Relationships, Sex and Health Education Policy

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1. Introduction

Boston Pioneers Academy takes its responsibility to provide relevant, effective, and responsible Relationships and Health education to all its pupils as part of the academy 's personal, social, health and economic education (PSHEE) curriculum very seriously. High-quality Relationships and Sex Education (RSE) is essential for the **personal development, wellbeing and safeguarding** of our pupils. It supports children to develop healthy, respectful relationships, understand emotions, keep themselves safe (both online and offline), and prepare for the challenges of later life in an age-appropriate way.

The Academy wants parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils, and staff from the Boston Pioneers Academy to ensure that it meets the academy community. The policy is available on the Academy website and is reviewed and approved by the Trustees annually.

2. Policy Aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, the Boston Pioneers Academy aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education, the Academy hopes pupils will have developed resilience and feelings of self-respect, confidence, and empathy in preparation for the responsibilities and experiences of adult life.

3. Definitions

3.1 Relationships education

The focus for primary relationships education should be on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe.

This teaching is sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching should illustrate a wide range of family structures in a positive way, and care should be taken to ensure that children are not stigmatized based on their home circumstances.

3.2 Relationships and sex education (RSE)

Sex education is not compulsory in primary schools, but we teach sex education in upper key stage 2, in line with content about conception and birth, which forms part of the National Curriculum for Science. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. We also cover human reproduction in the science curriculum, but this is in line with the factual description of conception in the science curriculum.

4. Roles and responsibilities

4.1 Headteacher

The Headteacher with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that Relationships and Health Education is well led, effectively managed, and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The Headteacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed, and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils. They will also inform parents of any deviation from their published RSE policy in advance and share any relevant materials with them on request. will The Headteacher will liaise with parents regarding any concerns or opinions regarding Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of RSE.

4.2 Staff

Teachers of Relationships and Health Education will ensure that they are up to date with academy policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal, and emotional development in confidence, listen to their needs and support them seriously. If a pupil comes to a member of staff with an issue that the member of staff feels they are not able to deal with alone, they will take this concern to their line-manager.

4.3 Parents

The *Academy* expects parents to share the responsibility of sex education and support their children's personal, social, and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss

and continue to learn about matters that have been raised through academy PSHEE. Parents are also encouraged to seek additional support in this from the academy where they feel it is needed.

4.4 Pupils

The focus for primary relationships education supports children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Building children's understanding and skills at primary is essential for preparing them for their future. For example, in primary, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships later in life.

Pupils should support one another with compassion and empathy for example . listening in class, being considerate of other people's feelings and beliefs. Following confidentiality rules that are set in class are key to effective learning.

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in academy related to relationships, sex education or keeping safe.

5. Implementation and curriculum

It is important that the Boston Pioneers Academy implement the Relationships and Health and wellbeing policy consistently throughout the Academy and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and are responsive to their behaviour and development.

In line with the 2026 statutory guidance, teaching is:

- **Age- and developmentally appropriate**
- **Inclusive and accessible**, including for pupils with SEND
- **Sensitive and factual**, using correct language for body parts
- **Safeguarding-led**, with clear routes for support
- **Informed by pupil voice**
- Delivered in partnership with parents

The Relationships and Health Education will be delivered in Science, Computing, PE and PSHEE. Boston Pioneers Academy understands that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. Appendix 1 sets out the themes that will be taught to pupils before the end of primary. Primary relationships education should be anchored in an understanding of positive relationships, but should also equip children to keep themselves and others safe, and to recognise and report risks and abuse, including online.
Boston Pioneers Academy provides sex education beyond the national curriculum for science, with details on content included at the end of Appendix 1.

The Academy wishes to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. Boston Pioneers Academy believes that an integrated, whole-academy approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within Science, computing, Physical Education (PE) and Personal, Social, Health and Economic Education (PSHEE).

By the end of their primary education Boston Pioneers Academy expects pupils to know the information set out at Appendix 2.

5.1 Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. questions about topics which go beyond any sex education covered by the school or relate to sex education from which they have been withdrawn. We recognise that children whose questions go unanswered might instead turn to inappropriate sources of information, including online. In this case, they may wish to put the question to one side and seek advice from the PSHEE coordinator and/or DSL.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- An anonymous question box: this will enable pupils to feel more comfortable to ask questions without being identified

5.2 Pupils with special educational needs

Boston Pioneers Academy works hard to ensure that all aspects of the academy curriculum are inclusive and support the needs of pupils of all ranges of abilities. Staff should differentiate lessons to ensure that all members of the class can access the information fully, and this is no different when it comes to *RSE* and health education.

The Academy will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- use of expert guest speakers
- practical activities e.g. card games, matching body parts to names.
- using DVDs / digital content
- group and paired activities.

6 Withdrawal from RSE

The *Academy* hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents have the right to withdraw their child from sex education and should state this in writing and send it to the Headteacher.

Parents **cannot withdraw their child** from Relationships or Health Education or the elements on human growth and reproduction which fall under the National Curriculum for science. Before withdrawing or making a request, the Academy strongly urges parents to carefully consider their decision as sex education is a vital part of the academy curriculum and supports child development.

7 Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the academy and follow the Trust complaints policy.

8 Equal opportunities

The Academy has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation, gender reassignment or pregnancy or maternity. [RSE or Relationships] and Health Education lessons provide a good background for talking openly and freely about the diversity of personal, social, and sexual preferences. Prejudiced views will be challenged, and equality promoted. Any bullying that relates to sexual behaviour or perceived sexual orientation will be dealt with swiftly and seriously. This is the case for bullying of any kind and the procedures regarding this are outlined in the **academy 's behaviour policy.** This can be accessed under the 'policies' tab on the school website.

9 Safeguarding and confidentiality

We hope to provide a safe and supportive Academy community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at academy or at home. Training around confidentiality will be provided to all teachers.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the academy 's **child protection and safeguarding procedure** will be followed. This can be accessed under the 'policies' tab on the school website.

Pupils with special educational needs may be more vulnerable to exploitation and less able to protect themselves from harmful influences. If staff are concerned that this is the case, they should seek support from the Designated Safeguarding Led to decide what is in the best interest of the child.

10 Monitoring, review, and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide RSE that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the RSE curriculum yearly and will inform parents of any revisions to the Academy policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents
- feedback from staff
- curriculum review.

The Academy will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

11 Support

We hope that pupils will feel safe in the academy environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social, and emotional development, including matters raised by or relating to *[sex and]* relationships education. We promote the academy ethos as one of inclusion and acceptance throughout all areas of academy activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

Should any parent require one-to-one support in relation to providing effective relationships education at home, they should in the first instance contact their child's class teacher, who will consult with the PHSEE coordinator if deemed necessary. Contact can be made via the school office: 01205 353062.

This policy will be reviewed annually

12 Appendices

12.2 Appendix 1 for Primary RSE: Relationships Education Primary Stage Curriculum and Outcomes

Families and people who care for me	• 1.That families are important for children growing up safe and happy because they can provide love, security and stability. • 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • 3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. • 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. • 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. • 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. • 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. • 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • 6. How to manage conflict, and that resorting to violence is never right. • 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Respectful, kindrelationships	• 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. • 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. • 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. • 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. • 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different

	preferences or beliefs. • 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. • 7. The conventions of courtesy and manners. • 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. • 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. • 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. • 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness	• 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. • 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. • 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. • 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe	• 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. • 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. • 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. • 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. • 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in animals and
- reproduction in some plants

Appendix 2: Health Education for Primary Stage Curriculum and Outcomes

Mental wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health • that there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing • where and how to seek support (including recognising the triggers for seeking support), including whom in academy they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private • why social media, some computer games and online gaming, for example, are age restricted • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected, and targeted • where and how to report concerns and get support with issues online

Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to academy, a daily active mile, or other forms of regular, vigorous exercise • the risks associated with an inactive lifestyle (including obesity) • how and when to seek support including which adults to speak to in academy if they are worried about their health
Healthy eating	• what constitutes a healthy diet (including understanding calories and other nutritional content)

	• the principles of planning and preparing a range of healthy meals • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g., the impact of alcohol on diet or health)
Drugs, alcohol, and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • the facts and science relating to allergies, immunisation, and vaccination
Basic first aid	• how to make a clear and efficient call to emergency services if necessary • concepts of basic first aid, for example dealing with common injuries, including head injuries
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • about menstrual wellbeing including the key facts about the menstrual cycle

To support our staff in the delivery of Relationships and Health Education, we use the 1decision scheme of work. This resource has been awarded a quality mark from the PHSE Association.
The table below show where the above relationship, Health and Science Objectives will be covered in each key stage:

EYFS	Children will learn to... • See themselves as a valuable individual and develop their sense of responsibility and membership of a community • Select and use activities and resources, with help when needed. This helps them to achieve a goal they have chosen, or one which is suggested to them. • Build constructive and respectful relationships. Become more outgoing with unfamiliar people, in the safe context of their setting. Show more confidence in new social situations. Play with one or more other children, extending and elaborating play ideas. • Increasingly follow rules, understanding why they are important. Remember rules without needing an adult to remind them. • Express their feelings and consider the feelings of others. Find solutions to conflicts and rivalries. Talk with others to solve conflicts. Develop appropriate ways of being assertive. • Show resilience and perseverance in the face of challenge. • Identify and moderate their own feelings socially and emotionally. Talk about their feelings using words like 'happy', 'sad', 'angry' or 'worried'. • Think about the perspectives of others. Understand gradually how others might be feeling. • Manage their own needs: Personal hygiene, using the toilet, washing and drying hands, personal hygiene • Know and talk about the different factors that support their overall health and wellbeing: regular physical activity, make healthy eating choices, toothbrushing, sensible amounts of 'screen time', having a good sleep routine, being a safe pedestrian

	• Know and talk about the different factors that support their overall health and wellbeing: physical activity, healthy eating, toothbrushing, sensible amounts of screen time, good sleep, being a safe pedestrian • Talk about members of their immediate family and community – Different families. • Name and describe people who are familiar to them. • Understand that some places are special to members of their community. • Recognise that people have different beliefs and celebrate special times in different ways. • Recognise some similarities and differences between life in this country and life in other countries. • Recognise some environments that are different to the one in which they live. As part of the EYFS PSHE programme the NSPCC Underpants rule will also be taught long with the picture story Pantosaurus.
Year 1	**Unit: Assessment – Baseline** **Children will learn…** R1. about the roles different people (e.g. acquaintances, friends and relatives) play in our lives R2. to identify the people who love and care for them and what they do to help them feel cared for R3. about different types of families including those that may be different to their own R4. to identify common features of family life R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R7. about how to recognise when they or someone else feels lonely and what to do R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
	Unit: Bullying **Children will learn…** R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult
Year 2	Unit: Friendship Children will learn… R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively R9. how to ask for help if a friendship is making them feel unhappy R11. about how people may feel if they experience hurtful behaviour or bullying R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively R25. how to talk about and share their opinions on things that matter to them
	Unit: Body Language Children will learn… R2. to identify the people who love and care for them and what they do to help them feel cared for R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R6. about how people make friends and what makes a good friendship R8. simple strategies to resolve arguments between friends positively

	R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively
	Y2 Science PoS Notice that animals, including humans, have off-spring which grow into adults. Find out about the basic needs of animals, including humans. To describe the importance for humans of exercise, eating the right amounts of different types of food and hygiene.

Lower Key Stage 2 (Y3-4)

Year 3	**Unit: Touch** **Children will learn…** R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R25. how to talk about and share their opinions on things that matter to them H25. to name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)
	Unit: Assessment – Summative **Children will learn…** R5. that it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried R10. that bodies and feelings can be hurt by words and actions; that people can say hurtful things online R11. about how people may feel if they experience hurtful behaviour or bullying R12. that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult R13. to recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private R16. about how to respond if physical contact makes them feel uncomfortable or unsafe R20. what to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard R21. about what is kind and unkind behaviour, and how this can affect others R22. about how to treat themselves and others with respect; how to be polite and courteous R24. how to listen to other people and play and work cooperatively
Year 4	Unit: Assessment – Baseline Children will learn… R22. about privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online) R24. how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know

	R25. recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact R27. about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
	Unit: Appropriate Touch Children will learn... R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R3. about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong R4. that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others R5. that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R9. how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice R16. how friendships can change over time, about making new friends and the benefits of having different types of friends

Upper KS2 (Y5-6)

Year 5	Unit: Puberty Children will learn... R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different H30. to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction
	Unit: Adults' Views/Children's Views Children will learn... R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R8. to recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty R11. what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships R14. that healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them R33. to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own R34. how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with
	Y5 Science PoS To describe the life process of reproduction in plants and animals, inc. humans. To describe the changes as humans develop to old age (inc. puberty)

Year 6	Unit: Conception Children will learn... R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R2. that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different R6. that a feature of positive family life is caring relationships; about the different ways in which people care for one another R7. to recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability R32. about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background
	Unit: Assessment – Summative Children will learn... R1. to recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships) R18. to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary R29. where to get advice and report concerns if worried about their own or someone else's personal safety (including online) R31. to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships