



PSHE, Relationships & Sex Education Policy

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Purpose & Statutory Basis

This policy sets out how Waterloo Primary School provides personal, social, health and economic education (PSHE), including statutory Relationships Education and Health Education, and the additional primary sex education that the school has chosen to provide. It applies to pupils in Nursery, Reception, mainstream classes and Waterloo's specialist provision.

We aim to equip every pupil with the knowledge, vocabulary, skills and confidence to build positive relationships; remain safe on and offline; protect their physical and mental health; understand change; participate in society; and make informed, responsible decisions. Teaching is inclusive, developmentally appropriate and rooted in the school's values of Strive, Honesty, Inclusion, Nurture and Excellence.

Legal & Statutory Framework

Waterloo is an academy within Mersey View Learning Trust. The school must provide Relationships Education and Health Education and must have regard to the Department for Education's statutory guidance. The legal and guidance framework includes:

- sections 34 and 35 of the Children and Social Work Act 2017;
- the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019;
- sections 80A of the Education Act 2002 and 403 of the Education Act 1996;
- Relationships Education, Relationships and Sex Education and Health Education: statutory guidance for introduction on 1 September 2026;
- the Equality Act 2010 and the Public Sector Equality Duty;
- Keeping Children Safe in Education 2026, Working Together to Safeguard Children and the Prevent duty guidance;
- the Human Rights Act 1998, Education Act 1996 and statutory requirements concerning political impartiality; and
- the national curriculum for science, which the academy uses as its curriculum entitlement and reference point.

PSHE as a whole is not a single statutory subject for academies, but statutory Relationships Education and Health Education sit within Waterloo's wider PSHE programme. Primary sex education beyond science is not compulsory; Waterloo chooses to teach a limited, age-appropriate programme because it supports safeguarding and prepares pupils for adolescence and secondary school.

Policy Principles

- Safeguarding first: pupils learn how to recognise concerns, use correct vocabulary, set boundaries, seek help and report abuse. Being harmed is never the child's fault.
- Respect and inclusion: teaching reflects the law, challenges prejudice and bullying, and represents families of many forms positively without stigmatising any pupil.
- Age and stage appropriateness: content is sequenced, revisited and adapted to pupils' developmental readiness, prior knowledge and lived experience.
- Truthful, balanced teaching: information is accurate, evidence-informed and presented impartially. Contested issues are handled in a balanced way.
- Partnership with parents: parents are proactively consulted, told what is taught and when, and able to see all curriculum materials on request.
- High expectations for all: pupils with SEND receive the same entitlement, with reasonable adjustments and additional repetition, pre-teaching or personalised teaching where required.

Roles & Responsibilities

The Trust Board & Local Governing Body

The Trust Board is the proprietor and retains overall responsibility for compliance. Governance responsibilities are exercised in accordance with the Trust's scheme of delegation. Governors assure themselves that the policy is current, parents have been consulted, statutory content is taught, safeguarding and equality duties are met, resources are suitable and leaders monitor impact.

The Headteacher

The Headteacher ensures implementation, appropriate staffing and training, consultation and publication; decides whether resources and visitors are suitable; responds to concerns; and must grant a parent's request to withdraw a primary pupil from non-statutory sex education.

The PSHE Lead

The PSHE Lead designs and maps the curriculum; identifies which lessons contain sex education; supports staff; quality-assures planning, resources and delivery; maintains parent information; checks provision for pupils with SEND; and reports to leaders and governors.

Teachers and other staff

Staff teach the agreed curriculum sensitively and without expressing personal views as fact. They establish a safe learning environment, do not promise confidentiality, answer questions appropriately, make reasonable adjustments, and report concerns immediately under the safeguarding policy.

Parents and pupils

Parents are encouraged to engage with consultation, review materials and continue conversations at home. Pupils are expected to participate respectfully; their views inform curriculum review but do not replace the school's statutory and safeguarding responsibilities.

Curriculum Intent & Organisation

The curriculum develops academic and personal resilience and enables pupils to contribute successfully to modern Britain. Knowledge about relationships, values and safety is revisited through PSHE lessons, assemblies, computing, science, PE, the behaviour curriculum and everyday school life. Reading, oracy and carefully mapped vocabulary help pupils articulate knowledge, opinions, needs and emotions.

