 'Dream Big, Achieve Together'.”

2 Scope and application

2.1 This relationships and sex education policy applies to the primary age phase of the Academy.

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

3 Regulatory framework

3.1 This policy has been prepared to meet the Academy's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 EYFS statutory framework for group and school-based providers (DfE, effective from November 2024);

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 DfE [Relationships education, relationships and sex education 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](#) (DfE, December 2023, updated February 2024);
 - 3.2.4 [Sharing nudes and semi-nudes: advice for education settings working with children and young people](#) (UKCIS, March 2024);
 - 3.2.5 [Searching, screening and confiscation: advice for schools](#) (DfE, July 2022, in force from September 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 and health education FAQs](#) (DfE, April 2019, updated July 2020)¹;
 - 3.2.10 [DfE guide for parents that schools can use to communicate about teaching relationships and health education](#); (DfE, June 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)²; and
 - 3.2.15 [Teaching online safety in schools](#) (DfE, January 2023).
- 3.3 The following Academy policies, procedures, documents and resources material are relevant to this policy:
- 3.3.1 Safeguarding and child protection policy and procedures;
 - 3.3.2 Behaviour policy;
 - 3.3.3 Anti-bullying policy;
 - 3.3.4 Equality, Diversity and Inclusion policy;
 - 3.3.5 Special education needs and disability (SEND) policy;
 - 3.3.6 PSHE policy;
 - 3.3.7 Online safety policy;
 - 3.3.8 Curriculum policy;
 - 3.3.9 Child-on-child policy

¹ Note - the DfE has recently marked this guidance as having been published under the 2016 to 2019 May Conservative government

² Note - the DfE has recently marked this guidance as having been published under the 2019 to 2022 Johnson Conservative government

4 **Publication and availability**

- 4.1 This policy is published on the Academy's website
- 4.2 This policy is available in hard copy on request from the school office
- 4.3 A copy of this policy is available for inspection from the school office during the school day.
- 4.4 This policy can be made available in large print or other accessible format if required.

5 **Definitions**

- 5.1 Where the following words or phrases are used in this policy:
 - 5.1.1 references to the **Proprietor** are references to Stoke Damerel Primary Academy;
 - 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 the Academy is open to pupils during term time. The dates of terms are published on the Academy's website.

6 **Responsibility statement and allocation of tasks**

- 6.1 The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.
- 6.2 The Proprietor 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 Proprietor 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 Proprietor is required to ensure that all those with leadership and management responsibilities at the Academy actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.

6.4 The Academy will take a whole school approach to relationships and sex education. The Academy will appoint an appropriate senior teacher in a leadership position with dedicated time to lead specialist provision. The subject leader will hold at least termly meetings with the pupil body; the Senior Leadership Team and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the Academy's 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 Proprietor 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	Isla Ellis	As required, and at least termly
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Annie Blackie	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	Annie Blackie	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the Academy's processes under the policy	Isla Ellis	As required, and at least annually
Formal annual review	Proprietor	Annually
Overall responsibility for content and implementation	Proprietor ⁴	As a minimum annually

7 **Definition of relationships and sex education**

7.1 Relationships education for primary education is part of the PSHE

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 Academy science curriculum policy 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.

7.3 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 Academy scheme of work for PSHE details the what each topic covers and when each topic is taught. See [Appendix 1](#) for a broad overview of the curriculum map.

8 Equality

- 8.1 The Academy will ensure that it considers the makeup of the student body, including the gender and the age range of the pupils and take this into account in the design and teaching of sex and relationships education. The Academy 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.
- 8.2 The Academy 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. The Academy 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 the Academy recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children. The Academy will act as though sexual harassment and online sexual abuse are happening, even when there are no specific complaints or reports about it.
- 8.3 The Academy 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.
- 8.4 As part of this whole-school approach, the Academy (including through the PSHE co-ordinator and Senior Leadership Team) will meet with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships and sex education programme and / or culture of the Academy.
Students with special educational needs and disabilities (SEND): relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities and to ensure teaching will be differentiated and personalised. The Academy 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.

8.5

8.6 **Lesbian, Gay, Bisexual and Transgender (LGBT):** The Academy encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The Academy is aware that children who are or perceived to be LGBT can be targeted by other children and is committed to countering homophobic, biphobic and transphobic abuse. LGBT inclusion is part of the statutory relationships and sex education curriculum, and the Academy will ensure that its teaching is sensitive and age appropriate in content and will consider when it is appropriate to teach pupils about LGBT. This content will be fully integrated into the programme of study rather than delivered as a stand-alone unit or lesson.

