



Relationships and Sex Education (RSE) Policy  
(This policy incorporates RSE, Health Education and PSHE – described  
in the policy as RSHE)

Summer 2026



## Our Vision Statement

At Southglade Primary and Nursery School we believe that Personal, Social and Health Education (PSHE) is crucial in supporting children in their personal development, and underpinning learning in the classroom, school, and in the wider community. PSHE education is a subject through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in their community and manage their life effectively. We aim to encourage mutual respect, resilience, pride, independence and foster self-esteem in a happy and caring atmosphere. As a school, we promote the use of Learning Values through our RESPECT code of conduct which underpins our PSHE curriculum. Within the teaching of PSHE we also cover a range of Spiritual, Moral, Social and Cultural (SMSC) teaching to prepare our children for life in Modern Britain.

## Introduction

This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents, who are the first educators of their children in this area. It has been written with regard to the updated DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2025 and other relevant guidance documents and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education, see section 10 for more details.

The RSHE teaching in this school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life. RSHE is taught in a developmentally appropriate manner throughout the school.

## What is RSHE?

RSHE is lifelong learning about physical, moral and emotional development. Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. In primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.

Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life. RSHE supports children to identify harmful behaviours including bullying and harassment. Pupils are taught that such behaviours are never acceptable and how to seek help.

## Aims

The key objectives of our RSHE programme are to:

- Develop knowledge and understanding of positive, healthy and respectful relationships
- Support pupils to recognise their rights and responsibilities, including personal boundaries and the importance of consent
- Enable pupils to develop essential social, emotional, and relationship skills
- Prepare pupils for the physical and emotional changes of puberty
- Develop pupils understanding of reproduction and birth taught within the context of loving and caring relationships
- Promote understanding and respect for a range of families, relationships, values, beliefs and faith perspectives
- Support pupils to use the internet and digital technologies safely and responsibly
- Develop pupils' skills in assessing risk and keeping themselves and others safe
- Enable pupils to gain the knowledge and skills needed to develop and maintain healthy bodies and minds
- Support pupils to recognise, understand and manage their emotions
- Ensure pupils know how to access appropriate support

The RSHE programme is based on the needs of pupils in the school with learning outcomes appropriate to their age, development, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

We use the guiding principles in the DfE RSHE guidance 2025 to inform our provision. You will see these principles reflected through our policy:

- Engagement with pupils
- Engagement and transparency with parents

- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach

#### Pupil voice and a needs-led curriculum

Pupil voice is an important part of our RSHE programme. We provide opportunities for pupils to share their views and experiences of RSHE through class discussion, feedback activities including the pupil voice box, pupil surveys and through school ambassadors. Pupils are encouraged to share their views, and these are listened to and valued.

Information gathered from pupil voice, alongside other sources of data such as our annual health and wellbeing survey results, safeguarding, and behaviour, is used to inform curriculum planning and teaching approaches. This helps ensure our RSHE is relevant and responsive.

#### Equality, Inclusion and Support

We are required to comply with the requirements of the Equality Act 2010. Southglade Primary and Nursery School values diversity encourages respect for all and promotes the celebration of difference. We do not discriminate against pupils because of any protected characteristic (age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation). At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that all pupils receive information that is relevant to their needs.

There are many different faith and cultural perspectives on aspects of RSHE. As a school we will deliver RSHE in a factual, non-judgmental way ensuring that teachers do not promote one faith or cultural viewpoint but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches respect. Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs and values. To support this process, we will ensure that parents are made aware of what will be taught and when.

We will use a range of materials and resources that reflect the diversity of our school population and encourage acceptance and appreciation of difference. We want every child and family to feel included, respected and valued.

Teachers will plan RSHE using a variety of teaching strategies to meet the needs of pupils in their class. For some children, particularly those with special educational needs and disabilities (SEND), a differentiated, personalised or adapted approach may be necessary to ensure learning outcomes are meaningful and accessible. Staff recognise that some pupils may not access the RSHE curriculum in a linear or age-related sequence.

For example, some pupils may require explicit teaching about privacy, consent, boundaries, personal hygiene, safe touch or recognising inappropriate behaviour before they are able to access broader learning about relationships or puberty. Other pupils may display behaviours linked to developmental delay, communication needs, autism, social understanding or sensory regulation which require targeted teaching and support. In some cases, staff may need to address specific safeguarding concerns or inappropriate behaviours while simultaneously teaching more foundational knowledge, such as correct names for body parts, public and private behaviours, emotional regulation or recognising trusted adults.

