

Relationships, Sex, and Health Education (RSHE) Policy

This policy is underpinned by the commitment of Discovery Schools Academy Trust to ensure the entitlement for all pupils to be taught the statutory relationships and sex curriculum and to maintain an appropriate educational environment in which all can learn and achieve.

Document History

Version	Version Date	Author	Summary of Changes
V0.1	March 2019	Liz Braithwaite	Draft policy created
V0.1	April-July 2019	Liz Braithwaite	Consultation with Trust Board, Parents and Pupils
V1.0	September 2019	Liz Braithwaite	Changes made to policy in light of consultation comments. Final version presented to Trust Board and approved
V2.0	June 2023	Zack Minton	Review and restructure of policy. To be further updated in line with KCSIE23 and then put forward to trustees so it can be ratified.
V3.0	August 2025	Zack Minton – Trust head of Safeguarding	Review of structure and refined content to accommodate all phases within the trust and to be in line with KCSIE25 and RSHE Guidance

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1. Aims

The aims of Relationships and Sex Education (RSE) in Discovery Trust are to:

- Provide a safe and respectful framework in which open, age-appropriate, and sensitive discussions can take place
- Prepare pupils for the physical and emotional changes of puberty, and give them a clear understanding of sexual development, health, and hygiene
- Support pupils to develop self-respect, confidence, resilience, and empathy in their relationships with others
- Foster a positive and inclusive culture around relationships, sexuality, and identity, ensuring that all pupils feel a sense of belonging
- Teach pupils accurate and developmentally appropriate vocabulary to describe themselves, their bodies, and their emotions
- Equip pupils with the knowledge and skills to recognise and manage healthy, safe, and respectful relationships, both online and offline
- Ensure that RSE reflects the statutory requirements of the DfE and is aligned with our safeguarding framework of Protect, React, Learn
- Equip pupils with the knowledge and confidence to recognise, challenge, and report inappropriate behaviours of a sexual nature and sexual harassment, supporting prevention of harmful sexual behaviour and child-on-child abuse.

Fairness, Impartiality, and Bias Prevention

Discovery Trust are committed to delivering RSHE in a fair, impartial, and objective way. We actively work to disrupt unconscious and confirmation bias in our teaching and decision-making.

Pupils are taught in a manner that supports and empowers them without fostering “victim think”, while ensuring that respect, dignity, and proportionate treatment are at the heart of our approach. This policy also reflects the Trust’s values of Belonging, Ambition, and Equity, ensuring that RSE promotes inclusivity, aspiration, and fairness for all pupils.

2. Statutory requirements

Discovery Trust is a multi-academy trust comprising primary, secondary, and special schools, including post-16 provision. Our statutory responsibilities are therefore as follows:

- In our primary academies, we must provide Relationships Education to all pupils, as set out in section 34 of the *Children and Social Work Act 2017*.
- In our secondary academies and secondary-age provision within our special schools, we must provide Relationships and Sex Education (RSE) to all pupils under the same Act.
- While academies are not required to follow the National Curriculum in full, we are expected to deliver a curriculum that is broad, balanced, and comparable. This includes teaching science in line with statutory requirements, which incorporates elements of sex education at both primary and secondary level.

In teaching RSE, Discovery Trust is required by its funding agreements to have regard to the statutory guidance issued by the Secretary of State, as set out in section 403 of the *Education Act 1996*.

We also have regard to wider legal duties, including:

- Sections 406 and 407 of the Education Act 1996, requiring political impartiality and balanced presentation of opposing views
- Part 6, Chapter 1 of the Equality Act 2010, prohibiting discrimination and promoting equality
- The Public Sector Equality Duty (section 149 of the Equality Act 2010), which requires public bodies to have due regard to the need to:
 - Eliminate discrimination, harassment, victimisation, and any other prohibited conduct
 - Advance equality of opportunity between people who share a protected characteristic and those who do not
 - Foster good relations between different groups

At Discovery Trust, we deliver RSE as set out in this policy, ensuring that statutory requirements are met in every setting. RSE is also embedded within our safeguarding framework of Protect, React, Learn, and reflects our Trust values of Belonging, Ambition, and Equity.

3. Policy development

This policy has been developed in full consultation with pupils, parents/carers, colleagues, and trustees. In Discovery Trust, each school has a designated lead with responsibility for RSE, who ensures that consultation is meaningful and consistent across our schools.

The consultation and policy development process involved the following steps:

1. **Review** – Each school’s RSE lead, supported by the central education team, reviewed national statutory guidance (Children and Social Work Act 2017; DfE Statutory Guidance 2019), local authority guidance, and the Trust’s safeguarding strategy.
2. **Staff consultation** – Colleagues across the Trust were given the opportunity to review and comment on the draft policy to ensure it reflects practice, safeguarding priorities, and curriculum intent.
3. **Parent and carer consultation** – Parents/carers were consulted through information meetings, workshops, or surveys at school level. Their views were considered carefully to ensure the policy reflects the needs of our communities.
4. **Pupil consultation** – Pupil voice activities were carried out in each school to understand what pupils want and need from their RSE, ensuring that the curriculum is engaging, relevant, and age-appropriate.
5. **Ratification** – Following consultation, the final draft of the policy was reviewed at local school level, before being ratified by the Discovery Trust Board of Trustees to ensure compliance, consistency, and alignment with the Trust’s safeguarding framework.

This consultation process ensures that RSE across the Trust is collaborative, transparent, and responsive. It also reflects our values of Belonging, Ambition, and Equity, ensuring that every pupil, parent, and colleague has a voice in shaping how RSE is taught in our schools.

4. Definition

At Discovery Trust, Relationships and Sex Education (RSE) is understood as a core part of safeguarding and personal development. It is about the emotional, social, physical, and cultural development of pupils, and supports them to form safe, healthy, and respectful relationships throughout their lives.

RSE includes:

- Learning about relationships, families, friendships, and respect for others
- Understanding physical and emotional changes as pupils grow, including puberty
- Developing awareness of sexual health, consent, and healthy lifestyles
- Exploring issues of identity, diversity, equality, and respect for difference
- Recognising and managing risks online and offline, including unhealthy or exploitative relationships
- Recognising and understanding inappropriate behaviours of a sexual nature, including harassment, harmful sexual behaviour, and child-on-child abuse, and knowing how to seek help and support.

RSE is delivered through a combination of knowledge-sharing, discussion, exploration of values, and skills development.

RSE is not about the promotion of sexual activity. It is about giving pupils the information, vocabulary, and strategies they need to protect themselves, respect others, and make informed choices in line with our safeguarding framework of Protect, React, Learn.

In Discovery Trust:

- In **primary academies**, we deliver statutory Relationships Education and the science curriculum requirements for health and sex education. We may choose to provide additional age-appropriate sex education where this supports safeguarding and pupil development.
- In **secondary and special schools**, we deliver statutory Relationships and Sex Education, ensuring that content is tailored to the needs of all pupils, including those with SEND or additional vulnerabilities.
- In **post-16 provision**, we continue to reinforce knowledge, skills, and awareness so pupils are prepared for adulthood and independence.

This definition reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil feels included, supported to achieve their aspirations, and treated fairly.

5. Curriculum

Our RSE curriculum is set out in Appendix 1. While the curriculum provides a clear Trust-wide framework, each school may adapt delivery to reflect the age, developmental stage, needs, and context of its pupils.

The curriculum has been developed in consultation with parents/carers, pupils, and colleagues, and is underpinned by statutory guidance (DfE 2019). It is inclusive, accessible, and designed to support all pupils, including those with SEND, to fully participate and benefit.

If pupils ask questions outside the scope of this policy or curriculum, teachers will respond with sensitivity, accuracy, and age-appropriate information. This ensures that pupils feel informed and supported, and are less likely to seek potentially harmful or misleading information online.

Parents and carers are entitled to view curriculum resources and teaching materials on request. Schools will share these in an open and transparent manner to support parental partnership.

Primary Curriculum

In our primary academies, we provide statutory Relationships Education and deliver the science curriculum requirements on human development. While sex education at primary level is not compulsory, Discovery Trust recognises the safeguarding benefits of preparing pupils for later learning. Therefore, we include age-appropriate sex education which focuses on:

- Preparing pupils for the changes that adolescence brings
- Understanding the basic process of conception and birth

Secondary Curriculum

In our secondary academies and secondary-age provision within special schools, we deliver the full statutory Relationships and Sex Education (RSE) curriculum. This includes teaching about:

- Healthy and respectful relationships (including friendships, families, and intimate relationships)
- Sexual health and consent
- The law relating to sexual behaviour and online safety
- Equality, diversity, and respect for difference
- Strategies to manage peer influence, pressure, and harmful relationships (including child-on-child abuse and exploitation)

Post-16 Curriculum

In our post-16 provision, we continue to reinforce RSE themes to prepare pupils for independence and adulthood. This includes relationships, consent, sexual health, and managing risks in adult life.

For more information about our curriculum, see the curriculum map in Appendix 1.

Linked Policies

This RSHE Policy should be read in conjunction with the [Discovery Trust Safeguarding and Child Protection Policy](#) and the [Harmful Sexual Behaviour \(HSB\) Policy](#), which provide detailed operational guidance on preventing and responding to sexual harassment, inappropriate behaviours of a sexual nature, and child-on-child abuse.

6. Delivery of RSE

RSE at Discovery Trust is delivered as part of a broad, balanced, and safeguarding-led curriculum, which includes PSHE, science, and, where appropriate, religious education (RE). Our approach ensures that pupils receive accurate, age-appropriate, and inclusive teaching that equips them to build healthy, safe, and respectful relationships.

Primary Provision

Across our primary academies, Relationships Education focuses on the fundamental building blocks of positive relationships, including:

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

In addition, where appropriate, our primary schools provide age-appropriate sex education beyond the science curriculum, covering:

- Preparing pupils for the changes of puberty
- How a baby is conceived and born

Secondary Provision

Across our secondary academies and secondary-age provision within our special schools, RSE builds on this foundation and equips pupils with the knowledge and skills to manage more complex relationships. Topics include:

- Families
- Respectful relationships, including friendships
- Online and media influences
- Being safe, including consent and the law
- Intimate and sexual relationships, including sexual health

Post-16 Provision

In our post-16 provision, RSE continues to prepare pupils for independence and adulthood. This includes reinforcing knowledge of healthy relationships, consent, sexual health, and managing risks in adult life.

Teaching the Law

Teachers across all phases explicitly teach the law in an age-appropriate and safeguarding-led way. This includes:

- Consent and the age of consent
- Marriage, civil partnerships, forced marriage, and the illegality of marriage under 18
- Domestic abuse, coercive control, stalking, harassment, rape, and sexual offences
- Harmful sexual behaviour, sexual harassment, image-based abuse, deepfakes, and sextortion
- Female Genital Mutilation (FGM), virginity testing, and hymenoplasty (all illegal)
- Protected characteristics under the *Equality Act 2010*
- Online safety and the law relating to the sharing of sexual images, pornography, and online abuse
- Substance misuse, gambling, knife crime, extremism, and radicalisation

This ensures pupils understand both their rights and responsibilities under the law, are equipped to recognise, challenge, and seek help in response to illegal or harmful behaviours, including sexual harassment and inappropriate sexual behaviours.

Whole Trust Context

All RSE is taught within the context of family life, recognising and celebrating the diversity of families across our Trust. We ensure that no pupil is stigmatised based on their home circumstances. Our teaching reflects the reality that families may include single-parent families, LGBT parents, families headed by grandparents, adoptive or foster families, and many other structures.

We are also mindful of the law, ensuring that teaching does not condone or encourage illegal or harmful activity, including hate crime, extremism, terrorism, substance misuse, or violence.

6.1 Inclusivity

Discovery Trust is committed to delivering RSE in a way that is inclusive, sensitive, and accessible for all pupils, including those with SEND or additional vulnerabilities.

Our academies will:

- Ensure that RSE content is relatable to the diverse backgrounds and experiences of all pupils
- Create safe, supportive learning environments where pupils feel able to ask questions and engage with key messages without fear of judgement

- Provide teaching in a range of formats, depending on need, such as:
 - Whole-class lessons
 - Small-group or targeted sessions
 - One-to-one discussions
 - Digital, visual, or scaffolded resources
- Carefully differentiate content to ensure accessibility and understanding for all pupils

Teaching about Sex, Relationships, and Identity

In line with statutory guidance, safeguarding expectations, and the Equality Act 2010:

- **Same-sex relationships and families** are taught alongside all other family structures, ensuring that no family type is stigmatised
- **Facts about biological sex and gender reassignment** are taught in line with the law, including protection from discrimination under the Equality Act 2010
- **Contested views about gender identity** are not presented as fact. Pupils are taught respectfully about differences of opinion while upholding dignity, equality, safeguarding, and the importance of respectful dialogue

This reflects our Trust values of Belonging, Ambition, and Equity, ensuring that every pupil can engage fully and meaningfully in RSE and is equipped to respect others while also understanding their rights under the law.

6.2 Use of resources

Our academies will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE 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
- Fully integrated into the Trust's curriculum map (Appendices 1 and 2)

6.3 Health Education

In line with statutory requirements, Discovery Trust schools deliver Health Education to all pupils in primary, secondary, and special provision. This includes:

- **Mental wellbeing** – understanding emotions, resilience, and positive coping strategies; reducing stigma; recognising when and how to seek help.
- **Physical health and fitness** – benefits of active lifestyles; risks of inactivity; sleep; balanced diet; oral health; personal hygiene.

- **Healthy eating** – knowledge of nutrition, healthy relationships with food, and the risks of poor diet.
- **Drugs, alcohol, tobacco, and vaping** – facts and risks, including nicotine addiction, illicit substances, and the impact on mental and physical health.
- **Health protection** – vaccinations, sun safety, dental care, infection prevention, first aid, and understanding of the healthcare system.
- **Online wellbeing** – safe use of technology, risks of social media, gaming, gambling-like behaviours, and emerging harms such as AI chatbots and deepfakes.
- **Developing bodies** – puberty, menstruation, reproductive health, fertility, menopause, and body changes through adolescence.

Our schools will teach this content sensitively, age-appropriately, and inclusively, ensuring pupils with SEND are fully supported to access the curriculum.

7. Use of external organisations and materials

Across Discovery Trust, external organisations and materials can provide valuable enrichment to our RSE curriculum. However, the Trust retains full responsibility for what is taught and shared with pupils. We will therefore ensure that all external input:

- Is appropriate, accurate, and age-appropriate
- Supports the intent and outcomes of our RSE curriculum
- Upholds the Trust’s safeguarding framework of Protect, React, Learn
- Aligns with our values of Belonging, Ambition, and Equity
- Complies with our legal duties around political impartiality

We will not allow any external organisation, resource, or speaker to undermine the fundamental British values of democracy, the rule of law, individual liberty, mutual respect, and tolerance of different faiths and beliefs.

Safeguarding and Quality Assurance

Before engaging with an external organisation, our academies will:

- Carry out appropriate checks to ensure the organisation, its approach, and its resources are suitable
- Confirm that all resources and approaches are:
 - Age-appropriate and matched to pupils’ developmental stage
 - Compliant with:
 - This policy
 - The Teachers’ Standards
 - The Equality Act 2010
 - The Human Rights Act 1998
 - The Education Act 1996
- Only engage with agencies where there is full confidence in their quality, approach, and materials

- Review any case studies or examples in advance, seeking feedback from other schools where relevant
- Be clear about:
 - What will be delivered
 - The position of the agency on the issues to be discussed
 - The intended outcomes of the session

All external visitors must be named and pre-approved, and schools will follow usual safeguarding and safer recruitment procedures. Teachers must always be present during external sessions and retain the right to intervene, stop, or refuse content that is not appropriate.

Due Diligence

Schools will also:

- Request to see all resources and materials in advance
- Conduct an online search to identify any concerns about the agency
- Check the agency's policies on photography, recording, and data handling
- Share external materials with parents and carers on request, in the interests of transparency

Prohibited Practice

Under no circumstances will our academies:

- Work with external agencies that promote or condone extremist, illegal, or discriminatory views
- Use materials produced by organisations that promote such views, even if the materials appear neutral

8. Roles and responsibilities

8.1 The board of trustees

The Board of Trustees is responsible for:

- Approving the Trust-wide RSE policy
- Holding the Trust Head of Safeguarding and central team to account for ensuring consistency and compliance across all schools
- Receiving assurance that RSE is implemented effectively in every academy in line with statutory requirements and safeguarding duties

8.2 The Trust Head of Safeguarding

The Trust Head of Safeguarding is responsible for:

- Reporting to the Board of Trustees on the implementation, effectiveness, and any challenges in RSE across the Trust
- Providing strategic oversight to ensure RSE is aligned with safeguarding, statutory guidance, and the Trust's values of Belonging, Ambition, and Equity

- Offering guidance, training, and supervision to Named RSE Leads in schools, ensuring that practice is consistent, Ofsted-ready, and firmly linked to the Trust's safeguarding framework of Protect, React, Learn
- Monitoring implementation across schools through self-assessments, policy reviews, and curriculum audits, ensuring continuous improvement and shared learning

8.3 Advisory Boards

Each school's **Advisory Board** is responsible for:

- Supporting and monitoring the effective implementation of RSE at school level
- Ensuring that school leaders are engaging meaningfully with parents, carers, pupils, and colleagues regarding RSE
- Reporting concerns or issues relating to RSE implementation to the Trust Head of Safeguarding and/or the Board of Trustees

8.4 The headteacher

Headteachers are responsible for:

- Ensuring that RSE is taught consistently and effectively in their school, in line with this Trust policy
- Appointing a Named RSE Lead at their school who has responsibility for curriculum development, colleague training, and consultation with parents/carers
- Making sure that parents and carers can access information and resources relating to the RSE curriculum
- Managing requests to withdraw pupils from non-statutory (non-science) components of RSE (see Section 9)

8.5 Colleagues

All colleagues involved in teaching are responsible for:

- Delivering RSE in a sensitive, accurate, and inclusive way
- Modelling positive attitudes and behaviours in line with the Trust's values of Belonging, Ambition, and Equity
- Monitoring pupil progress and understanding within RSE
- Responding appropriately to the needs of individual pupils, including those with SEND or additional vulnerabilities
- Respecting the rights of parents/carers who request withdrawal from non-statutory (non-science) aspects of RSE, in line with legal requirements

Colleagues do not have the right to opt out of teaching RSE. Any colleague who has concerns about delivering RSE is encouraged to discuss these with their headteacher or the school's RSE Lead.

8.6 Pupils

Pupils are expected to:

- Engage fully in RSE lessons and activities
- Approach discussions on RSE with respect, maturity, and sensitivity to others
- Uphold the Trust values of Belonging, Ambition, and Equity in their learning and interactions

9. Parents' right to withdraw

Across Discovery Trust, parents/carers do not have the right to withdraw their children from:

- **Relationships Education** in primary schools
- **Relationships and Sex Education (RSE)** in secondary schools (except for the non-statutory/non-science components)
- **Health Education**, which is statutory across all phases

Parents/carers do have the right to request withdrawal from the non-statutory (non-science) elements of sex education:

- **Primary Academies** – Parents/carers may request withdrawal from any sex education content delivered in addition to the science curriculum (e.g. conception and birth).
- **Secondary Academies and Secondary-age provision within Special Schools** – Parents/carers may request withdrawal from the non-statutory aspects of sex education within RSE up to and until three terms before the child turns 16. After this point, if the child wishes to receive sex education, the school will make arrangements for them to do so.

Process for Withdrawal

- Requests for withdrawal must be made in writing, using the form in Appendix 3, and addressed to the headteacher of the relevant school.
- A copy of each request will be placed on the pupil's educational record.
- The headteacher will meet with the parent/carer to discuss the request, ensuring that they:
 - Understand which elements of the curriculum are statutory and cannot be withdrawn from
 - Are fully aware of the educational and safeguarding implications of withdrawal
 - Have the opportunity to explore alternative ways the school can support their child's learning
- The headteacher will notify the Trust Head of Safeguarding of all withdrawal requests and provide an annual summary to the Board of Trustees.

Alternative, age-appropriate work will be provided for any pupil who is withdrawn from non-statutory elements of sex education.

10. Training

All colleagues delivering RSE receive appropriate training to ensure that provision is accurate, inclusive, and safeguarding-led.

- **Induction** – RSE training is included in the induction programme for all new colleagues so that expectations, statutory requirements, and safeguarding procedures are clear from the outset.
- **School CPD** – Each school incorporates RSE into its own continuing professional development (CPD) calendar. This ensures that colleagues have regular opportunities to build confidence, refresh knowledge, and share effective practice in delivering sensitive content.
- **School-level leadership** – Each school has a Named RSE Lead, supported by the headteacher, who is responsible for ensuring colleagues receive timely training and guidance.
- **Specialist input** – Where appropriate, headteachers (or the RSE Lead) may invite external professionals, such as school nurses, health advisors, or sexual health practitioners, to contribute to training. All external support is subject to the Trust's safeguarding and quality assurance procedures.

Core Training Content

All colleagues delivering RSE will be trained in:

- **Safeguarding procedures** for handling disclosures during RSE lessons
- **Mandatory reporting duties**, including Female Genital Mutilation (FGM) and the forthcoming duty to report known child sexual abuse
- **Managing sensitive discussions**, including the use of distancing techniques, safe classroom practice, and avoiding harmful stereotypes
- **Adapting delivery** to meet the needs of pupils with SEND or vulnerabilities
- **Signposting** pupils to appropriate internal and external support, including Designated Safeguarding Leads, health services, the police, and Childline

The **Trust Head of Safeguarding** provides oversight, guidance, and monitoring of RSE training across all schools, ensuring consistency, safeguarding alignment, and statutory compliance.

This approach reflects the Trust's values of Belonging, Ambition, and Equity, ensuring that every colleague feels confident in delivery and every pupil receives high-quality, safe, and inclusive RSE.

11. Monitoring arrangements

The delivery of RSE is monitored within each school by the headteacher (or the Named RSE Lead, where delegated). Monitoring may include:

- Curriculum planning scrutiny
- Learning walks and lesson observations
- Pupil voice activities
- Work sampling
- Feedback from colleagues, parents/carers, and Advisory Boards

Pupils' development in RSE is monitored by class teachers and RSE Leads as part of the school's internal assessment and personal development systems.

Each school will:

- Publish this RSE policy on its website, in line with statutory guidance
- Share representative samples of RSE and Health Education materials proactively with parents and carers
- Provide all materials to parents on request, ensuring that no contractual restrictions prevent transparency

This Trust policy will be reviewed annually by the Trust Head of Safeguarding and approved by the Board of Trustees.

Appendix 1: Curriculum map

Overarching PSHE Curriculum Map

		Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
KS1 - A	KS1 - B	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
		What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
LKS2 - A	LKS2 - B	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	What makes a community? (Y3) How will we grow and change? (Y4)	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
		How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community? (Y3) How will we grow and change? (Y4)	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 5	2025-26	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6		How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	
UKS2 - A	UKS2 - B	What makes up a person's identity?	What decisions can people make with money?	How can the media influence people?		How can friends communicate safely? (Y5)	What jobs would we like? (Y5)
						What will change as we become more independent? (Y6)	How do friendships change as we grow? (Y6)
UKS2 - B		How can drugs common to everyday life affect health?	How can we help in an accident or emergency?	How can we keep healthy as we grow?		How can friends communicate safely? (Y5)	What jobs would we like? (Y5)
						What will change as we become more independent? (Y6)	How do friendships change as we grow? (Y6)

Relationships and Sex Education Curriculum Map – Mixed Year Group – 2025 – 2025 Academic Year

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Key Stage 1 Year 1 and Year 2 Cycle A	Autumn 1	Relationships What is the same and what is different about us? Ourselves and others; similarities and differences; individuality; our bodies <ul style="list-style-type: none"> • what they like/dislike and are good at • what makes them special and how everyone has different strengths. • how their personal features or qualities are unique to them. • how they are similar or different to others, and what they have in common to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private 	Parent Letter PSHE Association Long Term Plan PSHE Association Medium Term Plan
	Autumn 2	Relationships Who is special to us? Ourselves and others; people who care for us; groups we belong to; families. <ul style="list-style-type: none"> • that family is one of the groups they belong to, as well as, for example, school, friends, clubs. • about the different people in their family / those that love and 	Parent Letter PSHE Association Long Term Plan PSHE Association Medium Term Plan

		<p>care for them</p> <ul style="list-style-type: none"> • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do/enjoy together that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried 	
<p>Key Stage 1 Year 1 and Year 2</p> <p>Cycle B</p>	Autumn 1	<p>Relationships</p> <p>What makes a good friend?</p> <p>Friendship; feeling lonely; managing arguments.</p> <ul style="list-style-type: none"> • how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p> <p>PSHE Association Medium Term Plan</p>
	Autumn 2	<p>Relationships</p> <p>What is bullying?</p>	<p>Parent Letter</p> <p>PSHE Association Long Term</p>

		<p>Behaviour; bullying; words and actions; respect for others</p> <ul style="list-style-type: none"> • how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable. • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so 	<p>Plan</p> <p>PSHE Association Medium Term Plan</p>
	Summer 2	<p>Health and Wellbeing</p> <p>How do we recognise our feelings?</p> <p>Feelings; mood; times of change; loss and bereavement; growing up.</p> <ul style="list-style-type: none"> • how to recognise, name and describe a range of feelings • What helps them to feel good, or better if not feeling good? How different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p> <p>PSHE Association Medium Term Plan</p>

		<ul style="list-style-type: none"> • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust. • how to recognise when they might need help with feelings and how to ask for help when they need it 	
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Lower Key Stage 2 Year 3 and Year 4 Cycle A	Autumn 2	Relationships How do we treat each other with respect? Respect for self and others; courteous behaviour; safety; human rights <ul style="list-style-type: none"> • how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities 	Parent Letter PSHE Association Long Term Plan PSHE Association Medium Term Plan

		<ul style="list-style-type: none"> • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns 	
	Spring 1	<p>Growing and Changing</p> <p>How can we manage our feelings?</p> <p>Feelings and emotions; expression of feelings; behaviour</p> <ul style="list-style-type: none"> • how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p>

		<p>expressed in different ways</p> <ul style="list-style-type: none"> • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings 	
<p>Lower Key Stage 2</p> <p>Year 3 and Year 4</p> <p>Cycle B</p>	Autumn 1	<p>Relationships</p> <p>How can we be a good friend?</p> <p>Friendship; making positive friendships, managing loneliness, dealing with arguments</p> <ul style="list-style-type: none"> • how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p> <p>PSHE Association Medium Term Plan</p>

		them unhappy, feel uncomfortable or unsafe and how to ask for support	
	Spring 1	<p>Relationships</p> <p>What are families like?</p> <p>Families, family life; caring for each other</p> <ul style="list-style-type: none"> • how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe 	
<p>Year 4</p> <p>Cycle A and Cycle B <i>(taught separately to Year 3 due to being mindful of the</i></p>	Spring 2	<p>Growing and Changing</p> <p>How will we grow and change?</p> <p>Growing and changing; puberty</p> <ul style="list-style-type: none"> • about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p> <p>PSHE Association Medium Term</p>

<i>children's ages and appropriate content).</i>		<ul style="list-style-type: none"> • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty 	Plan
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YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
<p>Upper Key Stage 2</p> <p>Year 5</p> <p>2025 – 2026 Academic Year</p> <p><i>Taught separately to Year 5s in both Cycle A and Cycle B due to other units needing to be taught stand alone to Year 6.</i></p>	Spring 2	<p>Relationships</p> <p>How can friends communicate safely?</p> <p>Friendships; relationships; becoming independent; online safety</p> <ul style="list-style-type: none"> • about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p> <p>PSHE Association Medium Term Plan</p>

		<p>information is shared with friends or family</p> <ul style="list-style-type: none"> • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety 	
<p>Upper Key Stage 2</p> <p>Year 6</p> <p>2025 – 2026 Academic Year</p> <p>Mixed Curriculum – Cycle B</p>	Autumn	<p>Health and Well-being</p> <p>How can we keep healthy as we grow?</p> <p>Looking after ourselves; growing up; becoming independent; taking more responsibility</p> <ul style="list-style-type: none"> • how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle • change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom speak to in and outside school 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan PSHE Association</p>

		<ul style="list-style-type: none"> that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on that anyone can experience mental ill-health and to discuss concerns with a trusted adult that mental health difficulties can usually be resolved or managed with the right strategies and support 	
<p>Upper Key Stage 2</p> <p>Year 6</p> <p>2025 – 2026 Academic Year</p> <p>Mixed Curriculum - Taught separately to Year 6s in both Cycle A and Cycle B due to the nature of the content.</p>	Summer Term	<p>Relationships</p> <p>What will change as we become more independent? How do friendships change as we grow?</p> <p>Different relationships, changing and growing, adulthood, independence, moving to secondary school</p> <ul style="list-style-type: none"> that adults can choose to be part of a committed relationship or not, including marriage or civil partnership that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime how puberty relates to growing from childhood to adulthood about the reproductive organs and process - how babies are conceived and born and how they need to be cared for that there are ways to prevent a baby being 	<p>Parent Letter</p> <p>PSHE Association Long Term Plan</p> <p>PSHE Association Medium Term Plan</p>

		<p>made²</p> <ul style="list-style-type: none"> • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership 	
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Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 • That others' families, 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 • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

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

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> • That there are different types of committed, stable relationships • How these relationships might contribute to human happiness and their importance for bringing up children • What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony • Why marriage is an important relationship choice for many couples and why it must be freely entered into • The characteristics and legal status of other types of long-term relationships • The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting • How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed
Respectful relationships, including friendships	<ul style="list-style-type: none"> • The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship • Practical steps they can take in a range of different contexts to improve or support respectful relationships • How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including people in positions of authority and due tolerance of other people's beliefs • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help • That some types of behaviour within relationships are criminal, including violent behaviour and coercive control • What constitutes sexual harassment and sexual violence and why these are always unacceptable • The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
Online and media	<ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online
Being safe	<ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment