



Relationships and Sex Education (RSE) Policy in line with DfE guidance 2026

Reviewed by J. Berry (PSHE Lead) March 2026

Next Review date: September 2028

To be reviewed September 2028

1. Context and Rationale

This Relationships Education Policy should be read in conjunction with the school's PSHCE Policy. Relationships Education is statutory for all primary-aged pupils, while Sex Education is non-statutory at primary level and is offered in accordance with Department for Education (DfE) guidance.

This policy reflects statutory requirements set out in the DfE Relationships, Sex and Health Education (RSHE) Guidance (2025), the National Curriculum (2014), Keeping Children Safe in Education (2025), the Equality Act (2010), and other relevant legislation and guidance.

The policy will be reviewed at least every three years or sooner if required.

1.1 Relationships Education in Our School

We believe Relationships Education is learning about the emotional, social and physical aspects of our lives, about ourselves and our relationships. It supports pupils to develop essential life skills for building and maintaining positive, respectful and non-exploitative relationships. It equips pupils with the knowledge and skills they need to understand themselves, their peers and people they meet in the wider community.

Relationships Education explores risks, choices, rights, responsibilities and attitudes, and supports children to keep themselves and others safe, physically and emotionally, both online and offline. It enables pupils to explore their own attitudes and those of others in a respectful and inclusive way.

Relationships Education makes a significant contribution to our school's vision, ethos and aims by supporting the development of confident, respectful, resilient and compassionate learners.

1.2 Wider PSHCE Context

Relationships Education and Sex Education are delivered as part of our wider Personal, Social, Health and Citizenship Education (PSHCE) provision, which also includes statutory Health Education.

The aims of Relationships Education are reinforced through wider school initiatives and enrichment activities, including:

- Healthy School development
- Anti-Bullying Week
- Social skills interventions
- Emotional literacy support (e.g. ELSA)
- Pupil leadership and advocacy opportunities
- Outdoor play and enrichment programmes

1.3 Intent of Our Relationships Education Curriculum

Through Relationships Education, we aim to provide a curriculum that is relevant to pupils' needs now and in the future, supporting their wellbeing, personal development, progress and achievement.

All adults in school work collaboratively to enable pupils to:

- Develop interpersonal and communication skills
- Build positive values and a moral framework
- Respect themselves and others
- Develop healthy, caring and respectful relationships
- Manage relationships in both positive and challenging situations
- Keep themselves and others safe
- Understand the diversity of families and relationships
- Recognise and avoid coercive or exploitative relationships
- Value and care for their bodies
- Access advice and support for themselves and others

2. Implementing Our Policy

2.1 Inclusion

Our Relationships Education provision is inclusive and accessible to all pupils, including those with special educational needs or disabilities (SEND). We recognise that pupils with SEND may be more vulnerable to harassment or abuse and ensure teaching is adapted to meet their needs.

We consider:

- Accessibility and suitability of resources
- Levels of vulnerability
- Previous experiences
- Development of self-esteem and body confidence
- Personal care needs
- Clear identification of support routes

2.2 Equality

Relationships Education plays a vital role in fulfilling our duties under the Equality Act (2010). We ensure that all pupils feel valued and represented and that teaching:

- Is inclusive and accessible
- Reflects a wide range of families, lifestyles and beliefs
- Reduces discrimination and promotes equality
- Encourages respectful dialogue and empathy

Teaching will be delivered primarily in mixed-sex groups, with flexibility to offer single-sex or small-group teaching where appropriate, taking into account the needs of all pupils, including non-binary pupils.

2.3 Safeguarding

We recognise the vital role that high-quality Relationships Education plays in meeting our statutory safeguarding responsibilities. Through Relationships Education, pupils learn about mutual, consensual, and reciprocal relationships in all their forms. Whether exploring friendships, family relationships, school-based interactions, or relationships within the wider community, children develop essential skills that support their ability to recognise unhealthy, abusive, or exploitative relationships. Teaching within the *Family and Friends* and *Anti-bullying* strands supports our statutory duty to prevent child-on-child abuse (KCSIE 2025, paras 128–130).

Within Relationships, Sex Education (RSE) and Personal Safety education, we acknowledge that effective teaching may help children recognise appropriate and inappropriate behaviour, including inappropriate sexual behaviour. As a result, there is an increased likelihood that pupils may disclose concerns or experiences of abuse. This learning also supports our statutory duty to prevent Female Genital Mutilation (FGM) (KCSIE 2025, p.162). All staff are fully aware of the school's Safeguarding and Child Protection procedures and will report any disclosures or concerns immediately to the Designated Safeguarding Lead (DSL).

On the rare occasions that a primary-aged pupil who is sexually active, or considering sexual activity, approaches a member of staff, this will always be treated as a child protection concern. Children of primary age are not considered able to give meaningful consent to sexual activity. Any disclosure or concern of this nature will be handled in accordance with safeguarding procedures and reported without delay to the Designated Safeguarding Lead (DSL).

2.4 Development of the Policy

This policy has been developed through consultation with parents and carers and has also taken account of the views of pupils, staff, and governors. Seeking the perspectives of these groups ensures that our provision is responsive to the needs of our pupils and reflects the values of the wider school community.

The consultation process included engagement with parents and carers to share clear information about the purpose and content of Relationships Education and Sex Education, to highlight statutory requirements, and to emphasise the role of RSE in promoting and safeguarding the wellbeing of all children.

All views expressed by pupils, staff, governors, and parents/carers were carefully considered during the development of this policy. While individual parents and carers do not have the right to veto curriculum content (DfE RSHE, para 56), the final decisions regarding policy content and delivery were made by the governing body in collaboration with school staff, having taken into account the views and needs of the school community.

To be reviewed September 2028

2.5 Consulting on Our Policy

Parents/carers, pupils, staff, and governors were provided with information about Relationships Education, Sex Education, and related statutory duties in formats that were accessible and appropriate to each group. They were invited to share their views on the suitability of the school's aims, the appropriateness of content, and the ages at which specific topics are introduced, as well as to contribute relevant perspectives and beliefs.

All parents/carers and pupils were proactively encouraged to participate in the consultation through surveys and questionnaires. Parents and carers were also invited to explore the curriculum and policy content further by requesting to view teaching materials through their child's class teacher.

In addition, parental views were represented through feedback submitted via email, and pupil voice was gathered from children across all age groups.

Further consultation with parents/carers and pupils will take place at least every three years to ensure the policy remains current, reflective of the school community, and responsive to pupils' needs.

3. Involving the Whole School Community

3.1 Working with Staff

Staff are supported through training, guidance and opportunities to share good practice. All staff understand their safeguarding, equality and inclusion responsibilities. Teachers delivering Sex Education receive appropriate support and training.

3.2 Engaging with Pupils

We acknowledge that an inclusive and well-structured Relationships and Sex Education (RSE) curriculum should be shaped through meaningful engagement with pupils to ensure it is relevant and engaging (DfE RSHE, para 15a). Pupils will be involved in the review and development of the Relationships Education curriculum in ways that are appropriate to their age and stage of development. Opportunities will be provided for children to share their views on the content, accessibility, and relevance of their learning experiences.

Pupils are actively involved in shaping and evaluating the curriculum through:

- School Council
- Surveys and discussions
- Assessment activities
- Anonymous question opportunities

3.3 Working with Governors

The Governing Body holds overall responsibility for this policy and its implementation. Governors ensure that:

- Statutory requirements are met
- Provision is well planned and resourced
- Parents/carers receive clear information

3.4 Working with Parents and Carers

Parents/carers are the first educators of their children about relationships, emotions, empathy, respect and growing up. We recognise that many children like to receive information about relationships from their parents/carers in addition to their learning in school. Therefore we seek to work in partnership with parents/carers when planning and delivering Relationships Education (Ref DfE RSHE para 55). We support this partnership by:

- Sharing curriculum information
- Offering information sessions and drop-ins
- Providing guidance and signposting to support

Parents/carers may view teaching materials by request, in line with copyright requirements.

4. Curriculum Organisation and Delivery

Our Relationships Education Curriculum is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2025), National Curriculum (2014), other DfE and Ofsted guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before the children enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group where children revisit and build on knowledge and concepts as they progress through school. All adults working with children have a part to play in supporting the delivery of Relationships Education.

Relationships Education is learning about:

- Families and People who care for me
- Caring Friendships
- Respectful, kind relationships
- Online safety and awareness
- Being Safe

Our PSHCE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHCE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. Topics where Relationships Education objectives are significant are:

- Anti-bullying
- Digital Lifestyles
- Diversity and Communities

- Family and Friends
- Managing Change
- My Emotions
- Personal Safety
- Relationships and Sex Education

Also: Working Together, Beginning and Belonging, Rights, Rules and Responsibilities

Relationships Education will be taught in:

- PSHCE through designated lessons, circle time, focused events, health weeks
- Other curriculum areas, especially Science, English, RE, PE and computing
- Enrichment activities, especially our assembly programme, social skills groups, involvement in school trips and activities carried out as part of our development as a healthy school.

4.1 Teaching Approaches

Teaching methods are interactive and reflective, supporting pupils to practise communication, empathy and decision-making skills in a safe and respectful environment.

Ground rules are established to ensure:

- Respectful language
- Appropriate sharing
- Safeguarding awareness

Distancing techniques are used to protect pupils' privacy and emotional wellbeing.

4.1.1 Creating a Safe Learning Environment

Relationships Education is delivered within a supportive, respectful, and non-judgemental setting where both adults and pupils feel safe and valued. Clear ground rules will be agreed at the start of any Relationships Education sessions, alongside the existing classroom expectations. These will include guidance on:

- the respectful and appropriate use of language
- how personal questions are asked and answered
- circumstances in which information may need to be shared beyond the lesson in line with safeguarding responsibilities
- approaches for checking facts or accessing further information safely

This ensures that all pupils can engage confidently and appropriately in their learning.

4.1.2 Single-Sex Groups

In addition to mixed-sex teaching groups, single-sex or small-group sessions may be used where this approach better supports pupils' needs. This may be particularly helpful for pupils whose cultural, religious, or personal backgrounds make it more challenging for them to engage fully with the

statutory curriculum in mixed-sex settings. When considering grouping arrangements, we will work in partnership with parents and carers and consult with pupils themselves to ensure that the needs of non-binary pupils, whose gender identity does not sit within the traditional boy/girl binary, are thoughtfully and respectfully taken into account.

4.2 Relationships and Sex Education (RSE)

Our Relationships and Sex Education (RSE) programme brings together statutory elements of Relationships Education and Health Education with non-statutory aspects of Sex Education (see Section 5). This integrated approach ensures coherent and age-appropriate learning.

4.2.1 Our Aims for RSE

We recognise that children develop their understanding of relationships and their changing bodies both at home and at school. We believe that learning in this area is most effective when there is a strong partnership between families and school. While RSE is primarily taught through planned lessons, children also learn through wider curriculum opportunities and the inclusive ethos of our school environment.

This area of learning includes statutory content drawn from the *Families and People Who Care for Me* and *Being Safe* sections of the DfE guidance for Relationships Education. It also provides the main context for teaching statutory content from the *Developing Bodies* element of Health Education, alongside aspects of *Health Protection and Prevention*.

In addition to our wider aims for Relationships Education, our RSE lessons are designed to ensure that children:

- develop an understanding of the importance of marriage, stable relationships, and family life as positive contexts for raising children
- are able to name the private parts of the body with confidence and communicate with trusted adults to help keep themselves safe
- are prepared for puberty and the associated physical and emotional changes, including menstruation
- understand the attitudes and skills required to maintain good personal hygiene

4.2.2 Our School Context

Our RSE provision combines aspects of Relationships Education, such as learning about families, personal safety, and emotional wellbeing, with elements of Health Education, including developing bodies and the spread of illness. This structure provides the most appropriate context for delivering non-statutory sex education. Some aspects of RSE are also covered through the statutory National Curriculum for Science, for example biological changes during puberty, sexual reproduction, and how viruses spread.

We ensure that all pupils receive teaching about puberty in Years 5 and 6 to prepare them for the physical, emotional, and social changes they may be experiencing or approaching. Where appropriate, introductory learning about puberty may be delivered in Year 4, depending on the needs of the cohort. Parents and carers will be informed in advance of any additional teaching at Year 4 and invited to consider the individual needs of their child.

We recognise that different approaches to delivering the RSE curriculum may be beneficial at times. For example, single-sex groups, small group sessions, or team teaching may be used where these approaches best meet the needs of pupils or enable staff expertise to be used most effectively. All delivery methods will be chosen for clear and positive educational reasons.

4.3 Families and People Who Care for Me and Caring Friendships

Statutory content relating to families and caring friendships is delivered across a range of topics within our programme. Key areas for this learning include *Anti-bullying* and *Family and Friends*.

4.3.1 Our Aims for Anti-bullying and Family and Friends

We recognise that children develop the skills needed to form and maintain healthy relationships through many experiences, not solely through planned lessons. Everyday interactions, the school's ethos, enrichment opportunities, and targeted support and interventions all contribute to this learning.

These topics provide the main context for delivering statutory content from the *Families and People Who Care for Me* and *Caring Friendships* sections of the DfE Relationships Education guidance.

In addition to our wider aims for Relationships Education, our planned lessons on Anti-bullying and Family and Friends aim to ensure that children:

- develop skills to build and maintain healthy friendships
- understand and apply principles of mutuality, equality, respect, and loyalty across different relationships
- can recognise coercion, manipulation, and power imbalance in a range of relationship contexts
- learn that empathy, effective communication, emotional literacy, and positive mental health support healthy relationships
- gain an understanding of the wide range of family structures, lifestyles, religions, and cultures, and learn to respect and celebrate diversity
- feel confident in seeking support for themselves and offering support to others when relationships are challenging

4.4 Respectful, Kind Relationships

This statutory content is addressed across multiple topics in our curriculum. A key area for delivery is the *Diversity and Community* topic.

4.4.1 Our Aims for Diversity and Community

We recognise that children learn about diversity from a wide range of sources, which may sometimes present contradictory messages. In line with our responsibilities under the Public Sector Equality Duty, we aim to reduce discrimination, advance equality of opportunity, and promote positive relationships between different groups.

Our *Diversity and Community* topic is designed to prepare children for the opportunities, responsibilities, and experiences they will encounter in modern Britain (Education Act 2020 / Academies Act 2010), where they will meet people with a variety of characteristics, including the protected characteristics: age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, and sexual orientation.

This topic draws on the *Respectful, Kind Relationships* sections of the DfE statutory guidance for Relationships Education and supports teaching the Fundamental British Values of democracy, the rule of law, individual liberty, and mutual respect and tolerance for those with different faiths and beliefs.

It also provides a framework for fulfilling our duty to prevent child-on-child abuse (KCSIE 2025), particularly in the context of prejudiced language, behaviours, or bullying.

In addition to our wider aims for Relationships Education, our planned lessons on *Diversity and Community* aim to ensure that children:

- understand that they and others should be treated with respect, including people who are different from them physically, in character or personality, in background, or in beliefs, choices, or preferences
- develop a strong sense of their own identity and recognise the many and changing factors that contribute to it
- understand stereotypes, how they can be identified, and how to challenge them
- recognise the personal and community benefits of engaging positively in their immediate and wider communities

4.4.2 Our School Context

Our lessons aim to reflect the diverse views and experiences of families, enabling children to hear both familiar and unfamiliar perspectives. This helps them develop respectful communication skills, even in the context of disagreement. All information shared will be medically and legally accurate.

4.4.2.1 LGBT Content

Following the DfE's guidance that primary schools should teach about *healthy, loving relationships* (DfE RSHE paras 67–72), we include teaching about same-sex relationships within the broader context of diverse family structures. Content will be age-appropriate and familiar to children, helping them understand that not all families look the same.

We recognise the current debate around gender identity and acknowledge that parents and carers may hold differing views. Children will be supported to reflect on these differing perspectives with empathy and respect. Lessons will address gender stereotypes and any harmful behaviours arising from sexism or misogyny, while reinforcing that individuals with the protected characteristics of gender reassignment or sexual orientation must always be treated with kindness, respect, and without prejudice.

4.4.2.2 Religion and Belief

We understand that families within our school community may hold different beliefs, even within the same religion. Parents and carers are encouraged to share their views so that we can reflect a range of perspectives back to children in lessons. We may use language such as, "Some people believe X, some people believe Y."

We will clearly distinguish between content that reflects religious beliefs and content that reflects law or medical fact. Children will never be required to share their family's religious perspective unless they choose to do so.

4.5 Being Safe

This statutory content is addressed across several topics in our programme, with *Being Safe* serving as a key focus.

4.5.1 Our Aims for Being Safe

Safeguarding is central to everything we do in school. In this topic, we aim to proactively equip children with the skills and attitudes needed to keep themselves safe.

This area draws on the *Being Safe* section of the DfE statutory guidance for Relationships Education and supports us in meeting our statutory duties (KCSIE 2025) to prevent child-on-child abuse and to ensure that children know how to report concerns or abuse, both online and offline.

In addition to our broader aims for Relationships Education, our planned lessons on *Being Safe* aim to ensure that children:

- understand boundaries in peer and child/adult relationships and how to communicate about them
- understand the concepts of bodily autonomy and privacy
- can recognise harmful or abusive relationships and know how to report abuse or concerns about behaviour, both online and offline
- develop confidence and persistence in communicating concerns to trusted adults

4.5.2 Our School Context

Children will learn a wide range of safeguarding skills and strategies, which will be reinforced through teaching, everyday practice, and consistent adult role modelling and support. In line with our safeguarding policies, all adults are trained to respond appropriately to any behaviour or concern that may indicate a safeguarding need.

4.6 Online Safety and Awareness

This statutory content is covered across multiple topics, with *Digital Lifestyles* as a primary focus.

4.6.1 Our Aims for Digital Lifestyles

This topic aims to equip children with the skills and attitudes to benefit from increased technological connectivity while ensuring they, and their parents/carers, are aware of how to stay safe online.

The topic draws on the *Online Safety and Awareness* section of the DfE statutory guidance for Relationships Education. Many elements of online safety are also addressed through other topics, including *Family and Friends* and *Anti-bullying*.

In addition to our wider aims for Relationships Education, our planned lessons on *Digital Lifestyles* aim to ensure that children:

- demonstrate the same respect in online interactions as they do in face-to-face interactions
- develop critical thinking skills to evaluate the information they encounter online and the interactions they have
- recognise that some online content is inappropriate for children and know how to report it and seek help
- understand the benefits and risks of sharing information online and know how to access support when needed

4.6.2 Our School Context

We recognise that all schools face new opportunities and risks with the increasing use of technology. We work in partnership with parents and carers to raise awareness of the potential risks to children's health and wellbeing from unrestricted or poorly supervised online activity.

Our safeguarding responsibilities extend to the online environment, addressing not only predatory adults but also interpersonal difficulties between children that may be caused or exacerbated by technology. We follow the guidance in KCSIE to keep children safe online and to prevent child-on-child abuse.

4.7 Curriculum Materials and Resources

Our Relationships Education and Sex Education programme primarily draws on the *Cambridgeshire Primary Personal Development Programme (PDP)* and the resources recommended within it. We will avoid a “resource-led” approach; instead, planning and delivery will focus on the learning needs of the children and our stated objectives.

Resources will be carefully selected to ensure they meet the learning objectives and the developmental needs of the pupils. All teaching materials will be thoroughly evaluated before use. Resources will be chosen to ensure they:

- align with our Relationships Education curriculum
- support the aims and objectives of this policy
- are suitable for the age, maturity, needs, language proficiency, and abilities of the children
- are engaging for both adults and children
- are up-to-date and factually accurate
- are produced by reputable organisations
- avoid unfair bias, including commercial, religious, or ideological bias
- avoid racial, gender, sexual, cultural, or religious stereotyping and heteronormativity
- encourage active, participatory learning
- meet statutory requirements for Relationships Education

4.8 Safe and Effective Practice

Our school operates a clear Confidentiality Policy, which is shared with staff, pupils, and parents/carers and is communicated through the school brochure and website. The policy outlines that:

- Staff cannot promise absolute confidentiality, in line with safeguarding requirements
- Children will be reassured that staff will act in their best interests, which may involve sharing information if there is a risk of harm
- Children will be informed if information needs to be shared (with particular care for very young children or those with significant special needs) and will receive appropriate support

Professionals such as school nurses or youth workers are bound by their professional codes of conduct and may provide higher levels of confidentiality. However, when contributing to classroom-based Relationships Education, they will follow the school's safeguarding and confidentiality policies. Health professionals will clearly explain confidentiality boundaries at the start of sessions with pupils.

4.8.1 Answering Children's Questions

We recognise that sensitive and complex questions will naturally arise during Relationships and Sex Education lessons. These will be addressed in a manner consistent with the school's aims and curriculum content.

- Questions relating to the planned curriculum for the pupil's age group will be answered openly with the whole class.
- Questions that fall beyond the planned content for that age group, but within the overall YR–Y6 curriculum, will be answered sensitively and age-appropriately to the pupil(s) who asked them.
- If a staff member is unsure about how to answer a question, or whether it is appropriate to do so, they will consult the Designated Safeguarding Lead (DSL).
- Questions beyond the Y6 curriculum will not be answered in school; the child will be supported to ask the question at home or to another trusted adult.