In usual circumstances, class teachers teach a discrete PSHE lesson each week. The programme uses the Jigsaw scheme as a principal resource, supplemented where appropriate by quality-assured materials from sources including the PSHE Association, NSPCC and relevant public services. A scheme is a resource, not the curriculum: Waterloo remains responsible for content and may adapt or replace materials.

The six recurring strands are:

- Being Me in My World (Autumn 1)
- Celebrating Difference (Autumn 2)
- Dreams and Goals (Spring 1)
- Healthy Me (Spring 2)
- Relationships (Summer 1)
- Changing Me (Summer 2)

The detailed taught curriculum retained from the previous policy is at Appendix 1. Leaders will map it against every revised 2026 statutory outcome and amend year-group plans where required, including strengthened teaching about online safety, AI-generated content, misinformation, financial harms, nicotine products, boundaries, abuse and reporting routes.

Statutory Relationships Education

By the end of primary education, pupils will have been taught the required content within these areas: families and people who care for me; caring friendships; respectful and kind relationships; online safety and awareness; and being safe. Teaching includes healthy boundaries, privacy, consent in an age-appropriate sense, personal information, respectful disagreement, stereotypes, bullying, loneliness, recognising unsafe or abusive behaviour and seeking help.

Families are taught sensitively and positively. Examples may include single-parent families, same-sex parents, families headed by grandparents, young carers, kinship care, adoptive families and foster families. Marriage is taught as a formal and legally recognised commitment of two people intended to be lifelong. No pupil is asked to disclose private family information.

Statutory Health Education

The curriculum covers mental wellbeing; internet safety and harms; physical health and fitness; healthy eating and a healthy relationship with food; drugs, alcohol, tobacco, vaping and other nicotine products; health protection and prevention; personal safety; basic first aid; and the changing adolescent body. Puberty, including menstruation, is statutory Health Education and is taught to all pupils. Parents cannot withdraw pupils from it.

Teaching about mental health is preventative and hopeful. It develops emotional vocabulary, self-care, resilience, awareness of loneliness and knowledge of when and how to seek help. Sensitive material is introduced carefully and is not designed to alarm pupils. Eating disorders, self-harm and suicide are not taught as standalone primary units; any individual concern is addressed through safeguarding and appropriate pastoral or health support.

Primary Sex Education: Waterloo's Additional Content

Sex education in this policy means planned teaching beyond statutory Relationships Education, Health Education and science about human reproduction, conception and birth. Waterloo teaches this in Years 5 and 6, tailored to pupils' age and physical and emotional maturity, to support a safe transition to secondary education.

The identified non-statutory content is: that sexual intercourse is one way a baby may be conceived; that it can lead to pregnancy; and the meaning of the legal age of consent. The detailed lesson content and resources are shared with parents in advance. The scientific life cycles of humans and other animals; changes from birth to old age; puberty; menstruation; body-part vocabulary; and reproduction in plants and animals are not treated as withdrawable sex education where they form part of science or statutory Health Education.

The school will consult parents before Year 6 about the detailed content and will offer support for family conversations. Teaching does not promote sexual activity and will not present adult content that is unsuitable for primary pupils.

Parents: Consultation, Transparency & Withdrawal

Consultation & Access to Materials

The school proactively consults parents when developing and reviewing this policy. Consultation informs implementation but does not give any individual or group a veto over statutory curriculum content. The approved policy is published on the school website.

Parents are informed what will be taught and when. A representative sample of resources will be made available, and all materials used to teach RSHE can be viewed on request, subject only to lawful arrangements that protect personal data and copyright while still enabling meaningful access. Waterloo will not enter into contracts that prevent materials being shown to parents.

Right to withdraw

There is no right to withdraw from Relationships Education, Health Education or science. A parent may request withdrawal from some or all of Waterloo's additional primary sex education. Requests should be made in writing to the Headteacher, using the form at Appendix 2 if helpful.

The Headteacher will normally meet the parent, and the pupil where appropriate, to explain the purpose and content, understand the request, discuss possible social and emotional effects and clarify what remains statutory. In a primary school, the Headteacher must grant the request for non-statutory sex education. The decision and agreed arrangements will be recorded. A withdrawn pupil will receive purposeful, appropriate education and will not be made to feel excluded or penalised.