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

8.7.1 in the way it provides education for pupils;

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

8.7.3 subjecting them to any other detriment.

8.8 The Academy is also aware of its duties to teach about equality issues and to ensure teaching at the Academy does not discriminate against pupils.

9 **Curriculum delivery**

9.1 The Academy will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.

9.2 Curriculum content and curriculum delivery will be underpinned by the Academy's behaviour policy and pastoral support system, as well as by a planned programme of evidence-based relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

9.3 The content of the relationships and sex education curriculum is delivered through the two curriculum areas of science and PSHE. It is carefully sequenced with sufficient time allocated for topics day

9.4 The Academy often invites visiting speakers to the Academy to help enhance and enrich our curriculum, our pupils' experiences and broaden their horizons and this is actively encouraged. The Academy 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 the Academy's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. The Academy will ensure any visiting speaker is appropriately supervised when on school premises. In the unlikely event that the content, resources or delivery falls outside the Academy's expectations, or is deemed inappropriate, the Academy will take appropriate action, which could include stopping the presentation altogether.

Assessment and pupil progress

Teachers are expected to plan, teach and assess the subject and measure pupil progress in accordance with the high expectations across the Academy in other subject areas. This will be regularly monitored and reviewed by the PSHE coordinator and regularly reported to SLT and Trustees.

10 Resources

- 10.1 All resources will be assessed to ensure they are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught.
- 10.2 The Academy will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.
- 10.3 The PSHE coordinator will lead the collation, assessment, review and use of these resources.

11 Pupil questions

- 11.1 The Academy appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the Academy's curriculum. The Academy's 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 a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.
[• *Academies may wish to customise further if they have specific strategies for dealing with these situations, e.g.: referral to Parents / Parental involvement.*]

12 **Safeguarding, reports of abuse and confidentiality**

- 12.1 The Academy will follow *Keeping children safe in education (KCSIE)* and will ensure 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. The Academy 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 the Academy for example in particular cohorts.

- 12.2 Teachers will follow the Academy's policy on confidentiality between themselves and students and manage an appropriate level of confidentiality. Students should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the Academy's Safeguarding and child protection policy and procedures if a child protection issue is raised.
- 12.3 In addition, but not alternatively to following the Academy's Safeguarding and child protection policy and procedures, teachers will also consider whether any anti-bullying and / or disciplinary issues arise following any pupil concerns and will follow the Academy's Behaviour policy and Anti-bullying policy as appropriate.
- 12.4 The Academy will encourage students to talk to their Parents and support them to do so. The Academy will also inform students of sources of confidential help, for example, the School Nurse, counsellor, GP or local young person's advice service.
- 12.5 Where the Academy invites external agencies to support the delivery of these subjects, the Academy will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

13 Parents' participation

- 13.1 The Academy recognises that Parents are the first teachers of their children and that they play a vital role in:
- 13.1.1 teaching their children about relationships and sex;
 - 13.1.2 maintaining the culture and ethos of the family;
 - 13.1.3 helping their children cope with the emotional and physical aspects of growing up;
 - 13.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.
- 13.2 The Academy will consult with Parents in the development and review of this policy and on the content of the relationship and sex education programmes, including a sample of resources to be used.
- 13.3 The Academy will communicate to Parents an overview of what will be taught and when in delivering relationships and sex education, including a sample of resources to be used. See Appendix 1.
- 13.4 In order to support the emotional and physical development of pupils during the transition between primary and secondary phases of education, the School 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. See Appendix 1
- 13.5 The Academy will regularly engage with Parents to seek their views on the quality of relationships education and relationships and sex education and on school culture.
- 13.6 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.

- 13.7 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 relationships and sex education at primary age except for those parts included in the science curriculum.
- 13.8 Headteacher 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.]
- 13.9 The Parents' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the Academy. There is no right to withdraw from relationships education.

14 **Consultation**

- 14.1 This policy has been produced and will be reviewed in consultation with Parents, teachers and pupils and seeks to take into account the views of the Academy's community.

15 **Training**

- 15.1 The Academy will carefully consider the suitability of staff teaching relationships and sex education and will ensure they are committed to the priority the Academy affords to the subject and to professional development in the subject. The Academy will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.
- 15.2 The Academy will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.
- 15.3 The Academy 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.

15.4 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 teacher training materials in respect of relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.

15.5 The Academy maintains written records of all staff training.

16 Record keeping

16.1 All records created in accordance with this policy are managed in accordance with the Academy's policies that apply to the retention and destruction of records.

16.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the Academy's Safeguarding and child protection policy and procedures including incidents involving sexual harassment and sexual violence.

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

17 Monitoring, evaluation and review

17.1 The subject leader with responsibility for PSHE, and science, will ensure that:

17.1.1 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;

17.1.2 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;

17.1.3 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;

17.1.4 any review of the programme includes an opportunity for the views of Parents to be considered;

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

17.1.6 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).

18 Version control

Date of adoption of this policy	November 2025
Date of last review of this policy	November 2025
Date for next review of this policy	November 2026

Appendix 1 Relationships and Sex Education curriculum map

Overview of the delivery of teaching units coverage across curriculum areas. It is strongly recommended that the Academy considers and evidences the amount of time given to different methods of curriculum delivery as KCSIE 2022 now states that RSE curriculum delivery will be delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Year 1

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, that people show feelings differently and that stereotyping is unfair.	Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, dealing with allergic reactions and people in the community who keep us healthy.	Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying hazards in the home and people in the community who keep us safe.	Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy.	Learning about what money is and where it comes from, how to keep cash safe, the function of banks and building societies, spending and saving and some job roles in and out of school.

Year 2

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: that families are composed of different people who offer each other care and support; how other people show their feelings and how to respond. Looking at conventions of manners and developing an understanding of self-respect.	Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals, developing a growth mindset and understanding dental hygiene.	Developing understanding of safety: roads and medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.	Learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school councils work and voicing an opinion.	Learning about where money comes from, how to look after money, how we use money and looking at careers and jobs.

Year 3

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist.	Understanding that a healthy lifestyle includes physical activity, a balanced diet, rest and relaxation; exploring identity through groups we belong to and how our strengths can be used to help others; learning how to solve problems by breaking them down.	Learning how to: call the emergency services; responding to bites and stings; be a responsible digital citizen; learning about: cyberbullying, identifying unsafe digital content; influences and making independent choices and an awareness of road safety.	Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy.	Introduction to creating a budget and learning about: the different ways of paying, the emotional impact of money, the ethics of spending and thinking about potential jobs and stereotypes.

Year 4

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning that families are varied and differences must be respected; understanding: physical and emotional boundaries in friendships; the roles of bully, victim and bystander; how behaviour affects others; appropriate manners and bereavement.	Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming activities and developing independence in dental hygiene.	Building awareness of online safety and benefits and risks of sharing information online; the difference between private and public; age restrictions; the physical and emotional changes in puberty; the risks associated with tobacco and how to help someone with asthma.	Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	Exploring: choices associated with spending, what makes something good value for money, stereotypes in the workplace, career aspirations and what influences career choices.

Year 5

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Developing an understanding: of families, including marriage, of what to do if someone feels unsafe in their family; that issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our attributes.	Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation.	Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.	An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community.	Developing understanding about income and expenditure, borrowing, risks with money, career choices, finance and feelings, stereotypes in the workplace.

Year 6

Introductory lesson: A stand-alone lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.

Families and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief.	Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals.	Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.	Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy.	Exploring: attitudes to money, how to keep money safe, banks and organisations, the risks of gambling, career paths and the variety of different jobs available.
				Identity
				Two lessons on the theme of personal identity and body image.

Appendix 2 Parents' consultation and review process

General principles

We will consult with Parents when developing and reviewing our policies for relationships education, which help inform our decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for Parents to input, ask questions, share concerns and for the Academy to decide the way forward.

We 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 Academy and consultation does not provide a Parental veto on curriculum content or delivery.

As part of our consultation with Parents we will provide examples of the resources we plan to use, for example the books we will use in lessons. We may adapt our timescales, process and content to respond to the needs of the Academy and pupils.

Example timetable for consultation process

Action	Timeframe guidelines to complete draft policy, parent consultation and final policy
RSE Academy policy (Staff and pupils may be consulted before this draft is produced)	
Whole school communication publicising Parent consultation on RSE, including what consultation will constitute.	As early as practicable
Parent Forum to present draft Academy policy key points; including curriculum map for year group coverage and Parents right to withdraw and seek input on the issues.	e.g. Four weeks after draft Academy policy agreed Meeting with parents from each year group separately.

Throughout the process, SLT ensures individual Parents can request / offered individual meetings to discuss specific concerns regarding RSE.	
Presentation to Parents of Relationships Education and Relationships and Sex Education Policy, the teaching units to be delivered and when, along with example resources e.g. lesson plans / books Explanation to Parents of the right to withdraw, in what circumstances and how.	Complete before the end of term
(Staff training to take place after the policy and scheme of work / curriculum map has finally be decided)	
Communication to Parents of the end of the process of consultation and publication of final version of the RSE policy on the Academy website	
Plan to review policy with Parents	Academy to determine frequency, at least annually

