

# Relationships and sex education policy

Westcountry Schools Trust

Morley Meadow Primary School



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## Contents

|                                                                                                        |    |
|--------------------------------------------------------------------------------------------------------|----|
| 1. Aims .....                                                                                          | 2  |
| 2. Statutory requirements .....                                                                        | 2  |
| 3. Policy development.....                                                                             | 3  |
| 4. Definition .....                                                                                    | 3  |
| 5. Curriculum .....                                                                                    | 3  |
| 6. Delivery of RSE .....                                                                               | 4  |
| 7. Use of external organisations and materials .....                                                   | 6  |
| 8. Roles and responsibilities .....                                                                    | 7  |
| 9. Parents' right to withdraw .....                                                                    | 7  |
| 10. Training .....                                                                                     | 8  |
| 11. Monitoring arrangements.....                                                                       | 8  |
| Appendix 1: Curriculum map.....                                                                        | 9  |
| Appendix 2: By the end of primary school pupils should know .....                                      | 13 |
| Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE ..... | 16 |

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## 1. Aims

The aims of relationships and sex education (RSE) in our trust are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and to cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

## 2. Statutory requirements

As a trust of primary and secondary academies, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

In teaching RSE, schools are required, under section 403 of the Education Act 1996, to have regard to guidance issued by the Secretary of State; this statutory duty is reinforced through funding agreements.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

In our primary academies, we must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our secondary academies.

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Morley Meadow Primary and Westcountry Trust we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff from central trust education team pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff across all schools were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to attend a meeting about the policy at their respective schools
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with local governors and the board of trustees for ratification

### 4. Definition

For the purpose of this policy:

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our RSE curriculum is set out as per Appendices 1, 2 and 3, but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, Teachers will respond to pupils' questions in an appropriate and age-appropriate manner to ensure pupils are accurately informed, thereby mitigating the risk of pupils seeking answers online and being exposed to harmful, misleading or inaccurate content. We will share any curriculum resources and materials with parents and carers on request.

## 6. Delivery of RSE

At Morley Meadow Primary School we use Jigsaw, the mindful approach to PSHE, as our comprehensive scheme of work. The programme consists of six half-term units of work, which we call 'Puzzles': Being Me in My World, Celebrating Difference, Dreams and Goals, Healthy Me, Relationships and Changing Me. Each Puzzle contains six lessons that build progressively through the school.

### Health Education:

Health Education is **statutory in all state-funded schools**. The policy references health implicitly but does not explicitly state that Health Education is taught in line with statutory guidance. This is a **required element**. [\[gov.uk\]](https://www.gov.uk)

### Relationship and Sex Education:

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

The trust will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Across our primary academies, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

At Morley Meadow Primary School we teach sex education in years 5 and 6, in line with content about conception and birth in the science curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Throughout each year group we will use material to assist learning, such as:

- Diagrams
- Videos
- Books

- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the ages of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The trust will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.

These areas of learning are taught within the context of family life taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents/carers among other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

## 6.1 Inclusivity

Our schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

## 6.2 Use of resources

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

- Are aligned with the teaching requirements set out in the statutory RSE guidance

- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 7. Use of external organisations and materials

Across our trust, we will make sure that any agency and any materials used are accurate, appropriate and unbiased and in line with our legal duties around political impartiality.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)
- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
  - What they're going to say
  - Their position on the issues to be discussed
  - For more information please refer to the WeST visiting speakers' policy
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

Our schools **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

## 8. Roles and responsibilities

### 8.1 The board of trustees

The board of WeST Community Councils (WCCs) will approve the RSE policy and hold the headteacher to account for its implementation.

### 8.2 CEO

The CEO will:

- Approve the policy
- Work with headteachers to make sure they can implement the policy in their school
- Report to the board of trustees on any issues with its implementation across the trust

### 8.3 Local governing bodies

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the CEO if they occur.

### 8.4 The headteacher

The headteacher is responsible for making sure that RSE is taught consistently across their school, for making sure that all resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

### 8.5 Staff

Staff are responsible for:

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Claire Duncan

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

### 8.6 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

## 9. Parents' right to withdraw

Across our primary academies, parents/carers do not have the right to withdraw their children from relationships education.

Parents/carers have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

Alternative work will be given to pupils who are withdrawn from sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

A copy of any withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the headteacher can refuse a request to withdraw the pupil from sex education.

Alternative work will be given to pupils who are withdrawn from sex education.

## 10. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher or other school employee responsible for co-ordinating will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

## 11. Monitoring arrangements

The delivery of RSE is monitored at school level by Rebecca Loze PSHE Lead, with support from Lauren Partridge, Lead Practitioner for PSHE, through the following mechanisms:

- Learning walks//drop in
- Book/work scrutinises
- Monitoring visits

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by Rebecca Loze PSHE Lead, annually. At every review, the policy will be approved by the board of WeST Community Councils (WCCs) and the CEO.

## Appendix 1: Curriculum map

### Relationships and sex education curriculum map



| Age Group               | Being Me In My World                                                                                                                                                                                                                                                                                                                | Celebrating Difference                                                                                                                                                                                                                                                                                                                                                                  | Dreams and Goals                                                                                                                                                                                                                                                                                                                                                                                                                               | Healthy Me                                                                                                                                                                                                                                                                                                                                                                                 | Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Changing Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
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| <b>Ages 3-5 (F1-F2)</b> | Self-identity<br>Understanding feelings<br>Being in a classroom<br>Being gentle<br>Rights and responsibilities                                                                                                                                                                                                                      | Identifying talents<br>Being special<br>Families<br>Where we live<br>Making friends<br>Standing up for yourself                                                                                                                                                                                                                                                                         | Challenges<br>Perseverance<br>Goal-setting<br>Overcoming obstacles<br>Seeking help<br>Jobs<br>Achieving goals                                                                                                                                                                                                                                                                                                                                  | Exercising bodies<br>Physical activity<br>Healthy food<br>Sleep<br>Keeping clean<br>Safety                                                                                                                                                                                                                                                                                                 | Family life<br>Friendships<br>Breaking friendships<br>Falling out<br>Dealing with bullying<br>Being a good friend                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Bodies<br>Respecting my body<br>Growing up<br>Change and fun<br>Celebrations                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Ages 5-6</b>         | <p>Feeling special and safe<br/>Being part of a class<br/>Rights and responsibilities<br/>Rewards and feeling proud<br/>Consequences<br/>Owning the Learning Charter</p> <p>I can explain why my class is a happy and safe place to learn.</p> <p>I can give different examples where I or others make my class happy and safe.</p> | <p>Similarities and differences<br/>Understanding bullying and knowing how to deal with it<br/>Making new friends<br/>Celebrating the differences in everyone</p> <p>I can tell you some ways that I am different and similar to other people in my class, and why this makes us all special.</p> <p>I can explain what bullying is and how being bullied might make somebody feel.</p> | <p>Setting goals<br/>Identifying successes and achievements<br/>Learning styles<br/>Working well and celebrating achievement with a partner<br/>Tackling new challenges<br/>Identifying and overcoming obstacles<br/>Feelings of Success</p> <p>I can explain how I feel when I am successful and how this can be celebrated positively.</p> <p>I can say why my internal treasure chest is an important place to store positive feelings.</p> | <p>Keeping myself healthy<br/>Healthier lifestyle choices<br/>Keeping clean<br/>Being safe<br/>Medicine safety/safety with household items<br/>Road safety<br/>Linking health and happiness</p> <p>I can explain why I think my body is amazing and can identify a range of ways to keep it safe and healthy.</p> <p>I can give examples of when being healthy can help me feel happy.</p> | <p>Belonging to a family<br/>Making friends/being a good friend<br/>Physical contact preferences<br/>People who help us<br/>Qualities as a friend and person<br/>Self-acknowledgement<br/>Being a good friend to myself<br/>Celebrating special relationships</p> <p>I can explain why I have special relationships with some people and how these relationships help me feel safe and good about myself. I can also explain how my qualities help these relationships.</p> <p>I can give examples of behaviour in other people that I appreciate and behaviours that I don't like.</p> | <p>Life cycles – animal and human<br/>Changes in me<br/>Changes since being a baby<br/>Differences between female and male bodies (correct terminology)<br/>Linking growing and learning<br/>Coping with change<br/>Transition</p> <p>I can compare how I am now to when I was a baby and explain some of the changes that will happen to me as I get older. I can use the correct names for penis, testicles, anus, vagina, vulva, and give reasons why they are private.</p> <p>I can explain why some changes I might experience might feel better than others.</p> |

## RSE Policy - Westcountry Schools Trust

| Age Group       | Being Me In My World                                                                                                                                                                                                                                                                                                                                                                                                                                                     | Celebrating Difference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Dreams and Goals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | Healthy Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | Changing Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|-----------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Ages 6-7</b> | <p>Hopes and fears for the year<br/>Rights and responsibilities<br/>Rewards and consequences<br/>Safe and fair learning environment<br/>Valuing contributions Choices<br/>Recognising feelings</p> <p>I can explain why my behaviour can impact on other people in my class.</p> <p>I can compare my own and my friends' choices and can express why some choices are better than others.</p>                                                                            | <p>Assumptions and stereotypes about gender<br/>Understanding bullying<br/>Standing up for self and others<br/>Making new friends Gender diversity<br/>Celebrating difference and remaining friends</p> <p>I can explain that sometimes people get bullied because they are seen to be different; this might include people who do not conform to gender stereotypes.</p> <p>I can explain how it feels to have a friend and be a friend. I can also explain why it is OK to be different from my friends.</p>                                                | <p>Achieving realistic goals<br/>Perseverance<br/>Learning strengths<br/>Learning with others<br/>Group co-operation<br/>Contributing to and sharing success</p> <p>I can explain how I played my part in a group and the parts other people played to create an end product.</p> <p>I can explain how our skills complemented each other.</p> <p>I can explain how it felt to be part of a group and can identify a range of feelings about group work.</p>                                                                           | <p>Motivation<br/>Healthier choices<br/>Relaxation<br/>Healthy eating and nutrition<br/>Healthier snacks and sharing food</p> <p>I can explain why foods and medicines can be good for my body comparing my ideas with less healthy/ unsafe choices.</p> <p>I can compare my own and my friends' choices and can express how it feels to make healthy and safe choices.</p>                                                                                                                                                          | <p>Different types of family<br/>Physical contact boundaries<br/>Friendship and conflict<br/>Secrets<br/>Trust and appreciation<br/>Expressing appreciation for special relationships</p> <p>I can explain why some things might make me feel uncomfortable in a relationship and compare this with relationships that make me feel safe and special.</p> <p>I can give examples of some different problem-solving techniques and explain how I might use them in certain situations in my relationships.</p>                                              | <p>Life cycles in nature<br/>Growing from young to old<br/>Increasing independence<br/>Differences in female and male bodies (correct terminology)<br/>Assertiveness<br/>Preparing for transition</p> <p>I can use the correct terms to describe penis, testicles, anus, vagina, vulva and explain why they are private.</p> <p>I can explain why some types of touches feel OK and others don't.</p> <p>I can tell you what I like and don't like about being a boy/ girl and getting older, and recognise that other people might feel differently to me.</p> |
| <b>Ages 7-8</b> | <p>Setting personal goals<br/>Self-identity and worth<br/>Positivity in challenges<br/>Rules, rights and responsibilities<br/>Rewards and consequences<br/>Responsible choices<br/>Seeing things from others' perspectives</p> <p>I can explain how my behaviour can affect how others feel and behave.</p> <p>I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.</p> | <p>Families and their differences<br/>Family conflict and how to manage it (child-centred)<br/>Witnessing bullying and how to solve it<br/>Recognising how words can be hurtful<br/>Giving and receiving compliments</p> <p>I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen.</p> <p>I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation. e.g Solve It Together or asking for help.</p> | <p>Difficult challenges and achieving success<br/>Dreams and ambitions<br/>New challenges<br/>Motivation and enthusiasm<br/>Recognising and trying to overcome obstacles<br/>Evaluating learning processes<br/>Managing Feelings<br/>Simple budgeting</p> <p>I can explain the different ways that help me learn and what I need to do to improve.</p> <p>I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.</p> | <p>Exercise<br/>Fitness challenges<br/>Food labelling and healthy swaps<br/>Attitudes towards drugs<br/>Keeping safe and why it's important online and offline scenarios<br/>Respect for myself and others<br/>Healthy and safe choices</p> <p>I can identify things, people and places that I need to keep safe from, and can tell you some strategies for keeping myself safe and healthy including who to go to for help and how to call emergency services.</p> <p>I can express how being anxious/ scared and unwell feels.</p> | <p>Family roles and responsibilities<br/>Friendship and negotiation<br/>Keeping safe online and who to go to for help<br/>Being a global citizen<br/>Being aware of how my choices affect others<br/>Awareness of how other children have different lives<br/>Expressing appreciation for family and friends</p> <p>I can explain how my life is influenced positively by people I know and also by people from other countries.</p> <p>I can explain why my choices might affect my family, friendships and people around the world who I don't know.</p> | <p>How babies grow<br/>Understanding a baby's needs<br/>Outside body changes<br/>Inside body changes Family stereotypes Challenging my ideas<br/>Preparing for transition</p> <p>I can explain how boys' and girls' bodies change on the inside/outside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.</p>                                    |

## RSE Policy - Westcountry Schools Trust

| Age Group        | Being Me In My World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Celebrating Difference                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Dreams and Goals                                                                                                                                                                                                                                                                                                                                                                                           | Healthy Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Changing Me                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| <b>Ages 8-9</b>  | <p>Being part of a class team<br/>Being a school citizen<br/>Rights, responsibilities and democracy (school council)<br/>Rewards and consequences<br/>Group decision-making<br/>Having a voice<br/>What motivates behavior</p> <p>I can explain why being listened to and listening to others is important in my school community.</p> <p>I can explain why being democratic is important and can help me and others feel valued.</p>                                                                                                       | <p>Challenging assumptions<br/>Judging by appearance<br/>Accepting self and others<br/>Understanding influences<br/>Understanding bullying<br/>Problem-solving<br/>Identifying how special and unique everyone is<br/>First Impressions</p> <p>I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure.</p> <p>I can explain why it is good to accept myself and others for who we are.</p>                                        | <p>Hopes and dreams<br/>Overcoming disappointment<br/>Creating new, realistic dreams<br/>Achieving goals<br/>Working in a group<br/>Celebrating contributions<br/>Resilience<br/>Positive attitudes</p> <p>I can plan and set new goals even after a disappointment.</p> <p>I can explain what it means to be resilient and to have a positive attitude.</p>                                               | <p>Healthier friendships<br/>Group dynamics<br/>Smoking<br/>Alcohol<br/>Assertiveness<br/>Peer pressure<br/>Celebrating inner strength</p> <p>I can recognise when people are putting me under pressure and can explain ways to resist this when I want to.</p> <p>I can identify feelings of anxiety and fear associated with peer pressure.</p>                                                                                                                                                                         | <p>Jealousy<br/>Love and loss<br/>Memories of loved ones<br/>Getting on and Falling Out<br/>Girlfriends and boyfriends<br/>Showing appreciation to people and Animals</p> <p>I can recognise how people are feeling when they miss a special person or animal.</p> <p>I can give ways that might help me manage my feelings when missing a special person or animal.</p>                                                                                                                                                                                                                                                                                                                     | <p>Being unique<br/>Having a baby<br/>Girls and puberty<br/>Confidence in change<br/>Accepting change<br/>Preparing for transition<br/>Environmental change</p> <p>I can summarise the changes that happen to boys' and girls' bodies that prepare them for making a baby when they are older.</p> <p>I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.</p>                                                                               |
| <b>Ages 9-10</b> | <p>Planning the forthcoming year<br/>Being a citizen<br/>Rights and responsibilities<br/>Rewards and consequences<br/>How behaviour affects groups<br/>Democracy, having a voice, Participating</p> <p>I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place.</p> <p>I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.</p> | <p>Cultural differences and how they can cause conflict<br/>Racism<br/>Rumours and name-calling<br/>Types of bullying<br/>Material wealth and happiness<br/>Enjoying and respecting other cultures</p> <p>I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation.</p> <p>I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.</p> | <p>Future dreams<br/>The importance of money<br/>Jobs and careers<br/>Dream job and how to get there<br/>Goals in different cultures<br/>Supporting others (charity)<br/>Motivation</p> <p>I can compare my hopes and dreams with those of young people from different cultures.</p> <p>I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.</p> | <p>Smoking, including vaping<br/>Alcohol<br/>Alcohol and anti-social behaviour<br/>Emergency aid<br/>Body image<br/>Relationships with food<br/>Healthy choices<br/>Motivation and behavior</p> <p>I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy.</p> <p>I can summarise different ways that I respect and value my body.</p> | <p>Self-recognition and self-worth<br/>Building self-esteem<br/>Safer online communities<br/>Rights and responsibilities online<br/>Online gaming and gambling<br/>Reducing screen time<br/>Dangers of online grooming<br/>SMART internet safety rules</p> <p>I can compare different types of friendships and the feelings associated with them. I can also explain how to stay safe when using technology to communicate with my friends, including how to stand up for myself, negotiate and to resist peer pressure.</p> <p>I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.</p> | <p>Self- and body image<br/>Influence of online and media on body image<br/>Puberty for girls<br/>Puberty for boys<br/>Conception (including IVF)<br/>Growing responsibility<br/>Coping with change<br/>Preparing for transition</p> <p>I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception.</p> <p>I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.</p> |

## RSE Policy - Westcountry Schools Trust

| Age Group         | Being Me In My World                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Celebrating Difference                                                                                                                                                                                                                                                                                                                                                                                                                      | Dreams and Goals                                                                                                                                                                                                                                                                                                                                                           | Healthy Me                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Relationships                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Changing Me                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
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| <b>Ages 10-11</b> | <p>Identifying goals for the year<br/>Global citizenship<br/>Children's universal rights<br/>Feeling welcome and valued<br/>Choices, consequences and rewards<br/>Group dynamics<br/>Democracy, having a voice<br/>Anti-social behavior<br/>Role-modelling</p> <p>I can explain how my choices can have an impact on people in my immediate community and globally.</p> <p>I can empathise with others in my community and globally and explain how this can influence the choices I make.</p> | <p>Perceptions of normality<br/>Understanding disability<br/>Power struggles<br/>Understanding bullying<br/>Inclusion/exclusion<br/>Differences as conflict, difference as celebration<br/>Empathy</p> <p>I can explain ways in which difference can be a source of conflict or a cause for celebration.</p> <p>I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.</p> | <p>Personal learning goals, in and out of school<br/>Success criteria<br/>Emotions in success<br/>Making a difference in the world<br/>Motivation<br/>Recognising achievements<br/>Compliments</p> <p>I can explain different ways to work with others to help make the world a better place.</p> <p>I can explain what motivates me to make the world a better place.</p> | <p>Taking personal responsibility<br/>How substances affect the body<br/>Exploitation, including 'county lines' and gang culture<br/>Emotional and mental health<br/>Managing stress</p> <p>I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others.</p> <p>I can identify and apply skills to keep myself emotionally healthy and to manage stress and pressure.</p> | <p>Mental health<br/>Identifying mental health worries and sources of support<br/>Love and loss Managing feelings<br/>Power and control Assertiveness<br/>Technology safety<br/>Take responsibility with technology use</p> <p>I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control.</p> <p>I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.</p> | <p>Self-image<br/>Body image<br/>Puberty and feelings<br/>Conception to birth Reflections about change Physical attraction<br/>Respect and consent<br/>Boyfriends/girlfriends<br/>Sexting<br/>Transition</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.</p> |

## Appendix 2: By the end of primary school pupils should know

| TOPIC                               | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|-------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care for me | <ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● The characteristics of healthy 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</li> <li>● That other children's families, either in school or in the wider world, sometimes look different from their own, but that they should respect those differences and know that other families are also characterised by love and care</li> <li>● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</li> <li>● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>                                                                                                 |
| Caring friendships                  | <ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy, caring and kind 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</li> <li>● 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</li> <li>● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</li> <li>● About managing conflict with kindness and respect, and that violence is never right</li> <li>● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</li> </ul> |

| TOPIC                          | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|--------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Respectful, kind relationships | <ul style="list-style-type: none"> <li>● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated</li> <li>● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</li> <li>● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</li> <li>● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs</li> <li>● The practical steps they can take in a range of different contexts to improve or support their relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity</li> <li>● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● How to seek help when needed, including when they are concerned about violence, harm or when they are unsure who to trust</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</li> </ul> |

| TOPIC                       | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Online safety and awareness | <ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online including how to recognise risks, harmful content and contact, and how to report them</li> <li>● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults</li> <li>● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online, including where pictures or words might be circulated</li> <li>● 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</li> <li>● 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</li> </ul> |
| Being safe                  | <ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example</li> <li>● About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</li> <li>● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</li> <li>● How to report concerns or abuse, 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</li> <li>● Where to get advice, for example from their family, school and/or other sources</li> </ul>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

### Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS/CARERS                                                |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| Name of child                                                                    |  | Class |  |
| Name of parent/carers                                                            |  | Date  |  |
| Reason for withdrawing from sex education within relationships and sex education |  |       |  |
|                                                                                  |  |       |  |
| Any other information you would like the school to consider                      |  |       |  |
|                                                                                  |  |       |  |
| Parent/carers signature                                                          |  |       |  |

| TO BE COMPLETED BY THE SCHOOL                      |  |
|----------------------------------------------------|--|
| Agreed actions from discussion with parents/carers |  |
|                                                    |  |