STEWART INTERNATIONAL SCHOOL
LA PETITE ECOLE BILINGUE

RELATIONSHIP AND SEX EDUCATION POLICY (RSE)

SCHOOL YEAR 2026/2027

Date of adoption of this policy	September 2026
Date of last review of this policy	September 2026
Date for next review of this policy	September 2027
Policy owner (SLT)	Headteacher and English Deputy Head
Authorised by	DSL, Headteacher and Proprietor

Introduction

Parents are the first and most important educators of their children and LPEBL works in partnership with them. While relationships and sex education (RSE) is primarily a matter for parents to impart privately in the home, certain aspects are delegated by them to their children's everyday education in school and in this context, it is important that the School lays out the scope of such education to parents.

This policy has been produced and will be reviewed in consultation with parents and carers, teachers and pupils and seeks to take into account the views of the School community.

Definitions

Within this policy, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online. Relationships education does not involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science.

RSE is not about the promotion of sexual activity.

Aims

This policy has been written in accordance with the statutory guidance document "Relationships and Sex Education (RSE) and Health Education" (DfE, September 2025).

The School believes that effective relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships and sex education is to help prepare pupils for the opportunities, responsibilities, and experiences of adult life as well as to support and navigate relationships developed throughout childhood. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build resilience and know how and when to ask for help, and access support.

The School recognises the aims of this policy are to help to create, model, maintain, review, and embed a positive culture of respect, kindness, safety, equality, and protection. The School recognises it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia and sexual harassment and sexual violence.

In drawing up this policy, we have ensured that it meets the needs of pupils and parents within our school and reflects the community we serve. The School recognises the role of the pupil voice and the benefits of hearing the lived experience of pupils, in creating, developing, and reviewing the relationships education and relationships and sex education programme and school culture.

The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship and sex education programme is intended to complement and support the role of parents and carers in educating their children about relationships.

The School has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's Behaviour Policy, the School's Golden Rules and pastoral and support systems as well as by a planned programme of evidence-based relationships education and sex education programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

Curriculum Delivery

Department for Education guidance states that all primary schools must teach Relationships and Health Education. The teaching of Sex Education in primary schools remains non-statutory, with the exception of the elements of sex education contained in the science national curriculum, which includes knowledge of the main external body parts (including accurate terminology for the body parts), the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. In addition, the School delivers Sex Education for primary age pupils as set out in Appendix A.

Relationships Education focuses on teaching the fundamental building blocks and characteristics of positive relationships. By the end of Year 6, pupils will have covered the following:

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

Health topics will include:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy eating
- Drugs, Alcohol, Tobacco and Vaping
- Health protection and prevention
- Personal safety
- Basic First Aid
- Developing bodies

Primary Sex Education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Y5 and Y6)
- How a baby is conceived and born (Y6)

A summary of the coverage of the RSE curriculum is set out in Appendix A.

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

We have developed the curriculum taking into account the age, needs, physical and emotional maturity of pupils as well as religious and cultural backgrounds of our pupils. The education provided is fully inclusive and developed to be age and stage of development appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities of pupils and parents, with the aim of providing pupils with the knowledge they need.

At LPEBL, RSE is embedded within the Personal, Social, Health and Economic (PSHE) education curriculum and will be adapted when necessary. In addition, some aspects of the RSE programme will be covered through:

- Science curriculum
- Circle times
- Assemblies
- Stories
- Other curriculum subjects (eg Citizenship through History or social issues through Literature)

Elements of the programme may be supported through the bringing in of additional expertise, such as outside speakers and/or trained health professionals (the credentials of any visitor or visiting organisation, and their materials/ lesson plans will be checked prior to booking). The school will not use resources from any individual or organisation who hold partisan views on contested topics. External providers may not include contractual restrictions preventing schools from sharing materials with parents.

Our RSE curriculum builds knowledge and skills sequentially, making sure that all pupils are challenged and are given opportunities to practice the skills taught so that they will be confident to use them in real-life situations. Regular assessments will identify where pupils need extra support or intervention.

Opportunities will be provided in Years 5 and 6 for separate lessons for boys and girls on physical changes (Y5-6), conception (Y6) and birth (Y6).

Dealing with sensitive issues and difficult questions

Differing personal and family circumstances, and varying levels of maturity mean that the teaching of RSE must be approached with particular sensitivity and in an age appropriate manner. Ground rules will be formed and will be made clear in all lessons in order to create and protect a supportive and respectful arena for discussion and study. We aim to provide a learning atmosphere where children feel safe and relaxed, and where they feel confident to engage in discussions around potentially sensitive subjects and themes. Given the considerable ease of access to information online, the school recognises that it is vital to provide a safe environment for pupils to seek answers to their questions. Pupil's questions will be dealt with honestly and sensitively and in an age appropriate way.

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including lunchtime and play time. It is important that all staff understand they have a responsibility to implement this policy and promote the aims of the school at any time they are dealing with children, including by modelling positive behaviour and positive relationships.

The School appreciates that pupils may ask their teachers or other adults questions which go beyond the School's curriculum or relating to an aspect of sex education from which a child has

been withdrawn. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

We use a consistent approach:

1. Acknowledge the question - We never dismiss or shame a child for asking; curiosity is natural and should be valued.
2. Provide an age-appropriate holding response - Teachers might say something like, 'That's a really good question. It's not something we cover in our lessons, but if you'd like to talk about it, we can speak privately later.'
3. Follow up appropriately - Depending on the nature of the question, the teacher may:
    - Give a simple, factual response if it relates to relationships, health, or safeguarding.
    - Refer the question to the Deputy Head or Head.
    - Inform parents if the question relates to a topic they have withdrawn their child from, so parents can continue the discussion at home.

If staff are faced with a question, they do not feel comfortable answering within the classroom, techniques such as distancing or creating a time to talk to a child individually will be used. Children may also be signposted back to parents, and the teacher will contact the parents to give a context to the conversations that have been held in class.

Some questions may raise issues that are not appropriate for classroom discussion. Examples might be questions or comments that: suggest an unusual interest in or knowledge of inappropriate subject matter; hint at abuse; are tendentious; are personal. They will be followed up appropriately and sensitively outside the classroom in consultation with the Designated Safeguarding Lead and parents, if required.

If any questions raise safeguarding concerns, teachers will refer to the Designated Safeguarding Lead.

Responding to new risks or issues within the national or local context

The school will carefully sequence teaching so that pupils are supported and equipped with the knowledge to navigate different experiences in a positive way before they occur, and to prevent harms. The school will maintain a relevant and responsive curriculum to ensure that any particular or emerging issues or needs that are affecting the pupils in the school (or nationally) are addressed in a timely manner so that the children are kept as safe as possible on/offline. Where appropriate, the school will work with local partners and other bodies to understand specific local issues/risks. The school will inform parents in advance of any deviation from our published RSE policy, including the reasons why they are covering this content, and will share any relevant materials with them on request in advance of the planned sessions. All teaching will be age appropriate and respectful of all children, including those who may have no familiarity with the topics under discussion.

Roles and responsibilities

The Proprietor

The Proprietor has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

The Proprietor is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Proprietor's response to this duty.

The proprietor will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- curriculum content and teaching materials are aligned with this statutory guidance
- clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education
- this policy is reviewed at least annually in accordance with this

To ensure the efficient discharge of its responsibilities under this policy, the Proprietor has allocated/ delegated a number of tasks as provided for in this section.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory components of RSE.

The Headteacher will hold regular meetings with representatives of the school's pupil body, the Senior Leadership Teams and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally, as well as its pastoral care system.

The headteacher also:

- Ensures that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitors this policy on a regular basis and ensure it is reviewed annually and is in compliance with the law and best practice
- Liaises with parents when necessary
- Responds to individual problems experienced by children, enlisting external agency support if appropriate
- Seeks input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes, curriculum, and resources under the policy
- Maintains up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR

The Deputy Head (English Department)
The Deputy Head is responsible for:

- Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness
- Disseminating information to staff
- Ensuring the appropriate curriculum is taught for each year group, and to ensure some separate lessons (boys and girls) for the topics of personal changes, conception and birth.
- Monitoring progress

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Monitoring progress

Class teachers are responsible for teaching RSE. 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.

Teachers will reply to, and answer, children's questions sensitively and openly. They will ensure that balanced information is provided which will take into account the different faiths' views and avoid any negative impressions. All questions will be handled sensitively and set within a general context. Questions which teachers feel uncertain about answering should be discussed with a senior member of staff and answered at a later date. Consideration should be given to religious or cultural factors, and to parents' wishes before questions are answered.

Parents' right to withdraw
Parents have the right to withdraw their children from some or all of the Sex Education element of RSE except in the case of elements which are required to be taught in schools by the science curriculum. The Head will automatically grant a request to withdraw a pupil from any sex education, other than as part of the science curriculum. The School will make alternative arrangements for pupils in each case so that they receive appropriate, purposeful education during the period of withdrawal.

The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School at the start of the Summer term. Should parents wish to withdraw their children they are asked to notify the school by completing the form sent to them. Parents do not have the right to withdraw their children from statutory relationships education, health education or the science curriculum.

The school shall offer parents support in talking to their children about sex education and how to link this with what is being taught in school.

Equality
The School will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of inclusive relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected.

All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness.

The School will be alive to and address issues such as sexual violence and sexual harassment, sexism, homophobia, and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. The School is committed to the approach that the starting point should always be that there is a zero-tolerance approach to sexual violence and sexual harassment and it is never acceptable, and it will not be tolerated. Sexual violence or sexual harassment will not be passed off as "banter", "just having a laugh", "part of growing up" or "boys will be boys" as the School recognises that this can lead to a culture of unacceptable behaviours and an unsafe environment for children.

The School will consider ways to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls and provide an environment which challenges perceived limits on pupils based on their gender or any other characteristic, including through these subjects and as part of a whole school approach.

As part of this whole school approach, the School will meet or otherwise consult with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education and relationships and sex education programme and / or School culture.

Pupils with special educational needs and disabilities (SEND): relationships education and relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities, and to ensure this, teaching will be differentiated and personalised.

The School is aware that some pupils, including those with SEND and particularly those with social, emotional and mental health needs or learning disabilities, are more vulnerable to exploitation,

bullying, harmful sexual behaviour, sexual abuse, violence and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

The School encourages pupils to respect other people, paying particular regard to the protected characteristics set out in the Equality Act 2010. The School is aware of its legal duties, including those pursuant to the Equality Act 2010, which makes it unlawful for the School to discriminate against, harass or victimise a pupil or potential pupil in prescribed circumstances, including:

- in the way it provides education for pupils;
- in the way it provides pupils access to any benefit, facility, or service; or
- subjecting them to any other detriment.

The School is also aware of its duties to teach about equality issues and to ensure teaching at the School does not discriminate against pupils.

Safeguarding, reports of abuse and confidentiality

The School will follow Keeping Children Safe in Education (KCSIE) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.

Teachers will follow the School's policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's Safeguarding and Child Protection Policy if a child protection issue is raised.

In addition, but not alternatively to following the School's Safeguarding and Child Protection Policy, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the School's Behaviour & Discipline Policy and/or the School's Anti-Bullying Policy as appropriate.

The School will encourage pupils to talk to their parents or carers and support them to do so. The School will also inform pupils of sources of confidential help, for example, their teachers and TAs, the DSL or young person's advice service (eg. NSPCC or Childline).

Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

Assessment

Teachers are expected to plan, teach, and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the Deputy Head. Regular assessments (at least termly) will identify where pupils need extra support or intervention. Teachers will assess outcomes informally,

for example, through class discussion and observation, in written assignments or self-evaluations, to capture progress. Elements of RSE that occur in the science curriculum will be assessed through recorded work to establish age related expectations of knowledge and understanding.

Complaints Procedure

Any complaints or concerns about the Relationships Education programme should be made to the headteacher. Parents can choose to follow the School's complaints procedure if they feel things are not resolved.

Monitoring arrangements

Teachers are expected to plan, teach, and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. The delivery of RSE will be regularly monitored and reviewed by the Deputy Head (English Department) through planning scrutinies, learning walks and staff meetings.

This policy will be reviewed by the headteacher annually in collaboration with the Deputy Heads. At every review, the policy will be approved by the proprietor and a draft will be sent to parents for consultation before it is adopted.

Parents Engagement and Consultation

The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

- teaching their children about relationships and sex;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up.

The School is committed to actively engaging parents in Relationships Education and Relationships and Sex Education through transparent communication and consultation.

The School will consult with parents when developing and reviewing its policies for relationships and sex education at least annually, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered.

This consultation will include giving the space and time for parents to input, ask questions, share concerns and for the School to decide the way forward. The School will listen to parents' views, and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of this consultation with parents The School will provide examples of the resources it plans to use and give access to these resources at school.

The school will engage with parents and carers to seek their views on the quality of relationship education and relationships and sex education and on School culture. The School may adapt its timescales, process, and content to respond to the needs of the School and pupils.

The School will communicate to parents what will be taught and when in delivering relationships education and relationships and sex education.

It will also keep in regular contact with parents and carers reinforcing the importance of RSE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSE topics. In particular we will draw parents attention on children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

Resources

All resources will be reviewed to ensure they are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. The School will regularly assess the resources it will use prior to delivery of the programme and keep the resources under review.

The School will share examples of resources to parents as part of its consultation and review processes and provide access to all curriculum materials used to teach RSE on request. We will inform parents of any deviation from our published RSE policy in advance and share any relevant materials with them on request. All resources shared will comply with copyright law, with appropriate safeguards in place such as parent portals or presentations. Parents will be asked to agree not to copy or further distribute materials, respecting intellectual property while ensuring transparency in curriculum provision.

The Deputy Head will lead the review, collation, assessment and use of these resources and work with colleagues from other subjects to ensure cross-curricular planning and delivery complements other subjects and avoids duplication of the curriculum.

Training

The School will carefully consider the suitability of staff teaching RSE and will ensure that they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.

Staff are encouraged to seek advice from the Deputy Heads where they are unsure about the appropriate delivery of sensitive or complex content.

The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

APPENDIX A
Relationships and sex education curriculum map

RELATIONSHIP EDUCATION

Families and people who care for me

Children will learn:

- that families are important for children growing up safe and happy because they can provide love, security and stability.
- 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.
- 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.
- that stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
- that marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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

Children will learn:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- 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.
- 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.
- 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.
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
- How to manage conflict, and that resorting to violence is never right.
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Children will learn:

- 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.
- The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
- 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.
- 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.
- 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.
- Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
- The conventions of courtesy and manners.
- 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.
- 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.
- What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
- 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

Children will learn:

- 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.
- 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.

- That there is a minimum age for joining social media sites (currently 16), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
- The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
- 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.
- 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

Children will learn:

- 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.
- 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.
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
- 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.
- 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.

STATUTORY SCIENCE CURRICULUM CONTENT LINKED TO RSE (Our full science curriculum is available on demand from the school Office)

Our Early Years Foundation Stage children learn about life cycles as well as watching chicks hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 (years 1 – 2) children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense
- To notice that animals, including humans, have offspring which grow into adults
- To find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- To describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

In Key Stage 2 (years 3 – 6) children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat (Y3)
- To identify that humans and some other animals have skeletons and muscles for support, protection and movement (Y3)
- To describe the simple functions of the basic parts of the digestive system in humans (Y4)
- To identify the different types of teeth in humans and their simple functions (Y4)
- To describe the life process of reproduction in some plants and animals (Y5)
- To describe the changes, as humans develop to old age (Y5)
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood (Y6)
- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function (Y6)
- To describe the way nutrients and water are transported within animals, including humans (Y6)
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents (Y6)

PHYSICAL HEALTH AND MENTAL WELLBEING

General wellbeing

Children will learn:

- The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.

- The importance of promoting general wellbeing and physical health.

- The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.

- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.

- That isolation and loneliness can affect children, and the benefits of seeking support.
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
- Where and how to seek support (including recognising the triggers for seeking support), including who in school 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).
- That it is common to experience mental health problems, and early support can help.

Wellbeing online

Children will learn (Years 2 to 6):

- That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
- Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
- The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
- That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
- How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- That they have rights in relation to sharing personal data, privacy and consent.
- Where and how to report concerns and get support with issues online.

Physical health and fitness
Children will learn:

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
- The risks associated with an inactive lifestyle, including obesity.
- How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating
Children will learn:

- What constitutes a healthy diet (including understanding calories and other nutritional content).
- Understanding the importance of a healthy relationship with food.
- 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, tobacco and vaping (Years 5 and 6)The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention
Children will learn:

- 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety
Children will learn:

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid
Children will learn:

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies (Years 5-6)
Children will learn:

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

We will review the age at which puberty is introduced depending on the needs of each cohort. We understand that at times children will benefit from varying methods of delivering the RSE curriculum. For example, we may use single-sex groups or small group teaching where this will help us to meet the needs of particular children more effectively, we will use team teaching where this enables us to best use teacher expertise. We will ensure there are positive educational reasons for each method of delivery.

SEX EDUCATION AND TRANSITION (Years 6)

Sex Education is defined as learning about 'how a (human) baby is conceived and born'. This extends the learning about sexual reproduction in 'some plants and animals' required through the Science national curriculum. It also complements the statutory requirement to teach about puberty as part of Science and Health Education. Understanding about sexual reproduction in humans enables children to understand the processes of puberty.

The challenge here is to find a balance between pre-empting physical changes that will affect a number of children, and taking into account the emotional maturity of different children. This has a bearing on how much information can be discussed and handled appropriately.

- In Year 6 the Science curriculum will look at conception and the development of the foetus until birth.

Our teaching in Sex Education will be tailored to the needs and physical and emotional maturity of the pupils. Opportunities will be provided for separate lessons for boys and girls.

A letter will be sent to all parents in these year groups informing them of the content of these lessons and requesting permission for their children to attend.

We will offer support to parents/carers who wish to deliver Sex Education at home.

If a pupil is excused from Sex Education, we will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.