When responding to questions, personal information from adults, pupils, or their families will be discouraged. If a question indicates a need for pastoral support, the discussion will be deferred to a suitable time outside the lesson and may involve additional colleagues. If a question or comment raises concerns about abuse, coercion, or exploitation, it will be reported to the DSL in accordance with the school's safeguarding procedures.

4.9 Assessment, Recording, and Reporting

Assessment of Relationships Education will be carried out in a variety of ways, including both teacher assessment and pupil self-assessment. Guidance provided within the *Cambridgeshire Primary Personal Development Programme* will be used to support consistent and effective assessment, recording, and reporting practices.

5. Sex Education Policy

5.1 Definition

Sex Education is defined as learning about human conception and birth. It builds on statutory Science and Health Education content and supports pupils' understanding of puberty.

5.2 Consultation about Sex Education

In line with the DfE recommendation that all primary schools have a Sex Education programme (DfE RSHE, para 30), we acknowledge that Sex Education is non-statutory. Our teaching in this area will be tailored to the physical and emotional maturity of pupils.

Parents/carers, governors, and pupils have been consulted regarding this provision. Our school has decided to deliver Sex Education content within the broader context of Relationships Education and the RSE curriculum (DfE RSHE, para 31).

5.3 Content of Sex Education

Sex Education content will be developed gradually in an age-appropriate sequence. Detailed biological information about human sexual reproduction will be introduced in Years 5 and 6, and sexual intercourse will be taught in the context of reproduction.

- **Years 1 and 2:** Pupils will learn that human babies grow inside their mothers and that adult animals produce offspring similar to themselves (e.g., cats have kittens, cows have calves). This is part of the Science curriculum, and parents/carers do not have the right to withdraw their child. It forms the beginning of a progressive learning sequence.
- **Years 3 and 4:** Pupils will learn that every human begins when a male seed and a female egg come together. Details of fertilisation will not yet be taught. This is classified as Sex Education, and parents/carers have the right to withdraw their child.
- **Years 5 and 6:** Pupils will learn about human sexual reproduction and other methods by which eggs and sperm may meet (e.g., IVF), in age-appropriate biological detail. Lessons will cover vaginal birth and caesarean section in ways that reflect children's real-life experiences. Pupils will also learn about contraception, including where to access it and how it is used, according to their awareness levels. This content is classified as Sex Education, and parents/carers have the right to withdraw their child.

5.4 Teaching Methodologies

Some knowledge in Sex Education must be clearly taught. Teachers will present information in accessible ways using varied approaches, such as picture books and scientific explanations. Resource-led approaches that rely heavily on worksheets or long audio-visual content will be avoided. Pupils will consolidate learning through activities that develop their ability to discuss sexual body parts and functions confidently and understand the relevance of puberty to reproduction.

5.5 Delivery of the Sex Education Curriculum

Sex Education is delivered as part of our *Relationships and Sex Education (RSE)* programme by teachers who are familiar with the needs and developmental stages of the children. This ensures that learning is appropriately tailored and responsive to each cohort.

Lessons are primarily taught to **whole classes**, with boys and girls learning together to promote an inclusive and respectful environment. Teaching is delivered within **single-year groups** so that content is age-appropriate and relevant to each stage of development. For example, Years 3 and 4 are taught separately, as are Years 5 and 6.

Parents/carers will be informed in advance by letter about the content of the curriculum. Teachers will be supported to develop their skills and share good practice where needed, ensuring that lessons are delivered confidently and sensitively.

5.6 Right to Withdraw from Sex Education

In line with DfE RSHE guidance (paras 16–23), parents/carers have the right to request that their child be withdrawn from some or all Sex Education lessons.

Before approving any request, the Head Teacher will discuss the decision with parents/carers (and, where appropriate, the child) to:

- ensure their wishes are understood
- clarify the purpose of the curriculum in enhancing safety and wellbeing
- explain the educational, social, and emotional benefits of participation

The discussion and outcomes will be recorded.

Support will be offered to parents/carers who wish to deliver Sex Education at home. Children withdrawn from Sex Education will be provided with purposeful, alternative learning linked to other areas of Relationships and Health Education (RHE) during the period of withdrawal.

Parents/carers will be asked to reconfirm their decision to withdraw their child each time a Sex Education element is planned.

5.2 Content and Delivery

Sex Education is taught in an age-appropriate way within the RSE curriculum:

- **Years 1–2:** Human and animal growth (statutory Science)
- **Years 3–4:** Introduction to conception (withdrawal permitted)
- **Years 5–6:** Human reproduction, birth, and puberty (withdrawal permitted)

Parents/carers are informed in advance of teaching.

5.3 Right to Withdraw

Parents/carers may request withdrawal from Sex Education elements. Requests will be discussed with school leaders to ensure understanding of the curriculum and pupils' wellbeing. Alternative learning will be provided.

6. Monitoring, Review and Evaluation

The PSHCE Leader and Headteacher monitor the effectiveness of this policy annually. Feedback from pupils, staff, parents/carers and governors informs ongoing development. The policy is reviewed comprehensively every three years.

7. Appendices

7.1 Curriculum Overview

Detailed curriculum maps for Relationships Education, Sex Education, Anti-Bullying, Diversity and Community, and Being Safe are included as appendices and reflect a progressive, spiral curriculum from Reception to Year 6.

Reception	Year 1	Year 2
<p>My Body and Growing Up (BG F)</p> <p>What does my body look like?</p> <p>How has my body changed as it has grown?</p> <p>What can my body do?</p> <p>What differences and similarities are there between our bodies?</p> <p>How can I look after my body and keep it clean? MS</p> <p>How am I learning to take care of myself and what do I still need help with? MS</p> <p>Who are the members of my family and trusted people who look after me?</p> <p>How do I feel about growing up?</p>	<p>Relationships and Sex Education (RS 1)</p> <p>What are the names of the main parts of the body? DB2</p> <p>How has my body changed since I was little? DB1</p> <p>What can my amazing body do and how has this changed since I was younger?</p> <p>When am I in charge of my actions and my body? BS3</p> <p>How can I keep my body clean? HPP5</p> <p>How can I avoid spreading common illnesses and diseases? HPP5</p>	<p>Relationships and Sex Education (RS 2)</p> <p>How do babies change and grow? NC Science/DB1</p> <p>What's growing in that bump? NC science</p> <p>How have I changed since I was a baby? NC science</p> <p>What are my responsibilities now I'm growing up? DB3</p> <p>What do babies and children need from their families? FP4</p> <p>Which stable caring relationships are at the heart of families I know? FP4</p>

Year 3	Year 4
<p>Relationships and Sex Education (RS 3)</p> <p>How are male and female bodies different and what are the different parts called?-DB2</p> <p>When do we talk about our bodies how they change and who do we talk to? DB1</p> <p>Can I describe new or developing physical skills and how special my body is?</p> <p>Why is it important to keep myself clean? HPP5</p> <p>What can I do for myself to stay clean and how will this change in the future? HPP5</p> <p>How do different illnesses and diseases spread and what can I do to prevent this? HPP5</p>	<p>Relationships and Sex Education (RS 4)</p> <p>What are the main stages of the human life cycle? NC Science/DB1</p> <p>How did I begin? Sex Ed</p> <p>What does it mean to be grown up? DB3</p> <p>What am I responsible for now and how will this change? DB3</p> <p>How do different families care for their children physically and emotionally? FP4</p>