Safe & Effective Teaching

Learning environment and questions

Teachers agree clear ground rules, including listening respectfully, not asking others personal questions, using appropriate language and knowing how to seek help. Distancing techniques, fictional scenarios and anonymous-question methods may be used. Pupils are never invited to disclose personal experiences publicly.

Questions are answered honestly, factually and at a level suitable for the pupil. A teacher may defer a question, answer individually, consult the PSHE Lead or contact parents where appropriate. Questions indicating risk, abuse or harmful sexual behaviour are handled as safeguarding concerns. Staff never promise confidentiality.

Safeguarding

RSHE may increase disclosures. Any concern about a pupil's welfare is reported immediately to the Designated Safeguarding Lead in accordance with the safeguarding and child protection policy and KCSIE 2026. Visitors are told the reporting procedure before delivery. Staff make clear that abuse, harassment and sexual violence are never acceptable and are never dismissed as banter or an inevitable part of growing up.

Political impartiality and contested issues

Teaching is objective, balanced and appropriate. Staff do not promote partisan political views. Where political issues are discussed, pupils receive a balanced presentation of opposing views appropriate to their age. Protected characteristics and the existence of different families are taught as matters of fact and law, while respecting that families may hold different beliefs.

Equality, Inclusion & SEND

Waterloo complies with the Equality Act 2010 and has due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations. Teaching is inclusive and reflects the protected characteristics in an age-appropriate way. It challenges sexist, racist, homophobic, biphobic, transphobic, disablist and faith-based bullying without labelling or stigmatising pupils.

For pupils with SEND, including those in specialist provision, staff consider communication, cognition, sensory processing, social understanding, vulnerability and developmental stage. Adjustments may include explicit and concrete language; visual supports; pre-teaching; smaller steps; repetition and retrieval; social stories; alternative recording; carefully planned grouping; additional processing time; and liaison with families and relevant professionals. Adaptation must not remove essential safeguarding knowledge.

External Visitors & Resources

External organisations may enrich teaching, but the school remains responsible. Before use, the PSHE Lead or senior leader checks the provider's credentials, viewpoint, lesson plan and every resource; suitability for age, stage and SEND; accuracy and evidence base; equality, safeguarding and data-protection implications; political impartiality; and value. The school will not use organisations that take or promote extreme political positions or resources produced by them.

Named visitors, supervision and any DBS requirements are agreed in advance. A school employee remains present. The visitor receives safeguarding, confidentiality and reporting instructions. Parents can see external materials on request, and pupils' participation in research, marketing or data collection requires separate lawful approval.

Assessment, Reporting & Quality Assurance

Assessment identifies what pupils know, understand and can apply; it does not assess personal beliefs, family circumstances or private experiences. Evidence may include discussion, low-stakes retrieval, observation, scenario responses and written or pictorial work. Progress is discussed at parent meetings and summarised in the annual report where appropriate.

The PSHE Lead and senior leaders monitor curriculum coverage and quality through planning and resource scrutiny, visits to lessons, work review, assessment information, staff feedback and pupil voice. Monitoring includes mainstream and specialist provision. Governors receive assurance about statutory coverage, parent engagement, staff training and resulting actions. The curriculum and this policy are reviewed at least annually and sooner following statutory change, safeguarding learning or significant local need.

Appendix A: Overview of Waterloo Curriculum

This appendix preserves the taught curriculum information from the previous policy. It is a working curriculum overview, not a substitute for the statutory end-of-primary outcomes or teachers' detailed planning. Content may be revisited in other units and adapted in response to safeguarding, cohort and local needs. Nursery uses selected Jigsaw materials through teacher-led learning, directed activities and continuous provision, planned to build progression into Reception.

Autumn 1: Being Me in My World

Year	Objectives	Key vocabulary / learning
Rec	• I know that I belong to my class. • I can express how I feel in school. • I understand what it means to have kind hands. • I am starting to understand that we all have rights and responsibilities (linked to our school code of conduct). • I can ask for things I want/need using the word 'please'.	Belonging Kind hands Code of conduct Emoji
Y1	• I know that I belong to my class and my family. • I know some ways to make my class a safe and happy place. • I know I feel proud of things can do or have done. • I know some of our school values. • I am beginning to understand that my actions have consequences (linked to our school code of conduct). • I usually use 'please and thank you'.	Pride Actions/consequences Respect Value Forgive Listen Care Encourage Try
Y2	• I am starting to recognise when I feel worried and can ask for help. • I can help to make my class a safe and fair place. • I can work cooperatively. • I understand why our school code of conduct is important. • I usually use some conventions of manners and courtesy (please/thank you/holding doors open...)	Fairness Cooperation Manners
Y3	• I know some ways to make someone feel welcome and valued. • I recognise how it feels to be happy, sad or scared and can identify when others may be feeling these emotions. • I can work cooperatively in a group and understand some rules for good teamwork. • I understand how my behaviour can bring rewards and consequences for others and me. • I know what tax is and how it is used in our community. • I usually use conventions of manners in everyday interactions, including greetings and asking how someone is.	Teamwork Welcome Rewards/consequences Good morning/afternoon Tax
Y4	• I am beginning to understand how it feels to be included or left out. • I can name different roles within our school community and can express thanks for their contribution. • I recognise some of my rights and responsibilities within my school community. • I understand that rewards and consequences can motivate people. • I can talk about self-respect and I know how I should expect to be treated by peers.	Included Left out Lonely Motivation Self-respect
Y5	• I know some rights children have in the UN (recall more than 3). • I know our British values. • I understand the term democracy and recognise the importance of having a voice. • I understand how my behaviour can impact others in my school community. • I understand how single-use plastics can be damaging. (Ocean pollution/wildlife and climate change). • I can talk about the benefits and downfalls of renewable and non-renewable energy.	Democracy Rule of Law Individual Liberty Tolerance Mutual respect and tolerance British Values Plastic pollution Climate change Sustainable energy

Year	Objectives	Key vocabulary / learning
Y6	• I know we have wants and needs. • I know that children in UN countries have rights (I can name more than 4) • I recognise some ways my wants and needs can differ from children in other countries. • I understand what self-respect is and I know how I should be treated by others, including people in positions of power. • I know that not all countries have the same human rights. • I know that not all countries are democratic. • I understand the importance of self-respect and I know how others (including people in positions of responsibility) should treat me.	UN Rights of the Child Wants/needs Human rights

Autumn 2: Celebrating Difference

This unit links with the national Anti-Bullying Week theme.

Year	Objectives	Key vocabulary / learning
Rec	• I know we are all good at different things. • I understand that being different makes me special. • I know if someone is unkind, I should tell. • I know that being unkind can be bullying. • I can tell you why my home is special. • I know how to be a kind friend. • I know which words I can use to stand up for myself or others if someone is unkind.	Different strengths Different families – our own families Kind Unkind Bullying
Y1	• I can say how others are the same and different to me. • I can identify differences between myself and people in my class. • I know that we can be different and still be friends. • I know that when someone is unkind to the same person more than once, it can be bullying. • I know who I can tell if I experience bullying. • I can say why I am proud of things that make me special and unique.	Step family Foster family Adoptive families Sibling Single parents Mums Dads
Y2	• I can identify similarities between people in my class. • I am starting to understand that sometimes people make assumptions about boys and girls (stereotypes). • I understand that girls and boys can have similarities and differences. • I know that bullying is repeated and deliberate.	Gender stereotypes: roles, toys, preferences Deliberate Assumptions
Y3	• I understand that, sometimes, we make assumptions based on what people look like • I know that gender doesn't limit choices of toys, hobbies or career choices. • I understand that differences and conflicts sometimes happen between family members and friends. • I know how to calm myself down and can use the 'Solve it together' techniques. • I know that witnesses to bullying can make the situation better or worse. • I know some ways of helping someone who is bullied. • I recognise that some words are used in hurtful ways. • I can give and receive compliments and know how this can feel.	Gender stereotypes – roles/aspirations Age Disability Witnesses Compliments
Y4	• I understand that families can look different but are characterised by love and care. • I appreciate the family/people who care for me. • I know what I could do if a relationship made me feel unsafe or unhappy. • I know how to report online bullying. • I know that bullying can be verbal, indirect and physical. • I know that homophobic language is offensive and damaging. • I know that images in the	Appreciation Online bullying Homophobic Characteristics Verbal/direct/indirect

