Achieving Success Together

Relationships and Sex Education Policy

Formally adopted by the Governing Board of:	**Browick Road Primary and Nursery School**
On:	**15th July 2026**
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1. Aims

What overarching curriculum principles inform the design of our curriculum?

Knowledge and vocabulary rich

This principle recognises the important role that knowledge, and vocabulary as a particularly important type of knowledge, plays in learning. We identify and map vocabulary across the curriculum, both in terms of the introduction of new vocabulary and the necessary repetition of vocabulary that has gone before. New vocabulary, called keywords, are signalled in bold in our lesson materials to indicate their importance.

Sequenced and coherent

A careful and purposeful sequencing of our curriculum content underpins its design, ensuring that pupils are able to build on and make links with existing knowledge. At its simplest this means ensuring, for example, that when teaching First Aid, pupils are taught to be able to make an emergency call and deal with common injuries, before building their knowledge to be able to administer CPR and explain the purpose of a defibrillator. Attention is paid to vertical coherence via threads, which map the developments of concepts over time. For example, in the thread 'Wellbeing', pupils learn about basic self-care, emotions, and how to understand their own feelings and those of others. As they advance, they delve into more complex topics such as mental wellbeing, strategies for managing stress, and resilience. This includes teaching pupils how to recognise and talk about their emotions, understand the importance of physical health, and develop First Aid skills.

Evidence-informed

Our evidence-informed approach enables the rigorous application of research outcomes, science of learning and impactful best practice both in education in general and at a subject specific level. For example, the design of our resources reflects findings from Sweller's cognitive load theory and Mayer's principles of multimedia learning whilst our lesson design draws on Rosenshine's principles of instruction. We also draw on findings from research organisations such as the Education Endowment Foundation (EEF). At the subject level, we align with the DfE statutory guidance on relationships education, relationships and sex education (RSHE), and health education, meaning that our curriculum meets the necessary requirements for teaching RHE and RSHE.

Flexible

Our flexible approach enables schools to use our resources in a way that fits their context and meets the varying needs of teachers and their pupils. Our curriculum can be used in its entirety or units can be selected to complement existing curricula. Our resources are adaptable so that teachers can add local context, can edit or add checks for understanding, or adapt practice tasks to better reflect the prior knowledge of their pupils. Our curriculum can be delivered in lessons, form or tutor time, and through assemblies. Whilst flexible, our lessons will always adhere to the statutory guidance on relationships education, relationships and sex education (RSHE), and health education.

Diverse

Our commitment to breadth and diversity in content, language, texts, and media can be seen throughout the curriculum, for example in the group of diverse school age characters that feature in our resources. We incorporate a wide range of examples and case studies from various cultures and societies to ensure pupils understand and appreciate diversity. Lessons feature stories and scenarios from different cultural backgrounds, promoting empathy and global awareness. Pupils learn about the importance of equality and legal protections against discrimination based on race, disability, religion, and other protected characteristics. This approach educates pupils about their rights and responsibilities while encouraging respect and valuing differences.

Accessible
Our curriculum is intentionally designed to facilitate high-quality teaching as a powerful lever to support pupils with SEND. Aligned with EEF guidance, our resources have a focus on clear explanations, modelling and frequent checks for understanding, with guided and independent practice. Lessons are chunked into learning cycles and redundant images and information are minimised to manage cognitive load. Our resources are purposefully created to be accessible, for example by using accessible fonts, colours with good contrast, and captions in our videos. We use characters and case studies that relate to real-life situations, such as discussing approaches to staying safe online, helping pupils to see the relevance to them.

Our school supports the aims and objectives set out by the Secretary of State for Education in the RSHE Guidance 2025, which says: *"Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.*

In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.

Teaching about mental wellbeing is central to these subjects, especially as a priority for parents is their children's happiness. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. The new subject content will give them the knowledge and capability to take care of themselves and receive support if problems arise.

All of this content should support the wider work of schools in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy successful and productive members of society. Central to this is pupils' ability to believe that they can achieve goals, both academic and personal; to stick to tasks that will help them achieve those goals, even when the reward may be distant or uncertain; and to recover from knocks and challenging periods in their lives.

These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others', wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreword, 2025

Our vision at Browick is "**Achieve Success Together**" and our RSHE program supports this, encouraging the children to support each other, allowing everyone to flourish educationally, academically and personally and building resilience as individuals. Our **core values are respect, trust and honesty** which are all reflected in the way RSHE is delivered in our school. Respect of each other and our life experiences, treating each person as a unique individual of inherent worth; trust in each other when discussing topics of great importance; **honesty** on the part of each individual involved, including staff, when delivering vital information and discussing it as a group. Our ethos is: "One School – One Community". Within this, we believe that our school is happy; it is at the heart of the community; that everyone is important and valued; that everyone has a voice – we talk and we listen; we work together to support and help each other and we encourage each other to carry on learning. At the heart of our ethos is our vision – achieving success together. We believe that working and learning together is the best way to become successful and our RSHE curriculum encompasses that. Today's complex world requires being able to cope with great opportunities and great challenges, something that we strive to support the children to be

able to do. The knowledge the children gain in this subject will allow them to be able to support their own wellbeing and provide support for those around them, thereby allowing progress across the curriculum.

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017.
We are not required to provide sex education, but we do need to teach the elements of sex education contained in the science curriculum.
Years 1-4 cover a topic called **Animals, including humans** within their Science curriculum.
In Year 1, the relevant Science objectives are as follows:
Pupils should be taught to:

- identify and name a variety of common animals including fish, amphibians, reptiles, birds and mammals
- identify and name a variety of common animals that are carnivores, herbivores and omnivores
- describe and compare the structure of a variety of common animals (fish, amphibians, reptiles, birds and mammals including pets)
- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense

In Year 2, the relevant Science objectives are as follows:
Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Year 3, the relevant Science objectives are as follows:
Pupils should be taught to:

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat
- identify that humans and some other animals have skeletons and muscles for support, protection and movement

In Year 4, the relevant Science objectives are as follows:

- describe the simple functions of the basic parts of the digestive system in humans
- identify the different types of teeth in humans and their simple functions
- construct and interpret a variety of food chains, identifying producers, predators and prey

In Year 5 they cover the topic of **Animals, including humans** but also have a topic called **Living things and their habitats.**
In Year 5, the relevant Science objectives are as follows:
Living things and their habitats
Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals

Animals, including humans
Pupils should be taught to:

- describe the changes as humans develop to old age (including puberty)

In Year 6 they cover the topic of **Animals, including humans** but also have a topic called **Living things and their habitats** and a topic called **Evolution and inheritance.**
In Year 6, the relevant Science objectives are as follows:

Living things and their habitats
Children should be taught to:
- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including micro-organisms, plants and animals
- give reasons for classifying plants and animals based on specific characteristics

Animals including humans
Pupils should be taught to:
- identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood
- recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- describe the ways in which nutrients and water are transported within animals, including humans

Evolution and inheritance
- recognise that living things have changed over time and that fossils provide information about living things that inhabited the Earth millions of years ago
- recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents
- identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution

In teaching RSHE, we must have regard to guidance issued by the secretary of state, as outlined in section 403 of the Education Act 1996.
We must also have regard to our legal duties set out in:
- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Browick Road Primary & Nursery School, we teach RSHE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – the RSHE leader used all relevant information including local and national guidelines.

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – teachers delivered trial lessons with pupils and sought their feedback

5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about community, relationships, online safety, wellbeing and growing up.
RSHE involves a combination of sharing information and exploring issues and values.
RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents/carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

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

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE/RSHE) education curriculum. Biological aspects of RSHE are taught within the Science Curriculum.
Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships as seen in our RSHE overview in Appendix 1.

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

- Community
- Relationships
- Online Safety

- Wellbeing
- Growing Up

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diveRSHE range of pupils will relate to them
- Is sensitive to all pupils' experiences

During lessons, make pupils feel:

- Safe and supported
- Able to engage with key messages

We will also:

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

6.2 Use of resources

We will consider whether any resources we plan to use:

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

Year 6 will learn about conception and how a baby is born as part of our RSHE delivery. For more information about our RSHE curriculum, see Appendix 1.

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

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7. Use of external organisations and materials

We will make sure that any external agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy,

the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards
        - The Equality Act 2010
        - The Human Rights Act 1998
        - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with

- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

8. Roles and responsibilities

8.1 The Governing Board

The Governing Board will approve the RSHE policy and hold the Headteacher to account for its implementation.

8.2 The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE

- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE

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

Teachers are responsible for delivering RSHE in our school.

8.4 Pupils

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

9. Parents' right to withdraw

Parents do not have the right to withdraw their child from Relationships Education, Health Education or National Curriculum Science, as these are statutory elements of the primary curriculum.

At Browick Road Primary & Nursery School, our RSHE curriculum is based on the Oak National Academy primary curriculum, which teaches Relationships Education and Health Education. The curriculum does not include any additional non-statutory sex education beyond the requirements of the National Curriculum for Science.

As a result, there are currently no RSHE lessons from which parents may withdraw their child. Any learning about human reproduction is taught through the statutory National Curriculum for Science and therefore is not subject to parental withdrawal.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nuRSHEs or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

Pupils' learning will be assessed at the end of every topic to ensure that pupils are making sufficient progress to build on prior teaching and learning and that teaching strategies and resources remain relevant and effective. Assessment activities will be implicit, forming part of a normal teaching activity to ensure that pupils do not feel under pressure. There will be self-assessment tasks throughout the programme that will confirm pupils' understanding of the topics.

The evaluation of teaching and learning assessments will be shared with pupils and parents/carers as appropriate.

The quality of RSHE teaching and learning will be monitored through RSHE learning walks, team teaching and informal drop-ins conducted by the Subject Leader and/or members of the senior leadership team. Governors will monitor the quality of provision, pupil progress and accessibility of the RSHE provision. Specific governor responsibilities are in section 38 and 39 of the RSHE Guidance. The observations and findings of which will be used to identify and inform future staff training and resource needs.

12. Responding to pupils' questions

There will always be sensitive and controversial issues within the subjects of RSHE. We believe that children are best educated and protected from harm when they are provided with a safe and supportive space to discuss issues openly, within the framework of a class 'working agreement'.

At the end of every lesson, pupils will be provided with an opportunity to ask questions as a class and will also be provided with an opportunity to raise anonymous questions through the use of an 'ask-it-basket' or 'worry box'. Teachers will answer questions as fully as they feel is age and stage appropriate, based on the level of knowledge demonstrated by pupils during the lesson.

Teachers may delay answering a pupil's question if they need time to consult with a colleague, or the leadership team, to construct an appropriate answer. Teachers can refuse to answer a question that they feel is inappropriate and will not answer personal questions about their own body, personal circumstances or lifestyle choices. If a teacher does not answer a question, the pupil will have the reasons clearly explained and the teacher will work with the pupil to identify suitable sources of information where they can obtain an answer to their question. This may include encouraging the child to ask a parent/carer or trusted adult at home.

13. Confidentiality, signposting and handling disclosures

The school's responsibility to safeguard pupils through a curriculum that prepares them to live safely in the modern world will remain central to curriculum content, teaching methodologies and supporting resources.

At the beginning of RSHE teaching, the class will discuss and create a 'working agreement'. Confidentiality will be included within this agreement so pupils are clear of the limits of confidentiality that can be guaranteed by the teacher.

At the end of every lesson, teachers will signpost pupils to information relevant to the topic being taught to ensure safe sources of information, advice and guidance are provided. If the school has any reason to believe a pupil is at risk of harm, the school will respond in accordance with the Safeguarding and Child Protection Policy.

Teachers will conduct RSHE lessons in a sensitive manner and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will immediately inform the Designated Safeguarding Lead (or a Deputy DSL) and record it on the school's internal electronic recording system (CPOMS). The Designated Safeguarding Lead will deal with the matter in line with the school's Safeguarding and Child Protection Policy.

14. Links to other school policies

This policy complements the following policies:

- Behaviour
- Equality
- Online Safety
- Safeguarding and Child Protection
- SEND

Appendix 1: Curriculum map

Relationships and sex education curriculum map

EYFS

In the Early Years Foundation Stage (EYFS), PSHE and RSE are integrated into the **Personal, Social and Emotional Development (PSED)** prime area. Rather than discrete lessons, learning is embedded through play, daily routines, and child-led activities to build self-regulation, positive relationships, and early emotional awareness

The school uses the Oak National Academy RSHE curriculum. An overview of the units taught in each year group can be found on the school's Relationships and Sex Education webpage, together with links to the full Oak National Academy curriculum resources.

Year 1 Units

1 Emotions: How do I feel today?	**2** Communities: Who am I? Who are you?	**3** Healthy relationships: Who's in my family?
4 Healthy relationships: What makes a good friend?	**5** Power in relationships: When do I feel safe?	**6** Media influence: How do I decide what to do online?
7 Our online lives: What should I do if I feel unsafe online?	**8** Physical health: How can I look after my body?	**9** Staying safe and healthy: How can I look after my body?

Year 2 Units

1 Emotions: What helps me to be happy?	**2** Communities: Who is in my community?	**3** Healthy relationships: What does a family look like?
4 Power in relationships: Should I keep secrets?	**5** Media influence: Is everything I see online true?	**6** Our online lives: Who should I talk to online?
7 Physical health: How do I eat a balanced diet?	**8** Risky substances: How do I stay safe at home?	**9** Staying safe and healthy: How can I take responsibility for my health?
10 Healthy relationships: How can we stop bullying?		

Year 3 Units

1 Emotions: How can I manage my emotions?	**2** Communities: What does it mean to be British?	**3** Healthy relationships: How can I help my family?
4 Healthy relationships: Are friendships ever perfect?	**5** Power in relationships: Who does my body belong to?	**6** Media influence: How do I keep myself safe online?
7 Our online lives: How can I be kind and happy online?	**8** Physical health: How can I get active and eat well every day?	**9** Staying safe and healthy: How can I stay safe while out and about?

Year 4 Units

1 Emotions: How can we add to our emotions toolkit?	**2** Communities: How are we all different?	**3** Healthy relationships: Do all families look the same?
4 Healthy relationships: Are all friends the same?	**5** Power in relationships: What does a healthy relationship feel like?	**6** Media influence: What is fake news?
7 Our online lives: How do I decide who to trust online?	**8** Physical health: What makes a balanced lifestyle?	**9** Staying safe and healthy: How do I avoid getting ill?
10 Puberty: How will I change as I grow up?		

Year 5 Units

1 Emotions: How can we manage challenges?	**2** Communities: How can we ensure fairness and respect for women and girls?	**3** Healthy relationships: Is there such a thing as a perfect family?
4 Healthy relationships: How can I be a great friend?	**5** Power in relationships: How do I get help if I don't feel safe?	**6** Media influence: Who decides what I experience in the online world?
7 Our online lives: How do I thrive online?	**8** Physical health: Is it hard to be healthy?	**9** Risky substances: Why do people get addicted?
10 Staying safe and healthy: How can I avoid harm?		

Year 6 Units

1 Emotions: How can we manage our emotions through periods of change?	**2** Communities: How can we show respect to people of different races and cultures?	**3** Healthy relationships: How can we live in harmony?
4 Healthy relationships: How can we have healthy boundaries?	**5** Power in relationships: What are my boundaries?	**6** Media influence: How do I decide what is true online?
7 Our online lives: What should I share online?	**8** Physical health: How do I plan a healthy week?	**9** Risky substances: Why do people use alcohol and drugs?
10 Staying safe and healthy: How can I save a life?	**11** Puberty: What happens during adolescence?	

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conveRSHEly the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Appendix 3: Letters home (Y4)

[Date]

Dear Year 4 Parents/Carers,

This half-term, we will be completing the RSHE Unit **Puberty: How will I change as I grow up?** The children will learn about how our bodies change during puberty, including information about menstruation and personal hygiene.

For more information about the lessons being taught, please click HERE. This will take you to the Oak National Academy page for the relevant lessons.

If you have any questions, please do not hesitate to contact your child's class teacher.

[Teacher]

Appendix 4: Letters home (Y6)

[Date]

Dear Year 6 Parents/Carers,

This half-term, we will be completing the RSHE unit Puberty: **What happens during adolescence?** The children will learn about the physical and emotional changes that occur during puberty, including changes that affect both males and females.

For more information about the lessons being taught, please click HERE. This will take you to the Oak National Academy page for the relevant lessons.

If you have any questions, please do not hesitate to contact your child's class teacher.

[Teacher]

Appendix 5: Top Tips for talking to your child

Top tips for talking to your child...

Talking to your child about their feelings, relationships and changing body is important. Building good channels of communication throughout childhood can help your child to communicate with you as future issues of increasing seriousness arise.

Your child needs to know that it's OK to talk, and that you're happy to talk. They will learn this through your body language, tone and manner when you talk so try to behave as you would in any other topic of conversation.

Below are some simple strategies to make talking about feelings, relationships and the body more comfortable:

- ✓ Start by talking about something that you both find comfortable, such as feelings and emotions.
- ✓ Ask your child what they think their friends know/think about the topic, as this provies a way to talk about your child's views indirectly.
- ✓ Avoid 'The Chat'. Talk about these topics little and often and over everyday events like playing, drawing, whilst driving the car or watching TV. This can help to normalise the conversation, easing uncomfortable feelings.
- ✓ Reading a story book containing relevant content is a helpful way to stimulate discussion with your child.
- ✓ Don't leave it too late. Start talking about relevant topics before you feel your child is approaching a level of curiosity about it, so you establish strong channels of communication in readiness.
- ✓ Be prepared to listen. Your child will want to have their voice heard without feeling judged. Feeling listened to will encourage your child to talk about issues in the future.
- ✓ If your child asks you a question you are not sure how to answer, don't panic! Let them know that you will answer it at another time, making sure you remember to. Sometimes a simple answer can provide a sufficient response.
- ✓ Try to listen calmly, even if what they say surprises or concerns you. Remember that it is good that they are comfortable to discuss issues with you. They need to trust that you will not respond negatively.

Make sure your child knows they can always talk to you anytime, about anything.