Year 5	Year 6
<p>Relationships and Sex Education (RS 5)</p> <p>What are male and female sexual parts called and what are their functions?-DB2</p> <p>How can I talk about sexual body parts comfortably, confidently and appropriately BS6</p> <p>What happens to different bodies during puberty? DB1</p> <p>What might influence my view of my body?</p> <p>How can I keep my growing and changing body clean? HPP5</p> <p>How can I reduce the spread of a wider range of viruses and bacteria? HPP5</p>	<p>Relationships and Sex Education (RS 6)</p> <p>What are the different ways babies are conceived and born? Sex Ed</p> <p>What effect might puberty have on feelings and emotions? DB3</p> <p>When can I take responsibility for how others feel? RKR1</p> <p>What should adults think about before they have children? FP4</p> <p>Why might people get married or become civil partners? FP5</p> <p>What are different families like? FP3</p>

Reception	Year 1	Year 2
<p>Family and Friends (FF F)</p> <p>Who are my special people and why are they special to me? BR</p> <p>Who is in my family and how do we care for each other? BR</p> <p>What is a friend and how can I be a good one? BR</p> <p>How do I make new friends? BR</p> <p>How can I respect my own needs and the needs of others? BR</p> <p>How can I make up with friends when I have fallen out with them? BR</p> <p>How does what I do affect others? BR</p> <p>Do I know what to do if someone is unkind to me? SR</p>	<p>Family and Friends (FF 1/2)</p> <p>Can I describe what a good friend is and does and how it feels to be friends? CF1/2</p> <p>How can I still have fun if I don't have a friend to play with? CF3</p> <p>Why is telling the truth important? CF4</p> <p>What does being 'bossy' mean? RKR4</p> <p>What skills can I use to make and build friendships? RKR6</p> <p>How might communicating with friends be hard and-how might we feel? RKR3</p> <p>How can I try to mend friendships if they have become difficult? CF6</p> <p>What is my personal space and how do I talk to people about it? BS1</p> <p>Who is in my family and how do we care for each other? FP1</p> <p>Who are my special people why are they special and how do they support me? CF4</p>	<p>Anti-bullying (AB 1/2)</p> <p>Why might people fall out with their friends?-CF2</p> <p>Can I describe what bullying is? RKR9</p> <p>Do I understand some reasons people might bully others? RKR5</p> <p>Why is bullying never acceptable or respectful? RKR9</p> <p>How might people feel if they are involved in bullying? GW7</p> <p>Who can I talk to if I have worries about friendship difficulties or bullying? -CF7</p> <p>Can I be assertive? CF7</p> <p>What sorts of things could I do if I think someone is being bullied? RKR9</p> <p>What does my school do to prevent bullying? -RKR9</p> <p>How do people help me to build positive and safe relationships? CF2</p>

Year 3	Year 4
<p style="text-align: center;">Family and Friends (FF 3/4)</p> <p>How do good friends behave on and offline and how do I feel as a result CF1/2</p> <p>What can I do when I feel left out of people's play? CF3</p> <p>What is a healthy friendship and how does trust play an essential part? CF4</p> <p>What is 'give and take' in a healthy friendship? RKR4</p> <p>What skills do I use for choosing, making and developing friendships and how effective are they? RKR6</p> <p>How can I help to resolve disagreements positively by listening and compromising CF5</p> <p>Can I empathise with other people in a disagreement? CF6</p> <p>Who can I talk to when friendships get difficult? BS5</p> <p>How can I check with my friends about their personal boundaries? BS1</p> <p>How do my family members help each other to feel safe and secure when things are tough? FP2</p> <p>Who is in my network of special people now and how do we affect and support each other? CF4</p>	<p style="text-align: center;">Anti-bullying (AB 3/4)</p> <p>How are falling out and bullying different?-CF2</p> <p>What are the characteristics of different types of bullying? RKR9</p> <p>How do people try to use power when they bully others? RKR9</p> <p>How can lack of respect and empathy for others make bullying more likely? RKR5</p> <p>What differences are there between direct and indirect forms of bullying? RKR9</p> <p>Do I understand that bullying might affect how people feel for a long time? GW7</p> <p>What are bystanders and followers and how might they feel?-RKR9</p> <p>How can I support people who are being bullied by being assertive? CF7</p> <p>What skills do I need to develop to be an 'upstander' and to seek help? RKR9</p> <p>How does my school prevent bullying and support people involved? RKR9</p>

Year 5	Year 6
<p style="text-align: center;">Family and Friends (FF 5/6)</p> <p>What are the characteristics of healthy friendships on or offline and how do they benefit me? CF1/2</p> <p>How can I be a good friendship role model? CF3</p> <p>How do trust and loyalty feature in my relationships on and offline? CF4</p> <p>Can I spot when a friendship is not mutual and ask for help? RKR4</p> <p>What skills do I use to make and develop friendships online? RKR6</p> <p>Can I always balance the needs of family and friends and how do I manage this? RKR1</p> <p>Can I communicate empathise and compromise when resolving friendship issues? CF6</p> <p>What can I do and say when a friendship breaks down? BS5</p> <p>How can I check that my friends give consent on and offline? BS1</p>	<p style="text-align: center;">Anti-bullying (AB 5/6)</p> <p>Can I explain how people who bully might use exclusion or manipulation? CF2</p> <p>Are there different rates of bullying online or in person? OSA1</p> <p>Can I define the characteristics and different forms of bullying, on and offline? RKR9</p> <p>What does indirect bullying look like within groups and how can I respond? RKR9</p> <p>Might people in particular groups experience bullying in different ways? RKR5</p> <p>How does prejudice sometimes lead people to bully others? RKR9</p> <p>How do people bully others online and how can I help others to prevent and manage this? WO8</p> <p>How might bullying on an offline affect people's mental well-being and behaviour GW7</p>

<p>How do people in my family continue to support each other as things change? FP2</p> <p>Who is in my networks on and offline and how have these changed and how do we support each other? CF4</p>	<p>How can I safely be an assertive 'upstander' in bullying situations and get help from a trusted adult? RKR9</p> <p>Can I identify ways people can work together to prevent bullying in school and the wider community? RKR9</p>
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Reception	Year 1	Year 2
<p>Identities and Diversity (ID F)</p> <p>Who are the people in my class and how are we similar to and different from each other? PCC</p> <p>Who are the people in my family, and who are the people in other families?</p> <p>What is especially important to my family and me?</p> <p>What are some of the similarities and differences in the way people live their lives? PCC</p> <p>What is lifelike in other countries? PCC</p> <p>How can we value different types of people including what they believe in and how they live their lives?</p> <p>How do we celebrate what we believe in and how is this different for different people? PCC</p>	<p>Being Safe BS 1/2</p> <p>Can I identify different feelings and tell others how I feel? GW</p> <p>Which school/classroom rules are about helping people to feel safe? BS</p> <p>Can I name my own Early Warning Signs? BS</p> <p>How do I know which adults and friends I can trust? CF</p> <p>Who could I talk with if I have a worry or need to ask for help? BS</p> <p>What could I do if a friend or someone in my family isn't kind to me? BS</p> <p>Can I identify private body parts and say 'no' to unwanted touch? DB/BS</p> <p>What could I do if I feel worried about a secret? BS</p> <p>What could I do if something worries or upsets me when I am online? BS/WO</p>	<p>Diversity and Community DC1/2</p> <p>What makes me 'me' what makes you 'you'? RKR8</p> <p>Do all boys and girls like the same things? RKR8</p> <p>What is my family like and are all families the same? FP3</p> <p>What different groups do we belong to RKR5</p> <p>What is a stereotype, and can I give some examples? RKR10</p> <p>Who helps people in my area and what help do people need? GW1</p> <p>What does my community mean and how does it feel to belong to-it GW1</p> <p>How do people find out about what is happening in my community</p> <p>How do we care for animals and plants? GW1</p> <p>How can I help look after my school?</p>

Year 3	Year 4
<p>Being Safe BS 3/4</p> <p>How do I recognise my own feelings and communicate them to others? GW</p> <p>Which school/classroom rules are about helping people to feel safe? RKR</p> <p>Can I recognise when my Early Warning Signs are telling me I don't feel safe? BS</p>	<p>Diversity and Community DC 3/4</p> <p>What have we got in common and how are we different? RKR8</p> <p>How might other people's expectations of how girls and boys should behave affect our choices? RKR8</p> <p>How are our families the same and how are they different? FP3</p>

<p>What qualities do trusted adults and trusted friends have? CF</p> <p>Who is on my network of support and how can I ask them for help? BS</p> <p>What could I do if I feel worried about a friendship or family relationship? BS</p> <p>What sort of physical contact do I feel comfortable with and what could I do if physical contact is unwanted? BS</p> <p>How can I decide if a secret is safe or unsafe? BS</p> <p>How can I keep safe online? BS/WO</p>	<p>Do people who live in my locality have different traditions, cultures and beliefs RKR5</p> <p>How does valuing diversity benefit everyone? RKR5</p> <p>Why are stereotypes unfair and how can I challenge them? RKR10</p> <p>How do people in my community benefit from belonging to different groups? GW1</p> <p>What are the roles of people who support others with different needs in my community? GW1</p> <p>How does the media work in my community?</p> <p>How can we care for the local environment and what are the benefit? GW1</p> <p>What do animals need and what are our responsibilities?</p>
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Year 5	Year 6
<p style="text-align: center;">Being Safe BS 5/6</p> <p>How do I recognise my own feelings and consider how my actions may affect the feelings of others? GW</p> <p>Can I use my Early Warning Signs to judge how safe I am feeling? BS</p> <p>How do I judge who is a trusted adult or trusted friend? CF</p> <p>How can I seek help or advice from someone on my network of support and when should I review my network? BS</p> <p>How could I report concerns of abuse or neglect? BS</p> <p>Can I identify appropriate & inappropriate or unsafe physical contact? BS</p> <p>How do I judge when it is not right to keep a secret and what action could I take? BS</p> <p>How can I recognise risks online and report concerns? OSA</p> <p>What strategies can I use to assess risk and help me feel safer when I am feeling unsafe? BS</p>	<p style="text-align: center;">Diversity and Community DC5/6</p> <p>How do other people's perceptions views and stereotypes influence my sense of identity? RKR8</p> <p>How do people's views of how girls and boys should behave affect my identity, friendships behaviour and choices? RKR8</p> <p>What are people's different identity's locally and in the UK? RKR5</p> <p>How can I show respect to those with different lifestyles beliefs and traditions RKR5</p> <p>Which wider communities and groups do I belong to and how does this benefit me? GW1</p> <p>What are voluntary organisations and how do they make a difference? GW1</p> <p>What is the role of the media and how does it influence me and my community?</p> <p>Who cares for the wider environment and what is my contribution? GW1</p>

7.2 Linked National Documents

- [RSE and Health Education 2025](#)
- [Children and Social Work Bill 2017.](#)
- [Equality Act 2010](#)
- [Keeping Children Safe in Education](#)

7.3 RSE Charter

This school community is committed to providing high-quality, inclusive and respectful Relationships and Sex Education, recognising the rights and responsibilities of children, staff and parents/carers.



Talking to Children about Relationships and Sex

‘Cambridgeshire Personal Development Programme’ - Support and Information for Primary School Families.

In school, teachers aim to help children learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. Much of this work is delivered through Relationships and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information on our programme in this leaflet. We are very aware that the RSE delivered in school is only a small part of children’s learning about their bodies, keeping safe, emotions, relationships, sexual behaviour, sexuality, sexual health and themselves. The majority of children’s learning in this area takes place with you at home. We hope this leaflet gives you some more information about the partnership between home and school in developing children’s knowledge, skills and attitudes relating to RSE.

Why should parents/carers talk to their children about relationships, bodies and sex?

- Children tell us they want their parents/carers to be the first ones to talk to them about puberty, sex and relationships.
- If families start talking to their children about bodies, puberty, sex and relationships, they are less likely to get ideas that worry or confuse them and they learn that it’s alright to talk about these things at home and to ask for help if they need it.
- Children learn most about values and relationships from family experiences. Close, loving relationships are the best way of showing a young person how your family ‘does things’ based on your values, culture, faith and beliefs.
- If families talk about relationships, bodies and sex openly and honestly, young people are:
 - more likely to be able to keep themselves safe from abuse;
 - more prepared for puberty and the changes they will experience;
 - more likely to delay having sex for the first time;
 - more likely to avoid non-consensual or unwanted sexual activity;

- more likely to use contraception if they do have sex.
- less likely to have an unplanned pregnancy or to get a sexually transmitted infection.

What do children learn in RSE in school?

	Questions children will consider	Content Areas
Age 3-5	<ul style="list-style-type: none"> • What does my body look like? • How has my body changed as it has grown? • What can my body do? • What differences and similarities are there between our bodies? • How can I look after my body and keep it clean? • How am I learning to take care of myself and what do I still need help with? • Who are the members of my family and trusted people who look after me? • How do I feel about growing up? • How can I be a good friend? • Can I recognise and show my emotions? 	<ul style="list-style-type: none"> • Valuing the body • Body parts • My teeth • Shapes and sizes • Self care skills • Change and responsibilities • Identifying and managing emotions
Age 5-7	<ul style="list-style-type: none"> • What are the names of the main parts of the body? (R) • What can my amazing body do? • When am I in charge of my actions and my body? (R) • How can I keep my body clean? (H) • How can I avoid spreading common illnesses and diseases? (H) • How do babies change and grow? (Science) • How have I changed since I was a baby? (Science) • What's growing in that bump? (Science) • What do babies and children need from their families? (R) • Which stable, caring relationships are at the heart of families I know? (R) • What are my responsibilities now I'm growing up? (H) 	<ul style="list-style-type: none"> • External parts of the body • Valuing the body • Personal hygiene • Babies to children to adults • Growing up • Changing responsibilities