Year	Objectives	Key vocabulary / learning
	media are not always real. • I know that my appearance and my characteristics make me special and unique.	
Y5	• I understand what racism is. • I understand that racism is damaging and not acceptable in our school or community. • I understand rumour spreading and name-calling can be bullying behaviours. • I can explain the difference between direct and indirect bullying. • I know that we all have different characteristics (age/race/gender) and shouldn't discriminate. • I am beginning to understand that I have different characteristics which make up my identity. • I am beginning to understand that my wants and needs may differ to other children around the world.	Cultural Differences Racism Religion/beliefs Homophobic language Direct/indirect Wants/needs
Y6	• I understand that there are different perceptions of what normal is. • I know some characteristics that make up my identity. • I know that some characteristics are protected under British law. • I understand that when people discriminate, it can cause significant harm. • I know that it is right to see everyone's abilities. • I understand what is meant by extremism and understand that it can be damaging to individuals and communities.	Characteristics British law Extremism Communities Links to history: Suffragettes Holocaust

Spring 1: Dreams and Goals

This unit is enhanced through 'When I Grow Up' week.

Year	Objectives	Key vocabulary / learning
Rec	• I understand what a goal is. • I can try hard not to give up. • I can use kind words to encourage people. • I know that I am learning skills that I will need as a grown up.	Goal Encourage
Y1	• I can talk about something I can do well. • I can set myself a simple goal. • I can talk about what I can do to achieve it. • I know there may be obstacles. • I can celebrate things I achieve.	Obstacle Achieve
Y2	• I can talk about things I do well and how this makes me feel. • I can keep trying even when things are difficult. • I know it can be challenging or easy to work with others. • I can work well in a group and can tell you how I worked well in a group.	Resilience Teamwork
Y3	• I can talk about someone who has faced and overcome difficulties. • I can identify a dream or ambition that I have. • I can break a goal into smaller steps. • I can consider ways to overcome obstacles.	Ambition
Y4	• I can tell you about my goals, hopes and dreams. • I understand that goals, hopes and dreams don't always come true. • I know that focussing on positives	Disappointment Motivation

Year	Objectives	Key vocabulary / learning
	can help us to deal with disappointment. • I can work cooperatively as a team to complete steps to achieve a goal.	
Y5	• I understand that I will need money for some hopes and dreams. • I can identify a job I want to do and some skills I would need to do to achieve it. • I can consider how someone with a different culture may have different dreams or goals to me.	Jobs Careers Cultures Aspirations Qualifications
Y6	• I know my strengths and recognise I could use them in the workplace. • I understand that I will need to motivate myself. • I know how others can support me and how I can support them to achieve a goal. • I can learn about the skills and training I would need to fulfil some job roles I am interested in.	Skills Training

Spring 2: Healthy Me

Year 3 pupils complete Mental Health Ambassador training in the autumn term, subject to programme availability. Visitors to school are encouraged in all phases of school.

Year	Objectives	Key vocabulary / learning
Rec	• I understand that I need exercise to keep my body healthy. • I understand that moving and resting are good for my body. • I know some foods that are healthy and unhealthy. • I know how to help myself to fall asleep and understand that sleep is good for me. • I know how to wash my hands and that it is important to wash my hands before eating and after going to the toilet. • I recognise the value of some coins and understand that we can use money to buy things (shop role-play).	Exercise Resting Diet Sleep Handwashing Money
Y1	• I know some rules for being safe when crossing roads. • I know some rules for keeping safe in the sun. • I know some healthy choices I can make (diet and exercise). • I know the importance of keeping clean to stop the spread of germs. • I know some household products and medicines can be dangerous if not used properly. • I know what I can do if I am approached by a stranger. • I know what I can do if I ever get lost. • I know some different jobs that people have in our community and that they earn money by doing their jobs.	Road safety Sun Safety Germs Hazardous products Strangers Jobs in the community Earning money
Y2	• I know that brushing my teeth, not eating too much sugar and visiting the dentist are important for healthy teeth and gums. • I know some ways to keep my body healthy (diet/exercise/sleep). • I can talk about ways I can relax. • I know that medicines can make me better but that I must use them safely. • I can sort healthy and unhealthy snacks. • I know that there are different food groups and I need a balanced diet. • I know how to keep safe around water. • I know people can save or spend their money.	Water safety Food groups Relaxing Revisit road safety/washing hands/sun-safety Saving/spending
Y3	• I know what mental health is and why it is important. • I know if I am struggling with a problem, I can talk to someone. • I know the 5 ways to well-being and	Mental Health Ways to well-being

Year	Objectives	Key vocabulary / learning
	which self-care techniques work best for me. • I can make suggestions about how to help someone who is feeling stressed, worried or unhappy.	Stressed/Worried/Unhappy Relax/calm/happy Support
Y4	• I know some facts and dangers about smoking, vaping and alcohol. • I know some reasons people may start to smoke, vape or drink. • I can recognise when people are putting pressure on me and know some ways I can resist. • I know how to keep safe near a railway. • I know what it means to budget and how people can prioritise their spending.	Addiction Peer pressure Railway safety 5 steps to wellbeing Revisit water safety/sun safety Budget Renewable/non-renewable energy
Y5	• I know the health risks of smoking and can tell you that tobacco affects the lungs, liver and heart. • I know some of the risks with misusing alcohol, including anti-social behaviour, and how it affects the liver and heart. • I know and can put into practice basic emergency aid procedures (including recovery position) and know how to get help in emergency situations. • I understand how the media promotes certain body types and that images may not be real and that we shouldn't be pressured to look a certain way.	First aid Illegal drugs Anti-social behaviour Body image
Y6	• I can take responsibility for my health and make choices that benefit my health and well-being • I know some recreational drugs (legal and illegal) and some negative effects they can have on the body. • I understand that children can be exploited and made to do things that are wrong, dangerous and illegal. • I know some reasons children can join gangs and the risks that this can involve. • I know some different ways of spending money (including borrowing and paying interest) and some risks/benefits. • I know some rules for safe independent travel (including public transport/using mobile phones/road safety).	Exploitation Gangs Borrowing Interest Debt Legal/illegal Road safety – transition- travelling to school/public transport

Summer 1: Relationships

Across all year groups, pupils are taught that violence is never acceptable at school, at home or in the community.

Year	Objectives	Key vocabulary / learning
Rec	• I know I can make friends, and this can stop me from feeling lonely. • I am starting to understand how unkind words can make someone feel sad. • I can use 'calm me time' to make myself feel better. • I know some ways I can be a good friend.	Being a good friend Lonely Kind/unkind
Y1	• I can identify members of my family and recognise that other families are different. • I recognise some ways in which families support and take care of children. • I can identify what being a good friend means to me. • I know appropriate types of physical contact to greet my friends and know which ways I prefer. • I know what bullying is. • I know who can help me in my school	Support Care for Good friend Touch

Year	Objectives	Key vocabulary / learning
	community. • I can recognise my qualities as a friend. • I can tell you why I appreciate someone who is special to me.	
Y2	• I know that families can care for and protect each other. • I know some types of physical contact are appropriate and some that are not. • I know that everyone has the right to say no. • I can use positive problem-solving techniques. • I know the difference between good secrets and 'worry secrets'. • I know I should always share worry secrets with a trusted adult.	Cooperation Trust Worry secrets Acceptable/unacceptable Consent Conflict Compliments
Y3	• I know that different family members can have different responsibilities. • I know that friendships can have ups and downs and can be repaired. • I know that violence is never acceptable in relationships. • I know some strategies for keeping safe online. • I know how my actions can impact people around the world (fair trade). • I know some of the UN Rights of the Child. • I know that we have wants and needs.	Fair trade UN Rights of Child Online relationships – safety Responsibilities Gender roles Social media Risks Equality Justice
Y4	• I can identify someone I love and can express why they are special to me. • I know that couples may choose to get married. • I know that marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. • I know that there are different types of weddings that may or may not be religious. • I can recognise situations when we might feel jealousy and recognise how this can cause conflict in relationships. • I am beginning to recognise signs of unhealthy relationships. • I know some strategies that might help someone who has lost a special person or pet.	Boyfriend/Girlfriend Marriage Legal Wedding Jealousy Loss/grief Healthy/unhealthy relationships
Y5	• I know some personal qualities that can lead to unhealthy relationships. • I recognise some risks with online communities/relationships: in App/game purchases, • I understand why age restrictions are needed. • I know that too much screen time can be damaging.	Grooming Trolling Gambling Addiction Screen time
Y6	• I understand what mental health is and understand that sometimes, we may need help and support. • I know some self-care techniques and can consider ones that work best for me. • I understand that there are different types of loss that can cause people to grieve. • I can recognise when people are trying to gain power or control over myself or others. • I can recognise pressures to take risks online. • I know the responsibilities I have when communicating online.	Self-care techniques Grief

Summer 2: Changing Me

Transition activities prepare pupils for their next class or secondary school. Puberty and menstruation are statutory and taught to all pupils; only the separately identified Year 5/6 sex-education content is withdrawable.

Year	Objectives	Key vocabulary / learning
Rec	- I can name parts of my body. (Heads Shoulders Knees and Toes) - I can talk about healthy foods. - I can tell you some feelings I have about moving to Year 1 - I can talk about my favourite memories of Reception.	Change Memories
Y1	- I can identify non-private body parts. - I know the NSPCC PANTS message – I know that what is in my pants is private. - I know who I can talk to if my body isn't being respected by somebody. - I know some ways I can positively deal with change. - I know about some simple animal life cycles (including human).	Private body parts Trusted adults Life cycles Respected
Y2	- I know that some body parts are private. - I know when it is appropriate to talk about private body parts - I know the NSPCC PANTS message – I know that what is in my pants is private - I know who I can talk to if my body isn't being respected by somebody - I am developing some positive strategies to deal with change	Private body parts Trusted adults Life cycles Respected Appropriate
Y3	- I can name some private male and female body parts (penis, vagina). - I know when it is appropriate to talk about private body parts. - I know who I can talk to if my body isn't being respected by somebody. - I know some ways I can positively deal with change. - I know some ways in which families take care of babies.	Private Penis Vagina
Y4	Opportunity for female only group teaching - bodies getting ready to have a baby in the future (if you choose to) at the start of Year 4. All pupils are taught about menstruation later in the year as part of the statutory Health Education curriculum. All pupils are taught about menstruation later in the year as part of the statutory Health Education curriculum. - I know correct names for some private body parts (penis, vagina, testicles, anus, breasts) - I know everyone is different. Puberty usually begins between 8 - 13 for girls and 9-14 for boys. - I know external changes that happen to male and female bodies during puberty. - I know some key facts about menstruation - all children. - I know that personal hygiene is even more important once puberty begins. - I know who I can talk to if I have any worries or questions. - I know I can't always control or choose changes that I will experience but I know self-care strategies to help me cope.	Period Sanitary towel Sanitary bin Menstruation: Period Vagina Testicles Anus Breasts Pubic hair/hair underarms Puberty
Y5	- I know some external and internal changes that occur during puberty that are needed for reproduction in the future. - I can explain the menstrual cycle and how this links to reproduction. - I know that males produce sperm in their testicles and this is needed for reproduction in the future. - I know that males can experience erections - I understand the concepts of consent and appropriate/inappropriate touch In science lessons, children will be taught to: Describe the life process of reproduction in some plants and animals. Parents may choose to withdraw from: I know what sexual intercourse is and that it can lead to pregnancy. I know the legal age of consent.	Erection Sanitary products Vulva Fertilisation Ovaries Egg Fallopian tube Womb Cervix Ejaculation Intercourse Legal age of consent
Y6	Revisit of Year 5 - I know that filtered images in the media can be damaging for self-esteem. - I know that what people post online doesn't always reflect their real lives. - I know the gestation period for humans.	Filtered images Gestation period

Year	Objectives	Key vocabulary / learning
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Parents may choose to withdraw from: • I know what sexual intercourse is and that it can lead to pregnancy. • I know the legal age of consent.

Ejaculation Intercourse
Legal age of consent



Appendix 2: Request to Withdraw from Sex Education

This form is optional. Parents may instead write directly to the Headteacher. It applies only to the identified, non-statutory sex education taught in Years 5 and 6.

Pupil name

Class / year group

Parent / carer name

Date

**Content from which
withdrawal is requested**

**Reasons or information
for the school to consider**

Following receipt, the Headteacher will offer a discussion, record the outcome and arrange purposeful alternative education. The request must be granted for non-statutory primary sex education.

Parent / carer signature:

Headteacher decision and agreed arrangements:

Headteacher signature and date: