

Richard Cloudesley School

Relationships and Sex Education Policy

Approved by C&O committee: March 2026

Date to be reviewed: March 2027

Introduction

Richard Cloudesley School is a mixed special day school for pupils with physical disabilities aged 2-19. Our pupils also have a range of special educational needs, learning difficulties, communication difficulties, autism and medical conditions.

This Relationships and Sex Education Policy (RSE) explains the aims of RSE, within the Personal, Social, Health Education and Citizenship (PSHE) curriculum. It also describes what we teach and the approaches we use.

This policy helps ensure that the whole school community (parents, staff, governors and pupils) have a shared understanding of this important area of the curriculum. It was developed after consultation with teaching and support staff, governors including parent governors and other professionals working with the pupils. It also takes into account, latest government guidance on the teaching of RSE.

Across the school ages, this curriculum area is split into three subject areas; Relationships Education; Relationships and Sex Education; and Health Education. All primary age pupils access Relationships Education and elements of Health Education. Secondary age pupils access elements of Relationships and Sex Education, and Health education, relevant to their age and stage of learning.

We will ensure that children are taught about safeguarding, including online safety as we consider that this is part of providing a broad and balanced curriculum. This may include covering relevant issues in the newly published statutory guidance, Relationships Education (for all primary pupils), Relationships and Sex Education (for all secondary pupils) and Health Education July 2025 (for all pupils in state-funded Settings) which has been compulsory since September 2020.

We will use the curriculum to provide opportunities for increasing self-awareness, self-esteem, social and emotional understanding, assertiveness and decision making so that students have a range of contacts and strategies to ensure their own protection and understand the importance of protecting others.

Particular aims of the school:

At Richard Cloudesley we aim to empower our pupils with dignity and self-reliance. We emphasise the value of behaviour that promotes self-respect, respect for others and ensures a happy and safe learning environment. We strive to develop an ethos in which each person is respected and valued whatever their gender, class, race, disability or sexual identity. We aim to reflect this in the RSE policy, while respecting the religious and cultural beliefs in our school.

RSE provides an understanding that positive, caring environments are essential for the development of a good self-image and that individuals own their own bodies and, when possible, are in charge of their own bodies.

RSE provides knowledge about the processes of reproduction and the nature of sexuality and relationships.

It encourages the acquisition of skills and attitudes that allow pupils to manage their relationships in a responsible and healthy manner. It is important that RSE is taught within a framework which encourages pupils to have due regard to moral considerations and family life.

Definition of Relationships Education

Relationships Education relates to the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact – these are the forerunners of teaching about consent, which takes place at secondary.

Respect for others should be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

Relationships Education topics include

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

Definition of Sex and Relationships Education

The aim of RSE is to give young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful committed relationship.

It should teach what is acceptable and unacceptable behaviour in relationships. This will help pupils understand the positive effects that good relationships have on their mental wellbeing, identify when relationships are not right and understand how such situations can be managed.

For some pupils, where appropriate, RSE will include sex education. These sessions focus on the physical aspects of growing up and learning about human sexuality and sexual health.

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Relationships and Sex Education topics include:

- Families
- Respectful relationships, including friendships
- Online and media
- Being safe
- Intimate and sexual relationships, including sexual health.

Health education

Health Education builds students' knowledge, skills, and positive attitudes about health. Health education teaches about physical, mental, emotional and social health. It motivates students to improve and maintain their health, prevent disease, and reduce risky behaviours.

Health education topics include:

- Changing adolescent body
- Puberty
- Menstrual wellbeing
- Menstrual cycle.

Content of RSE programme

In both the Primary and Secondary department, Health Education is taught, which equips pupils with understanding around how their bodies will change as they progress through puberty and adolescence.

In the Primary department and in the Secondary department Relationships Education is integrated into the whole curriculum and is not necessarily taught as a separate subject. It is taught mainly by the class teacher with some input from outside agencies where appropriate.

In the Secondary department RSE is taught as part of the PSHE programme mainly by class teachers and outside agencies, where appropriate, in class groups. During the topic relating to Sex Education, pupils are split into appropriate groups, taking into account, age, learning stage, gender and maturity. *See programme of study for information on secondary lesson content.*

Appropriate methods of teaching RSE (individual to pupils' needs) use activities that encourage discussion about fictional characters and not personal matters in relation to staff and pupils.

Ground rules are negotiated in all RSE lessons, so that it is clear to pupils the level of confidentiality which teachers can offer.

Questions about contraception will always be answered accurately and honestly within the pupils' ability to understand. If pupils need further advice about contraception, then counselling and support can be sought from appropriate agencies such as Respond and Brooke.

In some topics a 'question box' is used to enable pupils to ask confidential questions. The teacher at the end of the programme, drawing on pupils' learning throughout, answers these. Teachers consider the individual learning needs of the pupils when answering these questions.

Teachers ensure that pupils are aware that, while some issues can be kept confidential, they may need to pass on some information if the pupil could be considered at risk. They are mindful that if discussions raise issues of concern for a particular pupil they should follow the school's safeguarding procedures.

Right to be excused from Sex Education

As of September 2020, parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Parents who have concerns about RSE are encouraged to talk to the class teacher to discuss the programme in detail.

In the event of such a request being made, we will discuss this request with parents and, where appropriate, with the child. This is to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum.

Pupils have the right to choose to opt into sex education, at any time from three terms before their 16th birthday.

Parents do not have the right to request their child be withdrawn from Relationships Education lessons, or from Health Education lessons. These parts of the curriculum are covered by the statutory national curriculum in science and RSE. Parents who have concerns about RSE are encouraged to talk to the class teacher to discuss the programme in detail.

Evaluation and Assessment

Assessment is an integral part of teaching RSE and enables teachers to measure what pupils have learnt and decide what to teach next. The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

RSE, Equal opportunities and inclusion

The RSE curriculum has been developed to take into account the diversity of the school population and to meet the needs of the pupils at Richard Cloudesley School. This policy has also been written with the Equalities Act 2010 in mind, and consideration on the nine protected characteristics. We

have consulted with parents and carers to maximise their opportunity for influence over the content and delivery. The teaching materials we use are regularly reviewed to ensure their suitability. The pupils are taught in mixed sex groupings for most Relationships Education lessons, although teachers use single sex settings when this is thought to be more appropriate for RSE and some Health Education content.

Working with parents and carers

Parents and carers have an especially important role to play in RSE; they need to feel confident that Richard Cloudesley's programme complements and supports their role. To enable this an information session for parents is held to discuss the RSE programme. Teaching resources will be shown and opportunities will be given for discussion and questions.

Pupils are encouraged to communicate their concerns and problems with parents/carers where appropriate.

Role of the headteacher

It is the responsibility of the headteacher to ensure that both the staff and parents are informed about our RSE policy, and that the policy is implemented effectively. It is also the headteacher's responsibility to ensure that members of staff are given sufficient training, so that they can deliver the RSE programme effectively, and handle any difficult issues with sensitivity. Training is provided for teachers through school based and centrally provided INSET, through team-teaching and peer observation.

The headteacher monitors the policy and reports to governors, when requested on the effectiveness of the policy.

Primary RSE Programmes of Study

KS1		Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	FF	Family networks -respond with anticipation to stimuli depicting people who are special to us -respond with curiosity to stimuli about people who keep us safe at school and home	Myself and others -recognising about what we are good at -recognise that everyone is different	Body awareness -understand all the things they can do with their bodies -To show awareness of different body parts.	Hygiene -understand why it is important to keep clean -understand basic hygiene routines	Feelings and emotions -respond to stimuli about how different feelings may be expressed - To recognise they can feel different emotions and engaging with us when we name them/put them in zones
	BO	Family networks -to recognise that families are important because they give us love, security and stability –to know characteristics of healthy family life (commitment, protection, care, spending time together and sharing each other's lives) -to know who is important/ special in their lives and what do they do for them? -about the roles and responsibilities of parents	Myself and others -recognising about what we are good at -recognise that everyone is different -identifying differences between people	Body awareness -understand all the things they can do with their bodies -To show awareness of different body parts. -What activities do they do with their bodies and different limbs?	Hygiene -understand why it is important to keep clean -understand basic hygiene routines -understand areas in which they can look after themselves (dressing, undressing)	Feelings and emotions -about coping with strong feelings such as angers, sadness, desire, love - to put names/zones to emotions -to learn strategies to deal with feelings in the context of relationships
	RH	Family networks -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart	Myself and others -about the importance of valuing oneself -recognising about what we are good at -recognise that everyone is different -identifying and respecting differences	Body awareness -understand all the things they can do with their bodies -To show awareness of different body parts. -What activities do they do with their bodies and different limbs? -Understand different people have different bodies.	Hygiene -understand why it is important to keep clean -understand basic hygiene routines -understand areas in which they can look after themselves (dressing, undressing) -To understand hygiene routines they already take part in. -To learn about routines which take care of hygiene.	Feelings and emotions -evaluate how emotions may change as they get older -about coping with strong feelings such as angers, sadness, desire, love -to learn strategies to deal with feelings in the context of relationships.

KS1		Week 1	Week 2	Week 3	Week 4	Week 5
Year 2	FF	Family networks -respond with anticipation to stimuli depicting people who are special to us -respond with curiosity to stimuli about people who keep us safe at school and home	Myself and others -recognising about what we are good at -recognise that everyone is different	My body -begin to recognise proper names for the external parts of the body -be able to describe some of the functions of some body parts	Hygiene -understand areas in which they can look after themselves (dressing, undressing) -To understand hygiene routines they already take part in.	Feelings and emotions -respond to stimuli about how different feelings may be expressed - To recognise they can feel different emotions and engaging with us when we name them/put them in zones
	BO	Family networks -to recognise that families are important because they give us love, security and stability –to know characteristics of healthy family life (commitment, protection, care, spending time together and sharing each other's lives) -to know who is important/ special in their lives and what do they do for them? -about the roles and responsibilities of parents	Myself and others -recognising about what we are good at -recognise that everyone is different -identifying differences between people	My body -about how much we have changed physically since birth -begin to recognise proper names for the external parts of the body -be able to describe some of the functions of some body parts	Hygiene -consider implications of poor hygiene -understand areas in which they can look after themselves (dressing, undressing) -To understand hygiene routines they already take part in. -To learn about routines which take care of hygiene.	Feelings and emotions -about coping with strong feelings such as angers, sadness, desire, love - to put names/zones to emotions -to learn strategies to deal with feelings in the context of relationships
	RH	Family networks -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart -about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	Myself and others -about the importance of valuing oneself -recognising about what we are good at -recognise that everyone is different -identifying and respecting differences	My body -about how much we have changed physically since birth -begin to recognise proper names for the external parts of the body -be able to describe some of the functions of some body parts -To know names of different parts of their body, private and public.	Hygiene -consider implications of poor hygiene -understand areas in which they can look after themselves (dressing, undressing) -To understand hygiene routines they already take part in. -To learn about routines which take care of hygiene.	Feelings and emotions -evaluate how emotions may change as they get older -about coping with strong feelings such as angers, sadness, desire, love -to learn strategies to deal with feelings in the context of relationships.

Lower KS2		Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	FF	Myself and others -recognising about what we are good at -recognise that everyone is different	Friendships -To recognise friends in their peer groups – name some in class/school. -To be able to think and share activities they do with their friends.	Naming body parts -to recognise and name body parts using proper terminology -recognise functions of body parts	Safe relationships -to recognise that some things are private -to know that parts of their body covered by underwear are private	Respecting self an others -to communicate their feelings to others - to recognise how others show feelings -to recognise that their behaviour can affect other people
	BO	Myself and others -recognising about what we are good at -recognise that everyone is different -identifying differences between people	Friendships -To recognise friends in their peer groups – name some in class/school. -To be able to think and share activities they do with their friends. -To say why they like their friends	Naming body parts -identify similarities and differences between themselves and the opposite gender -to recognise and name body parts using proper terminology	Safe relationships -to recognise that some things are private and the importance or respecting privacy -to know that parts of their body covered by underwear are private -To understand when private parts might be shown (hygiene)	Respecting self an others -to communicate their feelings to others - to recognise how others show feelings and how to respond -to recognise that their behaviour can affect other people -to understand how to repair a situation that was created by their behaviour
	RH	Myself and others -about the importance of valuing oneself -recognising about what we are good at -recognise that everyone is different -identifying and respecting differences	Friendships -To recognise friends in their peer groups – name some in class/school. -To be able to think and share activities they do with their friends. -To say why they like their friends -To understand how their friends help them in tough times.	Naming body parts -identify similarities and differences between themselves and the opposite gender -to recognise and name body parts using proper terminology -recognise functions of body parts	Safe relationships -to recognise that some things are private and the importance or respecting privacy -to know that parts of their body covered by underwear are private -To understand when private parts might be shown (hygiene) -To know they have a say with anything related to their body.	Respecting self an others -to communicate their feelings to others - to recognise how others show feelings and how to respond -to recognise that their behaviour can affect other people -to understand how to repair a situation that was created by their behaviour

Lower KS2		Week 1	Week 2	Week 3	Week 4	Week 5
Year 2	FF	My family and positive relationships -to identify people who love and care for them -to know what they do to help them feel cared for	Friendships -To recognise friends in their peer groups – name some in class/school. -To be able to think and share activities they do with their friends.	Body parts -to recognise and name body parts using proper terminology -recognise functions of body parts - To know which parts of my body are private/for personal care - To know how I can say 'no' if I don't want someone to touch me.	Safe relationships -how to communicate with adults that they know/don't know - Have some understanding of what safe/unsafe means (hurt/not hurt)	Respecting self and others -to recognise what is fair and unfair -to recognise what is kind and unkind -to share their views and opinions in a familiar group.
	BO	My family and positive relationships -to identify people who love and care for them -to know what they do to help them feel cared for -about different types of families including those that may be different to their own -identify common features of family life	Friendships -To recognise friends in their peer groups – name some in class/school. -To be able to think and share activities they do with their friends. -To say why they like their friends	Body parts - To know the names of parts of my body (private parts too) - To know which parts of my body are private/for personal care - To understand when it is ok to let someone to touch me. - To know how I can say 'no' if I don't want someone to touch me.	Safe relationships -how to communicate with adults that they know/don't know - Have some understanding of what safe/unsafe means (hurt/not hurt) -how to respond safely to adults that they don't know	Respecting self and others -to know the difference between secrets and nice surprises -to recognise what is fair and unfair, kind and unkind, what is right and wrong -to share their views and opinions in a familiar group.
	RH	My family and positive relationships -to identify people who love and care for them and what they do to help them feel cared for -about different types of families including those that may be different to their own -identify common features of family life - identify differences in families	Friendships -To recognise friends in their peer groups – name some in class/school. -To be able to think and share activities they do with their friends. -To say why they like their friends -To understand how their friends help them in tough times.	Body parts - To know the names of parts of my body (private parts too) - To know which parts of my body are private/for personal care - To understand when it is ok to let someone to touch me. - To know how I can say 'no' if I don't want someone to touch me.	Safe relationships -to know that there are situations when they should ask for permission and when their permission should be sought -how to respond safely to adults that they don't know -about the importance of not keeping adults' secrets (only happy surprises that others will find out eventually)	Respecting self and others -to know the difference between secrets and nice surprises and the importance of not keeping any secret that makes them feel uncomfortable, anxious or afraid -to recognise what is fair and unfair, kind and unkind, what is right and wrong -to share their views and opinions in a familiar group.

Upper KS2		Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	FF	My family and positive relationships -to identify common features of family life -to know that it important to tell someone if I am upset with anything - To identify who in my family I like and get along with.	Everybody needs caring for -identify ways to show care towards each other -understand that we all have different needs and need different types of care	Growing and changing -to recognise how their likes and dislikes have changed and that this is part of growing up -To explore how they have grown and changed from young to old and how their needs changed	Safe relationships -knowing how to respond to physical contact they don't like -basic techniques for resisting pressure to do something that they don't want to do/or enjoy	Respecting self and others -to judge what kind of physical contact is comfortable, uncomfortable and how to respond (including who to tell and how to tell them)
	BO	My family and positive relationships -to identify common features of family life -to know that it important to tell someone if I am upset with anything - To identify who in my family I like and get along with. - To understand I can speak to someone if I'm upset with something in my house/family.	Everybody needs caring for -identify ways to show care towards each other -understand that we all have different needs and need different types of care - To learn about different types of ways to show and express care.	Growing and changing -to recognise how their likes and dislikes have changed and that this is part of growing up -To explore how they have grown and changed from young to old and how their needs changed -To identify how their bodies have changed -to identify how their personal taste has changed	Safe relationships -about knowing how to respond to physical contact that makes them uncomfortable -basic techniques for resisting pressure to do something that they don't want to do and which may make them feel unsafe -what to do if they feel unsafe or worried for themselves -what vocabulary to use when asking for help -who to ask for help from	Respecting self and others -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) -to know that people's bodies and feelings can be hurt -to recognise when people are being unkind either to them or others, how to respond
	RH	My family and positive relationships -to identify common features of family life -to know that it important to tell someone if I am upset with anything - To identify who in my family I like and get along with. - To understand I can speak to someone if I'm upset with something in my house/family.	Everybody needs caring for -identify ways to show care towards each other -understand that we all have different needs and need different types of care - To learn about different types of ways to show and express care. - To share ways they show care to people they love.	Growing and changing -to recognise how their likes and dislikes have changed and that this is part of growing up -To explore how they have grown and changed from young to old and how their needs changed -To identify how their bodies have changed -to identify how their personal taste has changed -To understand others also go through changes and this can be different for everyone	Safe relationships -about knowing how to respond to physical contact that makes them uncomfortable -basic techniques for resisting pressure to do something that they don't want to do and which may make them feel unsafe -what to do if they feel unsafe or worried for themselves or others -who to ask for help and what vocabulary to use when asking for help -importance of keeping trying until they are heard	Respecting self and others -to judge what kind of physical contact is acceptable, comfortable, unacceptable and uncomfortable and how to respond (including who to tell and how to tell them) -to know that people's bodies and feelings can be hurt -to recognise when people are being unkind either to them or others, how to respond, who to tell and what to say

Upper KS2		Week 1	Week 2	Week 3	Week 4	Week 5
Year 2	FF	My family and others -respond with anticipation to stimuli depicting people who are special to us -respond with curiosity to stimuli about people who keep us safe at school and home	Choices -to understand that they have choices -to recognise that choices and responses will be affected by different factors -to identify a simple way of decision making	Looking after the body -to understand why it is important to be clean -explore how to look after particular body parts -describe and carry out basic hygiene	Keeping safe and looking after myself - To know which parts of my body are private/for personal care - To understand when it is ok to let someone to touch me. - To know how I can say 'no' if I don't want someone to touch me.	Respecting self and others --about what is kind and unkind behaviour -about how to be polite and courteous -how to listen to others and play cooperatively -how to share and talk about things that matter to them
	BO	My family and others -to recognise that families are important because they give us love, security and stability –to know characteristics of healthy family life (commitment, protection, care, spending time together and sharing each other's lives) -to know who is important/ special in their lives and what do they do for them? -about the roles and responsibilities of parents	Choices -to recognise that choices and responses will be affected by different factors -to recognise that some choices will be wrong and others will be right -to identify a simple way of decision making	Looking after the body -to understand why it is important to be clean -describe how to look after particular body parts -describe and carry out basic hygiene	Keeping safe and looking after myself - To know which parts of my body are private/for personal care - To understand when it is ok to let someone to touch me. - To know how I can say 'no' if I don't want someone to touch me. - To know who can help me look after myself	Respecting self and others --about what is kind and unkind behaviour and how it can affect others -about how to treat themselves and others with respect, how to be polite and courteous -how to listen to others and play cooperatively -how to share and talk about things that matter to them
	RH	My family and others -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart -about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	Choices -to understand that they have choices -to recognise that choices and responses will be affected by different factors -to recognise that some choices will be wrong and others will be right -to identify a simple way of decision making - to make choices for themselves everyday	Looking after the body -to understand why it is important to be clean -describe how to look after particular body parts -describe and carry out basic hygiene -know what to take responsibility for and when to ask for help	Keeping safe and looking after myself - To know which parts of my body are private/for personal care - To understand when it is ok to let someone to touch me. - To understand when it is not ok to let someone touch me - To know how I can say 'no' if I don't want someone to touch me.	Respecting self and others - recognising different behaviours and how it can affect others -about how to treat themselves and others with respect, how to be polite and courteous -how to listen to others and play cooperatively -how to share and talk about things that matter to them -How to listen to others when they want to talk to them.

Secondary RSE Programmes of Study

KS3		Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	RH	Self-esteem -about how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking - to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships -recognising how we feel about our bodies and how it effects self-esteem	Gender & stereotypes -about discrimination: what it means and how to challenge it - about personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes) - that for some people gender identity does not correspond with their biological sex to recognise their individuality and personal qualities -to identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth	Body changes and puberty -about the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams) -to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction	Puberty and Hygiene, Menstruation and wet dreams - about how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene -understand how to manage periods and wet dreams	Feelings and emotions -evaluate how emotions may change as they get older -about coping with strong feelings such as anger, sadness, desire, love -to learn strategies to deal with feelings in the context of relationships
	BO	Self-esteem -identify things that they can do which help them feel good about themselves -have an awareness of myself and pride in having my own identity and abilities -welcome praise -describe myself and other people (recognising that there is a self and others) -identify things that they are good at (strengths/talents)	Gender and stereotype -about reasons for stereotyping gay and lesbians (male, female, transgender) -about ways of challenging discrimination	Body changes and puberty -about the changes (physical and emotional) during puberty -about ways of coping with the changes -how are their bodies going to change as they get older	Hygiene -about personal hygiene (how often to wash hands, body, hair) -why hand washing is important, when we should wash our hands and how -How germs are spread and treated -about the needs that we need to attend to as bodies change	Feelings and emotions -about coping with strong feelings such as anger, sadness, desire, love -to learn strategies to deal with feelings in the context of relationships
	FF	Self-esteem -respond with curiosity about different ways in which they are special -identify images of themselves -explore activities that they enjoy taking part in	Gender -respond to stimuli about people who are different to us in different ways	Puberty -respond with curiosity to some stimuli about the ways in which they change as they get older	Hygiene -respond with curiosity to activities around hygiene	Feelings -respond to stimuli about how different feelings may be expressed

KS3		Week 1	Week 2	Week 3	Week 4	Week 5
Year 2	RH	Relationships: family and friends, marriage -to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability - that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart -about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong	Peer pressure and Decision Making -to be able to use basic techniques to resist pressure -to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary - about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online);	Puberty -about how hormones affect boys and girls differently -about dealing with changes and ways of talking to family about it -about changes in the body when they get sexually excited	Conception and pregnancy -about the basic facts of pregnancy and conception -to understand the process of conception	Reproduction and relationships -about the processes of reproduction and birth as part of the human life cycle -how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for -about different types of relationships -to consider reproduction in the context of relationships -to know how babies are made -about menstrual cycle and how it affects fertility
	BO	Families and parenthood -to recognise that families are important because they give us love, security and stability -to know characteristics of healthy family life (commitment, protection, care, spending time together and sharing each other's lives) -to know who is important/ special in their lives and what do they do for them? -about the roles and responsibilities of parents	Decision making -explain what keeping something secret means and what a surprise is -explain the difference between a 'secret' and a surprise (e.g. people will find out about a nice surprise & like it)	Puberty -about how hormones affect boys and girls differently -about dealing with the changes affecting bodies	Conception and pregnancy -describe how strong emotions may make people feel -to understand simple facts about pregnancy -to understand the process of conception	Reproduction and relationships -about how babies are made -about human life cycle -about different types of relationships
	FF	Families -respond to 'taking turns as modelled by adults and peers -respond with anticipation to stimuli depicting people who are special to us -respond with curiosity to stimuli about people who keep us safe at school and home	Decision making -respond to stimuli and show awareness of how to indicate to someone that they are feeling unhappy or made to do something that they don't want	Puberty -respond with curiosity to adult prompting of the names of the body parts and changes of puberty -respond with curiosity to some stimuli about the ways in which they change as they get older	Intimacy -respond to stimuli about romantic relationships	Life cycle -respond with curiosity to prompting about babies, what they look like and how they behave, about how they changed since they were babies

KS3		Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	RH	<p>Consent, staying safe (adults, grooming online)</p> <ul style="list-style-type: none"> -that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others - strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others -about the impact of bullying, including offline and online, and the consequences of hurtful behaviour -how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know -recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact -how to recognise consent and how to withdraw consent 	<p>Sexuality and discrimination</p> <ul style="list-style-type: none"> -about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background -to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own -how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with 	<p>Pregnancy, birth, parenting</p> <ul style="list-style-type: none"> -about the process of conception and pregnancy -about the roles and responsibilities of carers and parents 	<p>Contraception and STIs</p> <ul style="list-style-type: none"> -to understand and explore information about contraception -about the purpose, importance and different forms of contraception; -to understand consequences of sexual activity and risk behaviour 	<p>Asking for help and support</p> <ul style="list-style-type: none"> -how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice -the importance of seeking support if feeling lonely or excluded -knowing that t healthy friendships make people feel included recognise when others -strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support -about where to get more information, help and advice about growing and changing, especially about puberty
	BO	<p>Consent</p> <ul style="list-style-type: none"> -about online risks -about impact of sharing material and information with others (including online) -about the importance of knowing how to say no when they feel uncomfortable or worried -how to recognise consent and how to withdraw consent 	<p>Diversity and responsibilities</p> <ul style="list-style-type: none"> -identify some differences and similarities between people -recognising what we all have in common despite differences (age, gender, gender identity, faith) -identify rights and responsibilities that we all have in school and outside. 	<p>Parenting</p> <ul style="list-style-type: none"> -about simple facts about conception and birth -about the roles and responsibilities of parents and carers 	<p>Safety and risks</p> <ul style="list-style-type: none"> -identify behaviours and consequences that might be harmful in relation to having sex -describe what is meant by personal safety 	<p>Asking for help</p> <ul style="list-style-type: none"> -about knowing how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice -the importance of seeking support if feeling lonely or excluded -knowing that t healthy friendships make people feel included recognise when others -strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support
	FF	<p>Consent</p> <ul style="list-style-type: none"> -respond to adult modelling/visual stimuli for how to show through responses if they are unhappy or uncomfortable with the way that they are being touched -respond with curiosity to stimuli about online information in relation to relationships 	<p>Diversity</p> <ul style="list-style-type: none"> -respond to ways in which people can be the same and different -respond with interest about the roles and responsibilities that people have at school and at home 	<p>Parenting</p> <ul style="list-style-type: none"> -respond to stimuli about different kinds of relationships there are in their families 	<p>Safety</p> <ul style="list-style-type: none"> -respond with curiosity to stimuli about what is meant by keeping safe 	<p>Asking for help</p> <ul style="list-style-type: none"> -respond to stimuli about feeling frightened or worried

KS4		Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	RH	Finding my voice -about the law relating to sexual consent -how to seek, give, not give and withdraw consent (in all contexts, including online) -that the seeker of consent is legally and morally responsible for ensuring that consent has been given; that if consent is not given or is withdrawn, that decision should always be respected -to gauge readiness for sexual intimacy -the impact of sharing sexual images of others without consent -how to manage any request or pressure to share an image of themselves or others, and how to get help	Changes in puberty and reproduction -Understand the link between puberty and reproduction -strategies to manage the physical and mental changes that are a typical part of growing up, including puberty and menstrual wellbeing	Managing feelings and adolescence -to manage the strong feelings that relationships can cause (including sexual attraction) -how to safely and responsibly form, maintain and manage positive relationships, including online -To consider how feeling change in puberty and how to manage them	Online relationships -the impact of sharing sexual images of others without consent -how to manage any request or pressure to share an image of themselves or others, and how to get help -the impact of sharing sexual images of others without consent -how to manage any request or pressure to share an image of themselves or others, and how to get help	Healthy relationships - help and support -how to safely and responsibly form, maintain and manage positive relationships, including online -the services available to support healthy relationships and manage unhealthy relationships, and how to access them
	BO	Finding my voice -share and take turns with support -respond to others and actively seek sharing and fairness -describe times when it is appropriate to wait a turn and when it is appropriate to speak -demonstrate ways of communicating and working cooperatively	Growing up -know how will bodies change as we grow up -know when the changes happen and how fast -know how bodies change and how fast -know general changes and boy/girl changes (inc emotions) -menstruation and ways of managing it	Recognising feeling -recognise and manage feelings in different relationships -recognise and describe reasons for feelings -describe what feeling happy, angry or upset means and how to manage them -recognise feelings	Online relationships -recognise that people sometimes behave differently online, including by pretending to be someone they are not -recognise what to do if someone contacts you that you don't know	Respectful relationships -know practical steps they can take in a range of different contexts to improve or support respectful relationships -recognise different types of bullying and how to get help -about responsibilities to look after our friends and to get help if they see a peer being bullied
	FF	Finding my voice -respond with interest to stimuli about people they like interacting with	Growing up -respond to stimuli about things that are public and private -respond with curiosity to some stimuli about the ways in which they change as they get older	Feelings and emotions -experience some feelings -respond to stimuli about how different feelings may be expressed	Online information -respond with curiosity to stimuli about online information in relation to relationships	Relationships -respond with interest to stimuli about people we like and know

KS4		Week 1	Week 2	Week 3	Week 4	Week 5
Year 2	RH	Different relationships -about different types of relationships, including those within families, friendships, romantic or intimate relationships and the factors that can affect them -to clarify and develop personal values in friendships, love and sexual relationships -about the similarities, differences and diversity among people of different race, culture, ability, sex, gender identity, age and sexual orientation -the difference between biological sex, gender identity and sexual orientation -to recognise that sexual attraction and sexuality are diverse -the nature and importance of stable, long-term relationships (including marriage and civil partnerships) for family life and bringing up children	Healthy relationships -the importance of trust in relationships and the behaviours that can undermine or build trust -to evaluate expectations about gender roles, behaviour and intimacy within romantic relationships -how to manage the breakdown of a relationship (including its digital legacy), loss and change in relationships -the effects of change, including loss, separation, divorce and bereavement; strategies for managing these and accessing support	Reasons to have sex or to delay -that consent is freely given; that being pressurised, manipulated or coerced -to agree to something is not giving consent, and how to seek help in such -about the law relating to sexual consent -how to seek, give, not give and withdraw consent (in all contexts, including online) -that everyone has the choice to delay sex, or to enjoy intimacy without sex	Conception and pregnancy, STIs -about the purpose, importance and different forms of contraception; how and where to access contraception and advice -about infections that can be caught from having sex - -the risks related to unprotected sex -the consequences of unintended pregnancy, sources of support and the options available the roles and responsibilities of parents, carers and children in families - those certain infections can be spread through sexual activity and that barrier contraceptives offer some protection against certain sexually transmitted infections (STIs)	Social and peer pressure -how the media portrays relationships and the potential impact of this on people's ---- expectations of relationships -that the portrayal of sex in the media and social media (including pornography) can affect people's expectations of relationships and sex -the role peers can play in supporting one another to resist pressure and influence, challenge harmful social norms and access appropriate support
	BO	Different relationships -identify key features of positive relationships and how they can make them feel -identify what being in a family means -about different cultures and religions' beliefs about sex and relationships -about the importance of stable relationships on family life	Healthy relationships -describe positive qualities that people bring to relationships -know what sort of boundaries are appropriate in friendships with peers and others (inc. online) -recognise different relationships that they have -know that each person's body belongs to them and the difference between appropriate and inappropriate or unsafe physical contact -know what they can do/ not do with different people -know how to get help/advice and to keep trying until they are heard	Relationships -about what to expect from a relationship and sexual relationship -about the responsibilities, skills and impact of sexual relationships	Keeping safe and pregnancy -about safe sex and purpose of using contraception -about how women get pregnant and how does the baby develop	Social and peer pressure -about recognising what is happening and ways of responding -about most effective ways of responding to pressure from friends or parents to do things they don't want to do
	FF	Relationships -respond with curiosity to stimuli about different positive relationships in their lives	Relationships -respond to showing different aspects of healthy relationships and lifestyle	Relationships -respond with interest to stimuli about people they like or know	Consent -respond with curiosity to stimuli about online information in relation to relationships	Strong feelings -respond to stimuli about how to keep their bodies safe (appropriate and inappropriate contact) -

Post 16		Week 1	Week 2	Week 3	Week 4	Week 5
Year 1	RH	Body image -recognising the impact of self-image on relationships with others - how to articulate their relationship values and to apply them in different types of relationships -about realistic and unrealistic standards for body appearance -about behaviour linked to self –esteem -about feelings that don't match up your gender -about believing what they see on tv/social media about perfect bodies, relationships; knowing how to question it	Forming and maintaining relationships -about different types of relationships (sexual, close, intimate) -to manage mature friendships, including making friends in new places to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy to evaluate different degrees of emotional intimacy in relationships, the role of pleasure, how they understand the difference between 'love' and 'lust' -to use constructive dialogue to support relationships and negotiate difficulties to manage the ending of relationships safely and respectfully, including online to recognise the opportunities to build meaningful relationships in the workplace and the boundaries around professional relationships	Recognising and managing risk (STIs transmission and managing) -about efficacy of contraceptive methods -what are the SIT, HIV and other sexual activity risks	Consent and assertiveness -to understand the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online) -to understand the emotional, physical, social and legal consequences of failing to respect others' right not to give or to withdraw consent how to recognise, and seek help in the case of, sexual abuse, exploitation, assault or rape, and the process for reporting to appropriate authorities	Safe choices and reasons to have sex or delay -using alcohol and drugs to increase sexual confidence and to reduce inhibitions -recognising reasons for practising safe sex
	BO	Body image -describe thoughts and feelings why different bodies are portrayed in the media -about importance of accepting their bodies -about feelings associated about how they look -about the effect of self-esteem and relationships and communication with others	Forming and maintaining relationships -about different types of relationships (sexual, close, intimate) -to manage mature friendships, including making friends in new places to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online. to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy. -know how to look after relationships (appropriate speech and actions) -know what to expect from relationships	Keeping safe and looking after myself -about how to protect themselves and how when they feel someone asks to do something they don't want	Rights and responsibilities -identify some behaviours that are right/wrong in school and at home -give simple examples of things they are allowed/ not allowed to do in school -suggest rules for how we should and should not behave in class towards one another and our belongings	Keeping safe -describe in simple terms what it means to take care of their bodies and keep them safe -about how to stay safe when someone asks to do something dangerous, wrong or makes us feel uncomfortable
	FF	Body image -respond to stimuli showing different images of people around them -respond to stimuli about positive body image -explore activities and skills that they have	Relationships -respond to showing different aspects of healthy relationships and lifestyle	Looking after myself -respond to a range of stimuli about taking care of the body	Rights and responsibilities -show a preference by rejecting or requesting	Keeping safe -respond to stimuli about how to keep their bodies safe (appropriate and inappropriate contact)

Post 16		Week 1	Week 2	Week 3	Week 4	Week 5
Year 2	RH	Bullying and sexual bullying -to recognise and manage negative influence, manipulation and persuasion in a variety of contexts, including online -to recognise and manage different forms of abuse, sources of support and exit strategies for unhealthy relationships to recognise forced marriage and 'honour' based violence; to get help for themselves or others they believe to be at immediate or future risk -to understand their rights in relation to harassment (including online) and stalking, how to respond and how to access support strategies to recognise, de-escalate and exit aggressive social situations.	Relationships values and attitudes -about gender norms and attitudes to gender equality in different cultures -about personal values about gender roles and gender equality -gender identity and expression -challenging homophobia -about the effects of homophobia	Contraceptive methods and STIs -to develop a nuanced understanding of how to select appropriate contraception in different contexts and relationships how to reduce the risk of contracting or passing on a sexually transmitted infection (STI) how to take responsibility for their sexual health and know where, and how, to access local and national advice, diagnosis and treatment -contraceptive choices	Negotiation skills and values in relationships -to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion -to recognise, respect and, if appropriate, challenge the ways different faith or cultural views influence relationships -to evaluate the dangers and consequences of being involved in gangs, serious organised crime or carrying a weapon ways to celebrate cultural diversity, promote inclusion and safely challenge prejudice and discrimination. -knowing sources of support	Sources of help and advice -about the rights for information, sexual health advice and confidentiality - -how to confidently give information to peers about sexual health and services available to them -about seeing a nurse/doctor in private and what to expect from them
	BO	Bullying and abuse -identify harmful behaviours -recognise that behaviour that hurts people on the inside (feelings) or outside (their body) is wrong -about the best ways to challenge bullying	Relationships -the importance of respecting others even if they are different from them (e.g. physically, in character, gender, personality or background) or make different choices or have different preferences of beliefs -importance of friendships and positive relationships -about healthy friendships are positive and welcome towards others and do not exclude people or make them feel lonely -about feeling valued and included despite differences	Contraception -recognise what the purpose of contraceptive methods is -know some methods and purpose - know how to recognise risks, harmful content and contact -know how to report things that make us feel uncomfortable	Personal choice and consent -identify instances in and out of school when they may need to seek permission -about ways of asking for permission -demonstrate simple ways of communicating my choices to other	Help and advice -understand when to request help from others - show a simple understanding of who might help in different challenging situations -identify trusted adults in school I can identify trusted adults I can tell or ask for help (if I am ill, worried or upset etc) and how I can contact them
	FF	Bullying -respond to stimuli which depict kindness and unkindness	Relationships -recognise and show acknowledgement to healthy relationships and lifestyles	Intimacy -respond to stimuli about romantic relationships	Consent -show preferences and ways of responding to stimuli	Help -respond to adult modelling about ways to indicate to others that they need help

Post 16		Week 1	Week 2	Week 3	Week 4	Week 5
Year 3	RH	Safety online -to be able to critically analyse messages about pornography -understand that pornography doesn't reflect reality -promote positive view of sex and relationships which includes maturity.	Marriage -reasons for getting married and different types of marriages (arranged marriages, forced marriages, civil partnership, marriage of convenience) -about different wedding traditions	Safe sex and abortion -to understand the implications of unintended pregnancy and young parenthood. -about reasons for pregnancy choices -about the impact of choices -recognising abusive relationships -understand different circumstances in which pregnancy can occur including non-consensual sex -understand basic facts about abortion -facts about miscarriage	Parenting -about different types of parenthood (single parents, same sex parents) --about the demands and challenges of parenthood -about the skills and qualities necessary for parenting -about physical, social and financial impact of parenthood	Sexual Health Services and Accessing Local and National Services -identifying appropriate sources of help and recognising value of getting support -understanding the law and the rights in the relationships -about sexual exploitation
	BO	Safety online -identify harmful behaviours online -recognise that behaviour that hurts people on the inside (feelings) or outside (their body) is wrong -know how to express their anxiety and who to ask for help -recognise that not everything we see online is 'true' or 'real'	Relationships -Know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong -know that it is entered into freely -know about different wedding traditions -recognise reasons for getting married	Intimate relationships -understand basic facts about intimacy and relationships - know that stable, caring relationships (which may be different types) are at the heart of families and are important for children's security as they grow up - know that each person's body belongs to them and the difference between appropriate and inappropriate or unsafe physical contact	Parenthood -about other people's families sometimes look different from our own but we should respect these differences. Other families are still characterised by love and care -about the diversity of who we live with	Seeking help -request help from others e.g with personal needs or related to a problem -regularly use adults for a source of knowledge and comfort -identify an adult to go to for help and support when they feel sad, lonely, scared or fed up -demonstrate ways to let people know that they are not happy (including not feeling comfortable with physical contact)
	FF	Online information -respond with curiosity to stimuli about online advertising	Relationships -respond to stimuli about things people do and like when spending time with each other	Intimacy -respond to stimuli about romantic relationship	Parenthood -respond to stimuli about parenthood -respond to stimuli about different kinds of relationships and families	Help -respond to adult modelling about ways to indicate to others that they need help