<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Age 7-9</p>	<ul style="list-style-type: none"> • How are male and female bodies different and what are the different parts called? (R) • When do we talk about our bodies, how they change, and who do we talk to?(R) • What can my body do and how is it special? • Why is it important to keep myself clean? (H) • What can I do for myself to stay clean and how will this change in the future?(H) • How do different illnesses and diseases spread and what can I do to prevent this? (H) • What are the main stages of the human life cycle? (Science) • How did I begin? (Sex Ed) • What does it mean to be 'grown up'? (H) • What am I responsible for now and how will this change? (H) • How do different caring, stable, adult relationships create a secure environment for children to grow up? (R) 	<ul style="list-style-type: none"> • Difference between males and females • Valuing the body • Responsibilities for hygiene • Stages of human life • Being grown up • My responsibilities • Parents/carers' responsibilities
<p style="writing-mode: vertical-rl; transform: rotate(180deg);">Age 9-11</p>	<ul style="list-style-type: none"> • What are male and female sexual parts called and what are their functions? (R) • How can I talk about bodies confidently and appropriately? (R) • What happens to different bodies at puberty? (H) • What might influence my view of my body? • How can I keep my growing and changing body clean? (H) • How can I reduce the spread of viruses and bacteria? (H) • What are different ways babies are conceived and born? (SexEd) • What effect might puberty have on people's feelings and emotions? (H) • How can my words or actions affect how others feel, and what are my responsibilities? (H) • What should adults think about before they have children? (R) • Why might people get married or become civil partners? (R) • What are different families like? (R) 	<ul style="list-style-type: none"> • Names of sexual parts • Puberty • Physical change • Menstruation • Developing body image • Changing hygiene routines • Viruses and bacteria • Human lifecycle • Human sexual reproduction • Changing emotions • Responsibility for others • Love, marriage and families

- (R) after a question shows that this is part of statutory Relationships Education. (H) shows the question is part of statutory Health Education.

How can I talk to my child about sex and relationships?

- Read a book, leaflet or watch a video with your child.
- Talk while you're doing something else like washing up or driving.
- Enjoy talking. Laugh with each other, not at each other – it can reduce embarrassment and stress.
- Listen rather than judge. Ask them what they think.
- Answer questions and don't be afraid to say you don't know.
- Have a phrase ready for awkward moments – 'That's a good question. Let's talk about it when we get home.'
- Always respond – don't change the subject. Give the message that it's important to talk about sex and relationships.
- If it feels too personal, talk about people in books, films or soaps.

What can I say?

Get ideas about what to say from a book like 'Questions Children Ask' by Miriam Stoppard, or 'Let's Talk about Where Babies Come From' by Robie Harris.

What do children and young people think?

Children and young people want to talk to their parents/carers about sex and relationships, but that can be daunting for a parent/carer. One group of 10-16- year-olds came up with these helpful pieces of advice for parents/carers:

- Take responsibility for talking to us. Don't just wait for us to ask.
- If we ask you things, always tell the truth. Don't put it off or say, 'I'll tell you when you're older'.
- Don't be angry and try not to be embarrassed.
- Don't save it all up for a one-off 'birds and bees' lecture. We'd rather you talked naturally, little and often.
- Wait until we're at home and on our own together to avoid embarrassment.
- Make sure we know what you're talking about and let us ask you questions.
- If we ask what a word means, ask us what we think the word means first.
- Don't laugh at us or spread gossip about what we have been talking about.
- If you don't know something, be honest and say that you don't know.
- Give us books or leaflets, but talk to us too.
- Don't expect school to tell us everything – we want to hear from our parents/carers as well.

For more information

To read the government guidance for Primary parents on RSE follow this link
[Understanding Relationships and Health Education - a guide for primary school parents](#)

Useful contacts

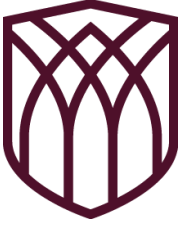
For information on talking about RSE to your children, try
[How to talk about sex! - BigTalk Education](#)

[Understanding Sexual Behaviour in Children | NSPCC](#)

For a short film to introduce importance of privacy and not taking or sharing sensitive images search for 'NSPCC Share Aware'

THRUSSINGTON CE
PRIMARY SCHOOL

Hoby Road, Thrustrington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk



Headteacher: Mr Andrew Tremarco
Assistant Headteachers: Mrs Jen Tuckwell and Mrs Rachel Butler

Dear Parent/Carer,

Re: Reception Relationships Education and Health Education

At school, we aim to help children learn to respect themselves and others, and to move safely and confidently from childhood through adolescence and into adulthood. Much of this work is delivered through Relationships Education and Health Education, which are statutory parts of the broader subject PSHE. As part of this programme, we also provide Relationships and Sex Education (RSE). This programme begins as soon as children start school and continues through to the end of secondary school.

We are very aware that the RSE taught in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships, and themselves. The majority of this learning takes place at home, with your guidance.

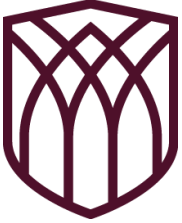
We hope this letter gives you more information about how we can work together to develop children's knowledge, skills, and attitudes relating to RSE. Our Relationships Education Policy, which includes details of RSE, is available on the school website.

This term we are beginning our work in Reception on 'Growing and Changing'. This topic covers aspects of Science and Personal, Social, and Emotional Development (PSED).

Your child will explore the following questions during this topic:

- What does my body look like?
- How has my body changed as I have grown?
- What can my body do?
- What differences and similarities are there between our bodies?
- How can I look after my body and keep it clean?
- How am I learning to take care of myself, and what do I still need help with?
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?
- How can I be a good friend?
- Can I recognise and show my emotions?

As part of this topic, children will also be introduced to the correct anatomical names for body parts, such as penis, testicles and vagina. I will explain this to the children by saying that



Headteacher: Mr Andrew Tremarco
Assistant Headteachers: Mrs Jen Tuckwell and Mrs Rachel Butler

these are the words a doctor might use when describing different body parts, sometimes called the "doctor words." This helps children develop accurate understanding and reduces confusion.

We encourage you to discuss these areas with your child before, during, or after the topic, as children often say they greatly value being able to talk with their parents/carers about these issues.

Here are some useful sources of support:

- Government guidance for Primary parents/carers on RSE: [RSE Primary Schools Guide](#)
- [Big Talk Education – Parents Guide](#)
- [NSPCC – Healthy Sexual Behaviour](#)

We carefully review all teaching resources to ensure they are appropriate to the age and needs of the children.

You have the right to withdraw your child from elements of the programme defined as sex education (i.e., learning about human conception and birth). Please note that there are no elements of sex education taught in Reception.

Yours faithfully,

Miss Berry



Dear Parent/Carer,

Re: Year 1 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. [Our Relationships Education Policy, which covers RSE, is available from the website.](#)

We will shortly be beginning some work in Year 1 about 'Growing and Changing'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Growing and Changing' topic covers some elements of Science, Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- **What are the names of the main parts of the body?**
- What can my amazing body do?
- **When am I in charge of my actions and my body?**
- How can I keep my body clean?
- How can I avoid spreading common illnesses and diseases?

**Part of the National Curriculum for Science*

Bold from either of the statutory areas, Relationships Education or Health Education

We encourage you to discuss these areas with your children before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents/carers on RSE follow this link

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

You have the right to withdraw your child from the elements of our programme defined as sex education i.e. learning about human conception and birth. **There are no elements of non-statutory sex education taught in Year 1.** Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact your child's class teacher.

Yours faithfully,

THRUSSINGTON CE
PRIMARY SCHOOL

Hoby Road, ThruSSington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk



Dear Parent/Carer,

Re: Year 2 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. [Our Relationships Education Policy, which covers RSE, is available from the website.](#)

We will shortly be beginning some work in Year 2 about 'Growing and Changing'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Growing and Changing' topic covers some elements of Science, Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- How do babies change and grow?*
- How have I changed since I was a baby?*
- What's growing in that bump?*
- **What do babies and children need from their families?**
- **Which stable, caring relationships are at the heart of families I know?**
- **What are my responsibilities now I'm growing up?**

**Part of the National Curriculum for Science*

Bold from either of the statutory areas, Relationships Education or Health Education

We encourage you to discuss these areas with your children before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents/carers on RSE follow this link

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

You have the right to withdraw your child from the elements of our programme defined as sex education i.e. learning about human conception and birth. **There are no elements of non-statutory sex education taught in Year 2.** Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact your child's class teacher.

Yours faithfully,

THRUSSINGTON CE
PRIMARY SCHOOL

Hoby Road, Thruslington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk



Dear Parent/Carer,

Re: Year 3 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. [Our Relationships Education Policy, which covers RSE, is available from the website.](#)

We will shortly be beginning some work in year 3 about 'Growing and Changing'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Growing and Changing' topic covers some elements of Science, some Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- **How are male and female bodies different and what are the different parts called?**
- **When do we talk about our bodies, how they change, and who do we talk to?**
- What can my body do and how is it special?
- **Why is it important to keep myself clean?**
- **What can I do for myself to stay clean and how will this change in the future?**
- **How do different illnesses and diseases spread and what can I do to prevent this?**

**Part of the National Curriculum for Science*

Bold from either of the statutory areas, Relationships Education or Health Education

We encourage you to discuss these areas with your child before, during or after our topic, as children say that they greatly value being able to talk their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents on RSE follow this link

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

You have the right to withdraw your child from the elements of our programme defined as sex education i.e. learning about human conception and birth. **There are no elements of non-statutory sex education taught in Year 3.** Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact your child's class teacher.

We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

Yours faithfully,

**THRUSSINGTON CE
PRIMARY SCHOOL**

Hoby Road, Thrussington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk



Dear Parent/Carer,

Re: Year 4 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships Education and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. [Our Relationships Education Policy, which covers RSE, is available from the website.](#)

We will shortly be beginning some work in year 4 about 'Growing and Changing'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Growing and Changing' topic covers some elements of Science, some Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- What are the main stages of the human life cycle?*
- *How did I begin? (Sex Education)*
- **What does it mean to be 'grown up'?**
- **What am I responsible for now and how will this change?**
- **How do different caring, stable, adult relationships create a secure environment for children to grow up?**

**Part of the National Curriculum for Science*

Bold from either of the statutory areas, Relationships Education or Health Education

We encourage you to discuss these areas with your child before, during or after our topic, as children say that they greatly value being able to talk their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents on RSE follow this link

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

You have the right to withdraw your child from the elements of our programme defined as Sex Education i.e., learning about human conception and birth. Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact your child's class teacher.

We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

Yours faithfully,

THRUSSINGTON CE
PRIMARY SCHOOL

Hoby Road, Thrustrington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk



Dear Parent/Carer,

Re: Year 5 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. [Our Relationships Education Policy, which covers RSE, is available from the website.](#)

We will shortly be beginning some work in year 5 about 'Growing and Changing'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Growing and Changing' topic covers some elements of Science, some Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- **What are male and female sexual parts called and what are their functions?**
- **How can I talk about bodies confidently and appropriately?**
- **What happens to different bodies at puberty?**
- What might influence my view of my body?
- **How can I keep my growing and changing body clean?**
- **How can I reduce the spread of viruses and bacteria?**

***Bold** from either of the statutory areas, Relationships Education or Health Education*

We encourage you to discuss these areas with your child before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents on RSE follow this link

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

You have the right to withdraw your child from the elements of our programme defined as sex education i.e. learning about human conception and birth. **There are no elements defined as sex education taught in Y5.** Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact your child's class teacher.

We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

Yours faithfully,

THRUSSINGTON CE
PRIMARY SCHOOL

Hoby Road, ThruSSington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk



Dear Parent/Carer,

Re: Year 6 Relationships Education and Health Education

In school we aim to help children to learn to respect themselves and others and move safely and confidently from childhood, through adolescence, into adulthood. We deliver much of this work through Relationships and Health Education, which are statutory parts of the broader subject, PSHE. As part of our programme we provide Relationships and Sex Education (RSE). This programme begins as soon as children arrive in school and continues until the end of secondary school. There is more information about the areas your child will be covering below.

We are very aware that the RSE we deliver in school is only a small part of children's learning about their bodies, keeping safe, emotions, relationships and themselves. The majority of children's learning in this area takes place with you at home.

We hope this leaflet gives you some more information about our partnership in developing children's knowledge, skills and attitudes relating to RSE. [Our Relationships Education Policy, which covers RSE, is available from the website.](#)

We will shortly be beginning some work in Year 6 about 'Growing and Changing'. This work forms part of an ongoing programme of RSE, which we deliver throughout the school. Our 'Growing and Changing' topic covers some elements of Science, some Relationships Education and Health Education.

Your children will be engaging with the following questions as part of this work:

- *What are different ways babies are conceived and born? (Sex Education)*
- **What effect might puberty have on people's feelings and emotions?**
- **How can my words or actions affect how others feel, and what are my responsibilities?**
- **What should adults think about before they have children?**
- **Why might people get married or become civil partners?**
- **What are different families like?**

Bold from either of the statutory areas, Relationships Education or Health Education

We encourage you to discuss these areas with your child before, during or after our topic, as children say that they greatly value being able to talk with their parents/carers about these issues.

These are some useful sources of support:

To read the government guidance for Primary parents on RSE follow this link

assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

For some ideas on how you might want to answer your children's questions go to www.bbc.com/teach/class-clips-video/pshe-ks2-the-big-talk/zn8f7nb

For information on talking about RSE to your children, try

www.fpa.org.uk/advice-parents-and-carers/how-start-talking-about-it

www.bigtalkeducation.co.uk/parents/how-to-talk-about-sex/

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/healthy-sexual-behaviour-children-young-people/

You have the right to withdraw your child from the elements of our programme defined as sex education i.e. learning about human conception and birth. Please contact the Head Teacher if you would like to discuss this. If you would like to discuss any issues relating to our work on RSE, or to find out more about the lessons, please contact your child's class teacher.

We have carefully reviewed the resources we use to support our teaching, to ensure they are appropriate to the age and needs of the children.

Yours faithfully,

**THRUSSINGTON CE
PRIMARY SCHOOL**

Hoby Road, Thrustrington, Leicestershire LE7 4TH
Telephone 01664 424421 office@tps.learnat.uk