



LAMBROOK

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NURTURING  
POTENTIAL  
SINCE 1860

# Relationship and Sex Education (RSE) Policy

This document applies to all parts of Lambrook School including the Early Years Foundation Stage.

April 2026

Review Date: April 2027

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## **Lambrook School – Our Purpose**

Since 1860, Lambrook has been laying the foundations for its pupils' futures. Children have one opportunity for an education which will form the basis of their lives and, at the same time, one childhood; Lambrook aims to keep a happy balance between the two.

During their time with us, we give our pupils the 'Feathers to Fly' so that when they leave us, they will spread their wings and will take flight; leaving Lambrook as confident, happy, engaging, independent and kind young people who are outward looking in all that they do.

### **Inspiring**

Inspiring pupils from Nursery through to Year 8, offering the most outstanding breadth of educational experiences, encouraging academic intrigue and a desire to learn.

### **Nurturing**

Nurturing and supporting all pupils through an outstanding level of pastoral care, empowering pupils to flourish and have healthy relationships with others within our vibrant and caring School community.

### **Providing**

Providing pupils with an abundance of opportunities to discover, pursue and develop their skills, talents and interests.

### **Preparing**

Preparing our children for the next stage of their educational journey, developing the many 'feathers' necessary for their time at Lambrook, at their future senior schools and beyond.

### **Equipping**

Equipping our children with the skills and the confidence to understand the challenges of the world in which they live; recognising their responsibility towards others, the environment and themselves and enabling them to make a difference, both now and in the future.

## **Definition**

Relationship and Sex Education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality, sexual health, healthy lifestyles, diversity and personal identity. When we use the term 'relationships' in this policy we refer to both online and offline relationships. RSE involves a combination of sharing information and exploring issues and values. Some aspects are taught in science, and others are taught as part of Wellbeing (PSHE). This policy should be read in conjunction with our PSHE Policy as well as our Safeguarding and Child Protection, Behaviour and Anti-Bullying policies. This policy relates to all sections of the School including our Pre-Prep and EYFS setting.

The Department of Health set out its ambition for all children and young people to receive high quality relationship and sex education in its statutory guidance [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education \(2019\)](#). This policy also reflects guidance given under the [Children and Social Work Act 2017](#).

**RSE is not about the promotion of sexual activity.**

## **Aims**

The aims of relationship and sex education (RSE) are to:

- Provide a framework in which sensitive discussion can take place
- Develop positive values and a moral framework that will guide the pupils' decisions, judgements and behaviour, ensure that pupils have the confidence and self esteem to value themselves and others, to respect individual conscience and to develop the skills required to judge what kind of relationship is desirable
- Help pupils to understand the consequences of their actions and behave responsibly within sexual and non-sexual relationships
- Develop the pupils' knowledge to avoid being exploited or exploiting others or being pressured into unwanted or unprotected sex
- 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
- Create a positive culture around issues of relationships and sexuality; challenge sexism and prejudice of protected characteristics, foster LGBTQ+ and gender equality and consider issues surrounding gender identity
- Teach pupils the correct vocabulary to describe themselves and their bodies and to develop the appropriate terminology for relationship and sex issues

## **Statutory requirements**

It is a legal requirement to provide relationship and health education (RSHE) to all pupils as per the Children and Social Work Act 2017. Relationships and sex education is now statutory in all secondary schools in England. Relationships education is statutory in all primary schools.

In line with statutory guidance, [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) it is recommended that age-appropriate sex education is also taught in all primary schools.

In accordance with the [Children and Social Work Act 2017](#), relationships and sex education should have regard to the age and religious background of the pupils and must include:

- i safety in forming and maintaining relationships,
- ii the characteristics of healthy relationships, and
- iii how relationships may affect physical and mental health and well-being

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Supplementary Guidance SRE for the 21st century (2014)
- Keeping Children Safe in Education (2025)
- Children and Social Work Act (2017)

The school's Anti-Bullying Policy, Child Protection and Safeguarding Policy and RSE Policy reflect, along with its practices, the School's commitment to teaching about and developing further a culture of healthy and normal relationships in school.

At Lambrook we teach RSE as set out in this policy. The policy bears relation to other school policies:

- Curriculum Policy
- Child Protection and Safeguarding Policy
- Anti-Bullying Policy

## **Delivery of RSE**

At Lambrook we believe that RSE should be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life. RSE is taught within the Wellbeing curriculum. Biological aspects of RSE are taught within the Science curriculum and other aspects may be discussed during various subjects such as Religious Education, History and English when appropriate. It will be predominantly taught in class groups by Form Teachers in the Pre-Prep and Lower School (lessons once a week) and tutors in the Middle School and Upper School (lessons twice a week) There is additional input in tutor time and through the Upper and Middle School weekly. Lessons follow the Cambridgeshire PPD (KS1 and KS2) or the PSHE Association (KS3) schemes of work.

RSE is delivered as a 'rolling programme' and support from professionals, including the School Nurse are used as appropriate. RSE lessons are set within the wider context of the Wellbeing curriculum and address the emotional aspects of development and relationships and the physical aspects of puberty and reproduction. The Science curriculum is delivered in KS1 by Class Teachers and in KS2 and KS3 it is delivered by Science teachers. These lessons are focussed on the physical aspects of development and reproduction.

Any RSE lesson may consider questions or issues that some children will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, teachers will aim to answer them honestly, within the ground rules established at the start of the sessions.

Pupils also have the opportunity to use the anonymous question box, which can be found in all classrooms when more sensitive topics in Wellbeing are being taught. When it is felt that answering a specific question would provide information at a level inappropriate to the development of the rest of the pupils, the question is dealt with individually at another time. There is no expectation that any teacher delivering RSE will automatically answer pupil questions, as this may infringe personal boundaries. Any situation which indicates knowledge about sex or sexual activity which is inappropriate for the pupils' age should be addressed and any concerns emerging from conversations should be shared with the Pastoral Leaders Group or, if appropriate, with the Designated Safeguarding Lead.

There may be times when a question raised by a pupil should be referred to a parent or carer. It is good practice to talk to the pupil(s) concerned before involving a parent or carer - to explain that it is in their best interests to talk to their parent(s) or a trusted adult. If a child feels that they do not want their parent or carer to be spoken to, then this should be taken seriously and discussed with the Designated Safeguarding Lead. It is important to note that a disclosure regarding sexual orientation or gender identity is not, in itself, a safeguarding issue and does not need to be reported to anyone unless it is felt that sharing a concern is likely to ensure the health and happiness of the child in question. Staff would refer to the Safeguarding Policy and record any concerns appropriately.

Teachers ensure that RSE lessons are taught in an environment where questions and discussions on sexual matters can take place without any stigma or embarrassment.

We recognise that parents are key in teaching their children about relationships, sex and growing up. As such, we aim to work in partnership with pupils and parents. Prior to any lessons on puberty or reproduction taking place, for example, parents are written to with an outline of the content of the lessons.

Parents can also request to see any resources that the school (or external providers) are using with their children in RSE lessons by contacting the Head of Pastoral Care.

### **RSE has three main elements:**

#### **Attitudes and Values**

- Learning about the values of family life and stable relationships.
- Learning the value of respect, love and care.
- Exploring, considering and understanding moral dilemmas.
- Developing critical thinking as part of decision making.

- Learning the importance of values, individual conscience and moral choices.
- Learning about the nurture of children.
- Challenging myths, misconceptions and false assumptions about 'normal' behaviour.

### **Personal and Social Skills**

- Learning to manage emotions and relationships confidently and sensitively.
- Developing self-respect and empathy for others.
- Learning to make choices based on the understanding of differences and with the absence of prejudice.
- Providing opportunities for young people to develop the ability to understand the consequences of their decisions and actions and to manage conflict.
- Empowering pupils with the skills to be able to avoid inappropriate pressures or advances (both as exploited or exploiter).

### **Knowledge and Understanding**

- Information about healthier, safer lifestyles
- Understanding the importance of appropriate, respectful and consensual relationships
- Learning and understanding physical development at appropriate stages.
- Understanding human emotions, relationships, reproduction and sexuality.

Learning about and understanding the importance of staying safe online.

### **Curriculum Content**

#### Key Stage 1 (school years 1 and 2 - normally between the ages of 5 and 7) Maintaining personal hygiene

- The process of growing from young to old and how people's needs change
- The names of the main parts of the body
- To identify and respect the differences and similarities between people
- That family and friends should care for each other
- Notice that animals, including humans, have offspring which grow into adults

#### Key Stage 2 (school years 3, 4, 5 and 6 - normally between the ages of 7 and 11)

- To recognise their worth as individuals
- To recognise and challenge stereotypes
- To recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use and judging what kind of physical contact is acceptable or unacceptable
- Be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships
- Where individuals, families and groups can get help and support

- To recognise, as they approach puberty, how people’s emotions change at that time and how to deal positively with their feelings towards themselves, their families and others
- Learn about how the body changes as children approach puberty
- That pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know and how to ask for help and use basic techniques for resisting pressure to do wrong
- To understand adult relationships and the human life cycle
- To understand human reproduction (how a baby is made and how it grows)

Key Stage 3 (school years 7, 8 and 9 – normally between the ages of 11 and 14)

- Dealing with growth and change as normal parts of growing up
- Reflect on feelings and identify positive ways of understanding, managing and expressing strong emotions and challenging behaviour
- Physical and emotional change and puberty
- Understand that relationships affect everything we do in our lives and that relationship skills have to be learnt and practised, challenge prejudice in all its forms, including racism, sexism, homophobia and transphobia
- Use social skills to build and maintain a range of positive relationships
- Understand what the expectations might be of having an intimate relationship.
- Understand that a person consents if he/she agrees by choice and has the freedom and capacity to make that choice. About the law in relation to consent (including the legal age of consent for sexual activity)
- Sexual activity, human reproduction, contraception, pregnancy, and sexually transmitted infections and how high-risk behaviours affect the well-being of individuals, families and communities
- How to manage or deal with the breakdown of a relationship and the effects of change, including loss, separation, divorce and bereavement
- To recognise that there is diversity in sexual attraction and developing sexuality and foster equality in all relationships, including LGBT
- The terms associated with sex, gender identity and sexual orientation and to understand accepted terminology
- The safe and responsible use of information communication technology (including safe management of own and others’ personal data including images)
- To establish clear personal boundaries around those aspects of their lives they wish to be private, shared only with specific people, and made public; to understand their right to privacy

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 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 school, 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.

### **Resources**

We **will** consider whether any resources we 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, developmental stage and background of our 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

### **Inclusivity**

We 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, make pupils feel:
  - Safe and supported
  - Able to engage with the key messages

We 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.

### **Children with SEND**

Teaching and resources will be differentiated as appropriate to address the needs of all children in order for them to have full access to the content relationship and sex education.

### **Equal opportunities**

The provision of RSE complies with relevant requirements of [The Equality Act 2010](#). All pupils aged three and above are entitled to receive relationship and sex education regardless of ability, gender, race, or religious belief. Through relationship and sex education we seek to develop a positive view of female and male sexuality. It is our intention for pupils to have the opportunity to experience a programme of RSE at a level which is appropriate for their age and physical development, with

differentiated provision if required. We will provide equality of opportunity between persons who share a relevant protected characteristic and persons who do not share it. The relevant protected characteristics are: sex, race, disability, religion or belief, sexual orientation, pregnancy and maternity, gender reassignment and age.

### **Safeguarding**

Teachers are aware that effective relationship and sex education, which brings an understanding of what is and is not acceptable in a relationship, may lead to a disclosure of a safeguarding nature. Under common law, young people are entitled to the same duty of confidence as adults. Personal information about them should not be shared without their permission except for the purposes of child protection as detailed in the Safeguarding Policy.

### **Use of external organisations and materials**

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We 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 we 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.
- Only work with external agencies where we 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
- Ask to see in advance any materials that might be used
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- 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
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external organisations that take or promote extreme political positions
- Use materials produced by such organisations, even if the material itself is not extreme

## **Roles and responsibilities**

### **The Governors**

The Governors delegate the responsibility for implementation of this policy to the Headmaster.

This policy will be reviewed by Ed Marland (Head of Pastoral Care) and Sarah Seldon (Head of Wellbeing). At every review, the policy will be approved by the Education Committee.

### **The Headmaster**

The Headmaster 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 (see section 6). The headmaster is responsible for RSE being embedded within the curriculum.

### **Parents**

In adherence to government guidelines, Lambrook offers the opportunity to parents to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

### **Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress – including baseline and end of unit assessments, pupil voice
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non- statutory/non-science components of RSE

Staff who have concerns about teaching RSE are encouraged to discuss this with the Head of Wellbeing/Head of Pastoral Care/Headmaster. Staff are encouraged to identify and attend external training and report back to staff.

The member of staff responsible for leading on RSE at Lambrook is Sarah Seldon (Head of Wellbeing).

### **Pupils**

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

### **RSE Pupil Committee**

Pupils in Year 7 & 8 have the opportunity to join the RSE Pupil Committee and work with the Head of Wellbeing in reviewing and improving the existing RSE provision at Lambrook.

### **Right to withdraw**

Parents/carers do not have the right to withdraw pupils from relationships education.

Parents/carers have the right to withdraw their children from some or all sex education within RSE and should in the first instance contact the Headmaster in writing to request withdrawal. This does not include what is taught as part of the Science curriculum.

All children have the right to comprehensive sex education, tailored to their age and their physical and emotional maturity and most parents support the teaching of sex education in schools.

The school will engage with parents and explain the value of and importance of school-based RSE. Lambrook consults with parents annually, sharing the policy with them and requesting feedback on the policy with a view to implementing that, where required and/or necessary, into the policy. There are talks to parents on RSE and the topics that are part of it. Within these talks, parents are reminded of the relevance of RSE in our curriculum.

Should permission be granted to withdraw a child following discussions between the Headmaster and parents/carers, the school will make alternative arrangements in such cases, and this will usually involve the child joining another class for the duration of the RSE lesson. The parent/carer will be advised that they have an obligation to provide the information at home using information available from the DfE. Parents/carers are encouraged to discuss such a decision with staff at the earliest opportunity and are welcome to view any RSE resources the school uses.

### **Training**

We acknowledge that the effective teaching of RSE, within the Wellbeing framework, requires particular skills and expertise. Those staff with specific responsibility for delivering the programme will be consulted as to their particular training requirements and suitable training will be made available where required. It is essential that those teachers delivering the programme are confident in their abilities and in the support offered by this policy. Staff have access to the PSHE Association resources and website. Those teachers who deliver RSE are given regular opportunities for their knowledge to be updated (both internally and externally). Planning and documentation is on year group Wellbeing Teams.

### **Monitoring arrangements**

The delivery of RSE is monitored by the Sarah Seldon (Head of Department) through:

- Work scrutiny
- Lesson observations
- Wellbeing report from tutors in school report
- Departmental meetings

- Regular Section Meetings (Upper School, Middle School, Lower School)
- Informal meeting with individual teachers delivering the programme
- Pupil Survey  
Informal discussion groups with Year 7&8 Pupils
- Pupils' development in RSE is monitored by Form Teachers as part of our internal assessment systems. Baseline assessments are carried out at the beginning of a topic and then various forms of assessment take place to measure progress at the end of the topic.

## Appendix 1: RSE Curriculum map

### Relationships and sex education curriculum map

#### Pre Prep

Year group	Term	Topic/theme details	Resources
Reception	Michaelmas	<p><b><u>My Body</u></b></p> <p>Learn about the body and label body parts</p> <p>Manage their own basic hygiene and personal needs</p>	Cambridgeshire PSHE Service throughout to Year 6
	Lent	<p><b><u>Positive relationships</u></b></p> <p>Understand and manage their own emotions</p> <p>Develop respect operation and turn taking</p>	
	Summer	<p><b><u>Growing up</u></b></p> <p>Learn about human life cycles</p> <p>Learn about babies and what babies need</p>	

Year 1	Michaelmas	<p><b><u>Relationships in a Diverse Britain</u></b></p> <p>Identify groups and communities they belong to          Explain how to be a good neighbour          Pick out things that harm and things that help a neighbourhood          Identify similarities and differences between British people          Talk about what makes them feel proud of being British</p>	
	Lent	<p><b><u>Citizenship – working together</u></b>  <b><u>TEAM (Together Everyone Achieves More)</u></b></p> <p>Talk about the teams they belong to          Be a good listener          Explain how to be kind and why it is important          Talk about unkind behaviour like teasing and bullying          Explain how to be a positive learner          Identify good and not-so-good choices</p>	
	Summer	<p><b><u>It's My Body</u></b></p> <p>Explain how much sleep they need          Discuss which exercise is good for them          Understand they can choose what happens to their bodies          List healthy snacks          Know to ask a trusted adult if uncertain about whether something is safe to eat or drink          Demonstrate hygienic ways to look after their bodies</p>	

Year 2	Michaelmas	<p><b><u>Positive relationships</u></b>  Identify and discuss their feelings and emotions  Understand the feelings of others</p>	
	Lent	<p><b><u>Diversity</u></b>  Celebrating differences between themselves and others, to include appearance, interests and homes  Celebrating different types of families</p>	
	Summer	<p><b><u>Special relationships</u></b>  Talk about special people in their life and say why they are special  Identify trusted adults  Growing Up and managing change</p> <p><b><u>Name the main parts of boys' and girls' bodies</u></b>  Understand how to respect their own and other people's bodies  Understand that different people like different things  Understand that girls and boys can like different things, or the same things  Describe how they have changed since they were a baby  Understand that peoples' needs change as they grow older  Talk about things they would like to do when they are older  Discuss some changes that people might go through in life  Talk about their family and ask other pupils questions about their family</p> <p><b><u>My emotions</u></b>  Recognising impulsive behaviour  Recognising positive things about me/ others</p>	



Year 4	Michaelmas	<p><b><u>Anti-Bullying</u></b>  Describe the key characteristics of bullying  Judge when hurtful behaviour is bullying and when it is not bullying  Understand different types of bullying, including verbal, physical, indirect and cyberbullying  Suggest why some people might bully others and why some might be bully</p> <p>Explain why it is important to value and respect other people’s similarities and differences.</p>	Children’s Mental Health Week Theme
	Lent	<p><b><u>Diversity and communities</u></b>  Talk about what makes up my and others’ identity  Understand about different communities in the UK  Understand how to value difference and respect diversity  Understand about stereotypes</p>	
	Summer	<p><b><u>Personal safety</u></b>  Identifying trusted adults and assessing school and local environment  To be able to identify and name body parts, including the sexual parts. To be able to identify and distinguish between ‘yes’ and ‘no’ touches.  Understand about the right to say ‘no’  Distinguish between good and bad secrets  Recognise what bribes and tricks are  Use assertive voice and body language  What makes a good listener?</p> <p><b><u>Beginning and belonging</u></b></p>	

Year 5	Michaelmas	<p>How to build collaborative relationships within the class</p> <p>Develop strategies for coping with new situations</p> <p>Know when I can support my friends and when we need to turn to adults</p> <p><b><u>Family and Friends</u></b></p> <p>Identifying networks of support and people who are special</p> <p>Understanding and valuing difference</p> <p>Recognise the diversity of family patterns and how these can change</p> <p>Know how to cope with change in families</p>	
	Lent	<p><b><u>Managing risk</u></b></p> <p>Identify physical emotional and social risks</p> <p>Think about how my friends might influence my decisions in risky situations</p> <p>Think about emotions in risky situations and how I might deal with them</p> <p>Know how to act in an emergency</p>	
	Summer	<p><b><u>Sex and Relationships Education</u></b></p> <p>Body knowledge – what are the different parts of the body and what are they called?</p> <p>Understand about changes due to puberty</p>	

Year group	Term	Topic/theme details	Resources
		<p>Name hygiene products relevant to this</p> <p>Understand about body awareness and image.</p>	
Year 6	Michaelmas	<p><b><u>Rights and responsibilities</u></b></p> <p>Understand basic rights of children and how they are achieved</p> <p>See how these might cause conflict</p> <p>Explain how rules work in society</p> <p><b><u>Anti-Bullying</u></b></p> <p>Share views and opinions on what constitutes bullying</p> <p>Define and compare different types of bullying</p> <p>Understand the feelings of those involved in bullying situations</p>	PSHE Association for Year 6 – 8 throughout

	Lent	<p><b><u>Diversity and community</u></b></p> <p>Explore identity and others' identity and how other people's perceptions can influence ideas of identity</p> <p>Understand about different ethnic groups</p> <p>Understand how negative stereotyping and prejudice can be</p> <p>Understand more about the media</p>	Children's Mental Health Week Theme
	Summer	<p><b><u>Personal safety</u></b></p> <p>Identify personal networks of support and trusted adults</p> <p>Know about wider sources of support</p> <p>Understand about safety online and in the real world</p> <p>Understand about honesty and personal boundaries</p> <p>Distinguish between good and bad secrets</p> <p>Deal with peer group pressure and include</p> <p><b><u>Managing change</u></b></p> <p>Identify situations which involve loss and change</p> <p>Identify different feelings in different situations</p> <p>Reflect on change now and in the future.</p>	<p>Book: Personal Safety (know the facts)</p> <p><a href="http://www.thinkuknow.co.uk/8_10/">www.thinkuknow.co.uk/8_10/</a></p> <p><a href="http://www.thinkuknow.co.uk/11_16/">www.thinkuknow.co.uk/11_16/</a></p> <p><u>WEllio online resources</u></p>

Year group	Term	Topic/theme details	Resources
Year 7	Michaelmas	<p><b><u>Myself and my relationships</u></b></p> <p>Learn what is important for teamwork</p> <p>Identify my strengths and weaknesses as part of a team</p> <p>Set personal targets through self-review</p> <p>Mental health and emotional wellbeing</p> <p>Communicate effectively a wide range of emotions</p> <p>Use extended vocabulary to explain how I feel</p> <p>Understand how others might experience different emotions and recognize emotions in them</p> <p>Have strategies for responding to different emotions</p>	

Year group	Term	Topic/theme details	Resources
	Lent	<p><b><u>Sex and relationships</u></b></p> <p>Recapping puberty</p> <p>Facts of the human lifecycle and scientific term</p> <p>Sexting</p> <p>The need for love and trust in relationships</p> <p>Parenting choices</p>	
	Summer	<p><b><u>Managing risk</u></b></p> <p>Positive and negative consequences of risk taking</p> <p>Making decisions about risky situations</p> <p>Strategies for coping with peer pressure</p> <p><b><u>Naked Truth workshop: Sexting and identity</u></b></p>	

Year group	Term	Topic/theme details	Resources
Year 8	Michaelmas	<p><b><u>Relationships and identity</u></b></p> <p>My values and our values</p> <p>Our rights in relationships</p> <p>Being a positive bystander</p> <p>Gender and equality</p> <p>Principles of healthy relationships</p> <p>Understanding love</p> <p>Listening, understanding and communicating</p> <p>Principles of healthy connections/unhealthy connections online</p>	

Year group	Term	Topic/theme details	Resources
	Lent	<p><b><u>Diversity and communities; relationships and stereotypes</u></b></p> <p>Different types of relationships</p> <p>Discuss what is meant by family</p> <p>Understand permanent commitment in relationships</p> <p>Recognise factors leading to long term relationships</p> <p>Forming new relationships Discuss the motivation for having a boyfriend/girlfriend</p> <p>Understand the varying importance of this to individuals</p> <p>Identify some of the skills people might want to develop to form new relationships</p> <p>Recognise importance for heterosexual and same sex couples</p> <p>Recognise stereotypes and how they are portrayed in the media</p> <p>Racism and religious intolerance</p> <p>Diversity in sexual attraction</p>	

	<p>Summer</p>	<p><b><u>Checking in on each other (RU OK?)</u></b></p> <p>Know what to say to someone when they need help:</p> <p>Follow the four steps (ALEC - Ask, Listen, Encourage action, Check-in) from "R U OK?"</p> <p><b><u>Online masculine narratives</u></b></p> <p>examine the spread of harmful online narratives about masculinity and develop strategies to challenge them.</p> <p><b><u>Relationships</u></b></p> <p>Learn how to recognise signs that a relationship may be unsafe or harmful. They will explore safe and trusted sources of help and support that people can turn to when relationships become unhealthy. Students will also practice respectful ways to communicate and end friendships or relationships when needed.</p> <p><b><u>Ending relationships</u></b></p> <p>Identify signs that a relationship may be unsafe or harmful</p> <p>Determine safe and trusted sources of help and support</p> <p>Demonstrate respectful ways to end friendships or relationships</p>	
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Year group	Term	Topic/theme details	Resources
		<p><b><u>Importance of self care</u></b></p> <p>explore the vital role of self-care and learn practical strategies to manage stress and anxiety. Define what self-care means and discuss its significance in maintaining mental and emotional wellbeing.</p> <p>Create a personalised self-care plan that includes three activities they can implement when feeling stressed or anxious.</p> <p><b><u>Understanding stress</u></b></p> <p>To identify common stressors and how to manage stress once it builds up. Self image and online relationships (external provider)</p>	

## By the end of Year 6, pupils should know:

Topic	Pupils should know
Families and people who care for me	<p>That families are important for children growing up because they can give love, security and stability</p> <p>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</p> <p>That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care</p> <p>That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up</p> <p>That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong</p> <p>How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</p>

Topic	Pupils should know
Caring friendships	<p>How important friendships are in making us feel happy and secure, and how people choose and make friends</p> <p>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</p> <p>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</p> <p>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</p> <p>That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened</p> <p>About managing conflict with kindness and respect, and that violence is never right</p> <p>How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed</p>

Topic	Pupils should know
Respectful, kind relationships	<p>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</p> <p>The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults</p> <p>How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration</p> <p>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</p> <p>The practical steps they can take in a range of different contexts to improve or support their relationships</p> <p>The conventions of courtesy and manners</p> <p>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</p> <p>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.</p> <p>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</p> <p>How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust</p> <p>What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype</p>

Topic	Pupils should know
Online safety and awareness	<p>That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child</p> <p>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</p> <p>The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</p> <p>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</p> <p>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</p> <p>How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met</p> <p>How information and data is shared and used online, including where pictures or words might be circulated</p> <p>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</p> <p>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</p>

Topic	Pupils should know
Being safe	<p>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</p> <p>About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe</p> <p>That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</p> <p>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do/don't know</p> <p>How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust</p> <p>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</p> <p>Where to get advice, for example from their family, school and/or other sources</p>

**By the end of Year 8 pupils should know:**

Topic	Pupils should know
Families	<p>That there are different types of committed, stable relationships</p> <p>How these relationships might contribute to wellbeing, and their importance for bringing up children</p> <p>Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony</p>

Topic	Pupils should know
	<p>That ‘common-law marriage’ is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children</p> <p>That forced marriage and marriage before the age of 18 are illegal</p> <p>How families and relationships change over time, including through birth, death, separation and new relationships.</p> <p>The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child’s life for brain development.</p> <p>How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust</p>
Respectful relationships, including friendships	<p>About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships</p> <p>How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal</p> <p>The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one’s own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others</p> <p>What tolerance requires, including the importance of tolerance of other people’s beliefs</p> <p>The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict</p> <p>The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help</p>

Topic	Pupils should know
	<p>Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration</p> <p>The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says ‘yes’ to doing something that doesn’t automatically make it ethically okay</p> <p>How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice</p> <p>How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others</p>
Online safety and awareness	<p>Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</p> <p>About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues</p> <p>Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images</p>

Topic	Pupils should know
	<p>About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online</p> <p>That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime</p> <p>How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared</p> <p>What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online</p> <p>About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them</p> <p>That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons</p> <p>Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong</p> <p>That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice</p> <p>How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns</p> <p>That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those</p>

Topic	Pupils should know
	<p>who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it</p> <p>How information and data is generated, collected, shared and used online</p> <p>That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising)</p> <p>That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion</p> <p>That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk</p>
Being safe	<p>How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent</p> <p>That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others</p> <p>How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed</p> <p>How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions</p>

Topic	Pupils should know
	<p>What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it</p> <p>That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting</p> <p>About concepts and laws relating to:</p> <ul style="list-style-type: none"> <li>○ Sexual violence, including rape and sexual assault</li> <li>○ Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language</li> <li>○ Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour</li> <li>○ Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation</li> <li>○ Forced marriage</li> <li>○ Female genital mutilation (FGM), virginity testing and hymenoplasty</li> </ul> <p>That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed</p> <p>That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury</p> <p>How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault</p>

Topic	Pupils should know
Intimate and sexual relationships, including sexual health	<p>About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent</p> <p>That some sexual behaviours can be harmful</p> <p>The facts about a range of contraceptive choices,</p> <p>How the use of alcohol and drugs can lead people to take risks in their sexual behaviour</p> <p>How to counter misinformation, including signposting towards medically accurate information and further advice about reproduction and intimacy.</p>