Teaching will be responsive to individual need rather than solely determined by chronological age or year-group expectations. Staff will work collaboratively with parents/carers, the SEND team, safeguarding leads and external professionals where appropriate to ensure pupils receive consistent, safe and supportive messages.

Some pupils may also have experienced adverse childhood experiences or trauma which can affect their engagement with RSHE. Care will be taken to ensure teaching is delivered sensitively and appropriately, with consideration given to each child's emotional wellbeing, communication profile and developmental stage.

### The Curriculum

RSHE is taught in every year group throughout the school. The curriculum we deliver is age-appropriate and progressive, building the children's knowledge, understanding and skills year on year. RSHE content and delivery supports children to develop a positive view of healthy relationships, being healthy and safe. We work to objectives in each year group that support the outcomes outlined in the government RSHE guidance. You can find the learning outcomes for each year group here [RSE | Southglade Primary School](#).

Some elements of RSHE are delivered through National Curriculum Science:

## Year 2

*Pupils should be taught to:*

- notice that animals, including humans, have offspring which grow into adults
- describe the importance for humans of.....hygiene.

## Year 5

*Pupils should be taught to:*

- describe the changes as humans develop to old age.

Below is a list of topics covered by our RSHE programme in line with government guidance:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe
- General wellbeing
- Wellbeing online
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

As part of RSHE, pupils will be taught scientific names for genitals in an age-appropriate and sensitive way. The words we use are: vulva, vagina, penis, testicles, breasts, nipples, anus, etc. You can see when these terms are introduced in our scheme here: [RSE | Southglade Primary School](#).

We deliver our RSHE curriculum through assemblies, a weekly PSHE lesson, topic work and cross-curricular opportunities. The curriculum will be evaluated and reviewed by pupils and teachers on a regular basis.

We keep the curriculum continuously under review to ensure it is relevant and responsive to children's needs. The RSHE lead and teachers may add content to the programme to address current safeguarding issues and trends to keep children safe.

## Cyber Safety, Social Media and Healthy Relationships Online

We recognise that children and young people are increasingly exposed to information about relationships, body image, gender roles and sexual behaviour through social media, online influencers, gaming platforms and digital content. Some of this information may be inaccurate, harmful, exploitative or promote unhealthy attitudes and behaviours. As part of our safeguarding duty, we provide an age-appropriate curriculum that helps pupils critically evaluate online content and develop the knowledge and skills needed to stay safe online.

Through our RSHE curriculum, pupils will learn about cyber safety, respectful online behaviour, digital consent, privacy, healthy communication and the importance of seeking support if they encounter upsetting or inappropriate content. Pupils will be taught that online behaviour should reflect the same values of kindness, respect and inclusion expected in face-to-face relationships.

Our curriculum also addresses harmful stereotypes and attitudes, including misogyny, sexism and toxic masculinity. Pupils will be supported to understand that harmful gender stereotypes can place pressure on both boys and girls and may contribute to bullying, discrimination, harassment, emotional harm or unhealthy relationships. Teaching will promote positive masculinity, empathy, emotional literacy, respect for women and girls, and the importance of equality in all relationships.

## Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. We hold a parent meeting each year where parents/carers can familiarise themselves with the resources used and view lesson plans. If they would like to see these at other times of the year, then can speak to their child's teacher.

## Sex Education

In addition to Relationships and Health Education we also cover sex education in year 6. The content of sex education includes learning about reproduction, pregnancy and birth as well as sexual consent. It is taught in an age and stage appropriate manner. Parents can withdraw their child from this learning if they choose to.

## Teaching and Learning

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, particularly for children with special educational needs. Everyone involved in the teaching of RSHE will follow this school policy.

The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.

Within RSHE pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this, several teaching strategies will be used, including:

- Establishing ground rules/group agreement with pupils
- Using 'distancing' techniques (eg. Case studies)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using participative teaching methods, with opportunities for discussion
- Opportunities for reflection

### Safe learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support the involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights, responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic, teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and age-appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

When pupils can write independently, they will be introduced to the 'question box' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know the answer to a question, the teacher will acknowledge this and will research the question and provide an appropriate answer later if related to the topic and appropriate for the age group.
- If the question is too explicit, is outside set parameters, is inappropriate in a whole class setting or raises safeguarding concerns, the teacher will attend to it on an individual basis.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the RSHE lead as part of the evaluation and monitoring process.

### Staff training

All staff delivering RSHE are skilled and confident to do so. We undertake a regular staff RSHE training needs assessment to identify areas for development. We provide regular training and updates to staff around RSHE through Inset days and staff meetings. If a staff member has additional learning and development needs these will be supported either through mentoring from a more experienced staff member in school, team-teaching, observations, or attendance at an internal or external training event.

The RSHE lead attends regular networks to keep their knowledge and practice relevant and up to date.

### Assessment and Review

Teachers use a range of assessment strategies to track pupils' progress towards our published learning outcomes. This may include marked workbooks; self-assessment and peer assessment; floor books; end of topic quizzes. Governors will monitor the achievement of pupils in RSHE.

The RSHE lead carries out learning walks to monitor the quality of RSHE across school. Outcomes from these, alongside pupil voice and data inform the development of the RSHE programme annually.

### Parents

We believe that RSHE is a partnership between school and parents/carers. We recognise that parents are the first teachers of their children and welcome their engagement with our RSHE programme. It is important that RSHE delivered in school is explored in more detail within the context of individual families. Parents will be routinely informed about RSHE through Marvellous Me to explain when RSHE will take place in different year groups and what will be covered.

We will consult with parents on an annual basis about any needs they may have in relation to our RSHE programme.

### Right to withdraw from sex education

Whilst we always try to work with parents to explore their views, we also accept that parents can exercise their right to withdraw their child from the sex education elements of our programme (other than that which comes within the Science curriculum). There is no right to withdraw from Relationships Education or Health Education. Parents can exercise their right to withdraw their child from sex education in year 6 by sending a letter or email to the child's class teacher. The following objectives are regarded as sex education:

- I can explain how human reproduction occurs, including conception, pregnancy and birth
- I understand that there are lots of things to consider before people choose to have a baby
- I know that pregnancy can be prevented through use of contraception
- I understand what consent is
- I know that the legal age for someone to consent to sexual activity in this country is 16

Teachers will plan appropriate, purposeful education for children who are withdrawn from sex education.

### Confidentiality, safeguarding and child protection

Everyone involved in the delivery of RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils through the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality must be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to the Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with the school's and local safeguarding procedures.

### Menstrual wellbeing

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available
- Pupils can access sanitary products
- For those experiencing period poverty free sanitary protection can be accessed from our Family Support Worker

When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in year 4, with more detailed input in years 5 and 6. If your child has difficulties managing their periods at school please contact your child's class teacher for support.

#### Links to other Policies

- PSHE
- SMSC
- Anti-bullying
- Religious Education
- Science
- Safeguarding
- Equality
- Health and Safety
- Child on Child Abuse

# 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

## Appendix 1

| 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>Relationships education</b><br>Families and people who care for me (F1, 2, 3, 4, 5)<br><b>Science curriculum</b> (S2, S3, S5)<br><br><i>Contains non-statutory Sex Education. Parents have the right to withdraw</i> |
| <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 (S1)</b>                |
| <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 Jai), 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 (RR1 I)<br>Being safe (BS1, BS6, BS7) |

## 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, kilt) or <b>Pictures of objects and clothing</b> <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><b>Science Curriculum (S1)</b> |
| <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><b>Science curriculum (S1)</b> |
| <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 (OS 1, 2, 3, 4, 5, 6)<br>Being safe (BS 1, 2, 3, 4, 5,6)<br><b>Health Education</b><br>Wellbeing Online (WO 1, 4, 5, 8, 10, 11) |

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

**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><b>Science curriculum</b> (S1, S4)                                                                                                                                    |
| <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><b>Science curriculum</b> (S1, S4)                                                                                                                                 |
| <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 (CF1, 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 (CF1, 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

**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><b>Science curriculum</b> (S1, 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><b>Science curriculum</b> (S1, 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><b>Science curriculum</b> (S1, 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) |

# 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 (S1, 2, 3, 4)</b><br><br><i><b>Contains non-statutory Sex Education. Parents have the right to withdraw</b></i>                                                                   |
| <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 (S2, S3, S5)</b><br><br><i><b>Contains non-statutory Sex Education. Parents have the right to withdraw</b></i>                                      |
| <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, RR11)<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) |