



# DANES HILL SCHOOL

## **Relationships and Sex Education (RSE) and Health Education Policy**

*This policy applies to the Prep School and Pre Prep School*

<b>Author/Reviewer responsible:</b>	Head of Personal Development (PD)	<b>Date of Review:</b>	September 2025
<b>Reviewed by:</b>	Senior Leadership Team & Governing Body	<b>Date of Authorisation:</b>	pending
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## **1. What is Relationships and Sex and Health Education (RSHE)?**

1.1 Relationships and sex education is learning about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and sexual health. RSHE includes Health education and enhances and is enhanced by learning related to Personal Development topics including managing peer pressure, anti-bullying keeping safe on and offline, learning about drugs, alcohol and tobacco, communication skills, risk management, resilience and decision making.

1.2 The Relationship and Sex Education Policy:

- Defines relationships and sex education.
- Sets out an agreed approach to RSHE in the curriculum.
- Clarifies the School's intended outcomes for its RSHE provision.
- Informs and reflects practice by detailing the content covered and methodology used to enable learning in RSHE.
- Describes how RSHE is provided and who is responsible for providing it.
- Describes how RSHE is monitored and evaluated.
- Includes parents right to withdrawal.
- Will be reviewed annually.

1.3 It focusses on developing the knowledge, skills and attributes to keep young people physically and mentally healthy and safe, to prepare them for life and work after school and to encourage respect for other people, with particular regard to the protected characteristics under the Equality Act 2010. In addition, it actively promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

1.4 At Danes Hill, RSHE is mainly taught through Personal Development (PD) lessons. RSHE seeks to develop a culture of wellbeing so that pupils live positive and healthy lives both at school and beyond. The age-appropriate content has been developed using the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance published in June 2019. The curriculum has also been created using PSHCE Association, Sex Education Forum, Jigsaw PSHCE, ThoughtBox Education, It Happens Education, Kapow, Cre8tive and pupil and parent voices. RSE gives pupils accurate, age-appropriate information about relationships and sex. It allows them the opportunities to develop life skills and an individual moral framework and helps them to make positive use of that information, supporting their own well-being and the well-being of other people.

1.5 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 their self-efficacy. A comprehensive programme of RSHE provides building blocks of accurate information about the body, reproduction, sex, and sexual health. It also gives children and young people essential skills for building healthy, positive, enjoyable,

respectful, and non- exploitative relationships. It is inclusive of all, including those with a special educational need or disability and those for whom English is an additional language. Lessons are differentiated to make them accessible to all pupils. The Head of Personal Development (PD) meets regularly with the school SENCo and the pastoral team to understand the needs of each child.)

1.6 Pupils can also put what they learn in PD lessons into practice as they develop the capacity to make sound decisions when facing risks, challenges, and complex, often unexpected situations. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support. Furthermore, pupils will be encouraged to reflect on their own learning and progress. The RSHE programme is delivered by form teachers from EYFS to year 1 and by specialist teachers for pupils in years 2–8.

1.7 For some of the topics covered in RSHE, there are strong links with the science curriculum. The Head of PD works with the Head of Science to plan when certain topics are taught to ensure cohesion of when and how the topics are delivered in both curriculum areas.

1.8 There are also strong links with the IT curriculum, and the Head of PD works with the Head of ICT/online safety around the teaching of online safety, digital wellbeing and digital relationships.

## **2. Legal Framework and Other Policies**

2.1 This policy has due regard to all relevant legislation and statutory guidance including, but not limited to, the following:

- Section 80A of the Education Act 2002
- Equality Act 2010
- DfE (2019) Relationships Education, Relationships and Sex Education (RSE) and Health Education with the 2025 updates not due to be statutory until September 2026
- DfE (2021) Teaching about relationships, sex and health”
- DfE (2025) Keeping Children Safe in Education

2.2 This policy operates in conjunction with the following school policies:

- Safeguarding and Child Protection Policy
- Behaviour and Rewards Policy
- Special Educational Needs and Disabilities Policy
- Anti-bullying Policy
- Inclusive Education and Equal Opportunities Policy
- Pupil Mental Health and Wellbeing Policy

### **3. Introduction and Aims**

3.1 The school provides a holistic, whole school approach to RSHE with many aspects being delivered through the core curriculum. However, the majority of the syllabus is delivered through our PD programme. The teaching of these subjects is age-appropriate, therefore enabling our pupils to prepare for the opportunities, responsibilities, and experiences of adult life. The subject also enables the school to promote the moral, social, cultural, emotional, mental and physical development of our pupils, both at school and in society.

3.2 With regards to the RSHE curriculum at Danes Hill school, our aims are:

- To provide high quality, age-appropriate relationships and health education (RHE) to all pupils as part of the school's statutory curriculum.
- To develop pupils' self-esteem and self-awareness.
- To provide information and knowledge which will challenge preconceptions and will help them make informed decisions about their wellbeing and health and relationships
- Develop an understanding of the value of family life and stable and loving relationships.
- To help pupils to consider the importance of dignity, respect for themselves and for others, acceptance of responsibility, and sensitivity towards the needs and views of others
- To enjoy relationships based upon mutual respect, consent and responsibility which are free from abuse and exploitation.
- To foster and encourage a positive attitude towards difference and diversity.
- To foster and encourage an understanding of their own and others' rights.
- To develop the ability and confidence to make informed choices.
- To develop an understanding of their own and others' values and beliefs and an individual
- To develop their moral framework which will help them to make well-considered decisions.
- To develop a discerning eye for the messages they receive from the media.
- To enable pupils to understand when they or their peers need to access help and support.
- To promote necessary skills for effective communication, loving, caring and happy relationships, and positive behaviours.
- Provide a safe space for pupils to talk to a trusted adult about anything that worries them

3.3 The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education (Reception – year 6) and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education (Years 7 & 8). Schools are also required to comply with relevant requirements of the Equality Act 2010.

### **4. Equal Opportunities**

- 4.1 The School understands its responsibility to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools' advice.
- 4.2 Under the provisions of the Equality Act 2010, Danes Hill School does not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics). The School must also make reasonable adjustments to alleviate disadvantages and be mindful of the SEND Code of Practice when planning for these subjects.
- 4.3 Danes Hill ensures the needs of all pupils are appropriately met, and that pupils understand that sexual orientation and gender reassignment are amongst the protected characteristics and the importance of equality and respect. Danes Hill recognises that all teaching should be sensitive and age-appropriate in approach and content. At Danes Hill a culture of respect and a tolerance of diversity fostered and embedded throughout the whole school curriculum, including assemblies and supported with a comprehensive range of fact and fiction books in the library. The library has a wide range of books and resources covering all of the protected characteristics.

## **5. Differentiation/SEND**

- 5.1 Relationships education and RSHE must be accessible for all pupils, and Danes Hill takes into consideration when designing and teaching these subjects that some pupils are more vulnerable to exploitation, bullying and other issues on account of their SEND. The School ensures that RE and RSHE are accessible for all pupils and that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law. The school is aware that pupils with SEND may need additional support to make sense of RSHE lessons, sometimes separate small group sessions or individual work can help, especially since aspects of their maturity may not be in line with their peers. It may be appropriate to offer additional small group sessions for pupils with SEND which allow for questions and discussion that might be challenging or increase the risk of bullying in a usual class format. If required, content will be tailored to meet the needs of SEND pupils at different developmental stages and SEND pupils will receive individual or small group lessons when appropriate.
- 5.2 Lessons are planned to allow pupils of differing abilities, including the most able, to be suitably challenged. Particular attention is paid when teaching pupils with SEND. Danes Hill curriculum is inclusive and RSHE is accessible for all pupils. For those pupils with special educational needs or specific learning difficulties, the school has a well-established Learning Support department, led by the SENCo. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.
- 5.3 Danes Hill is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSHE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects. All lessons are differentiated for the different needs of pupils.

## **6. Delivery of the Relationships and Sex Education Curriculum**

6.1 Danes Hill provides a holistic, whole school approach to RSHE with many aspects being delivered through the wider pastoral structure of the school such as form teachers and whole school assemblies. However, the majority of the syllabus is delivered through the PD curriculum. The RSHE programme is taught in a graduated, age-appropriate way to allow a spiral development and understanding of the issues. Teachers are sensitive to the individual needs of each pupil whatever stage of emotional or physical development they are at. RSHE is delivered by qualified and knowledgeable form teachers (R-y1) or specialised teachers (y2 – y8). These teachers are supported by the Head of PD, the Librarian, the school nurses, the school counselor, Heads of Year and the Deputy Head Pastoral who all enhance the programme by delivering specific sessions when appropriate. Additionally, many of these staff are qualified mental-health first aiders.

6.2 Delivery of this takes the following forms:

- Direct teaching from form teachers and specialist teachers via timetabled PD lessons
- Through and in other subjects e.g., Computing, Religious Studies, T.P.R., Science and Physical Education
- Through assemblies
- Through pastoral care and guidance
- Informally by all adults in the school supporting the school ethos.

6.3 The Relationships and Sex Education curriculum is occasionally supported by external providers. External providers bring expertise to enrich the pupils' learning in addition to the schemes of work. Learning objectives and outcomes of any externally provided sessions are agreed in advance and teachers are present to manage the learning.

6.4 All staff can access all resources used to create the RSHE programme at Danes Hill and parents are welcome to view any resources, lesson plans, schemes of work etc.

## **7. Staff Responsibilities**

7.1 Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual students; and
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory] components of RSHE

## **8. Support and Training**

8.1 Staff are trained in the delivery of RSHE as part of our continuing professional development training.

8.2 Danes Hill acknowledges that the effective teaching of RSHE, within the PD framework, requires particular skills and expertise. All staff received training from an external provider in Sept 2021 and will have the opportunity to attend awareness-raising sessions and to discuss whole-school issues. The Head of PD also delivers staff training regularly.

8.3 Those staff with specific responsibility for delivering the programme, are regularly consulted as to their training requirements. It is essential that those teachers delivering the programme are confident in their abilities, and in the support offered by this policy.

## **9. Dealing With Unexpected Questions**

9.1 Sometimes, especially in RSE lessons, unexpected questions and topics emerge. Any member of staff should remain professional, provide facts not opinions and make sure that the answer is age appropriate. If the teacher feels uncomfortable about the question or subject matter, they could direct the pupil to the Head of PD, the school counselor, the school nurse or the Deputy Head Pastoral. If the teacher has any concerns they should consult the child's Form Tutor, Head of Year or DSL if a safeguarding concern has been raised. Where the circumstances indicate that a safeguarding issue has arisen teachers should follow the School's established safeguarding protocol.

## **10. Safeguarding Children Statement**

10.1 RSHE may bring disclosures of safeguarding issues. All staff are familiar with the procedures for reporting their concerns and in these cases the School's Child Protection & Safeguarding Policy needs to be referred to. The head of PD is a qualified DSL and is a DDSL at the school.

## **11. Confidentiality**

11.1 When dealing with sensitive issues such as sexuality and relationships, teachers need to create an environment in which pupils can discuss issues openly and honestly. Pupils will be made aware, however, that strict confidentiality cannot be assured. If a child approaches a member of staff with a problem or concern, and the child is believed to be at risk the member of staff is obligated to inform the DSL.

## **12. Partnership with Parents/Carers**

12.1 Most of a pupil's informal sex and relationships education occurs within the family, and the school's programme will complement and build on this in co-operation with home. Parents



have the right to withdraw their children, up until three school terms before their child turns 16, from any Sex Education that falls outside of the statutory curriculum (Education Act, 1996).

- 12.2 However, they cannot withdraw their child from Health Education or the Relationships Education element of Relationships and Sex Education. If a parent/carer wishes to withdraw their child from any part of RSHE, they need to contact the Head in writing. Any parents expressing concerns will be invited to meet with the Deputy Head Pastoral and the Head of PD.

### **13. Right to Withdraw**

- 13.1 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017 from 1 September 2020. These make relationships and sex education compulsory as follows:

- Relationships education – for pupils receiving primary education (essentially age 5 to the end of year 6). There is no parental right to withdraw pupils.
- Relationships and sex education – for pupils receiving secondary education (essentially Year 7 and above), subject to a limited parental right to withdraw pupils (see below for more).

- 13.2 There is no right for parents to withdraw their child from Relationships Education. The Assistant Head Pastoral/DDSL will be available to discuss any aspect of the curriculum with parents if required.

- 13.3 In line with government guidance parents are able to withdraw their child (following discussion with the school) from any or all aspects of Sex Education, other than those which are part of the science curriculum. Before granting any such request the Deputy Head Pastoral and Head of PD will meet with parents to discuss and, as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Following this meeting (and except in exceptional circumstances) the School will respect the parents' request to withdraw their child.

- 13.4 This process is the same for pupils with Special Educational Needs and Disabilities (SEND). However, there may be exceptional circumstances where the Assistant Head Pastoral may want to take a pupil's specific needs arising from their SEND into account when making this decision.

- 13.5 If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

### **14. Relationship Education (RE)**

- 14.1 Relationships Education is taught to our pupils from Reception through to year 6. Focus is

placed on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendship, family relationships and relationships with other children and with adults. See Appendix 1 for further information regarding content of the RE provision. Relationships Education is embedded in the curriculum of the School's PD provision. It follows the guidance of the PSHE Association.

## **15. Relationship and Sex and Health Education (RSHE)**

- 15.1 Relationships & Sex Education is taught to our pupils in Year 7 and Year 8. The aim of RSHE is to give young people the information they need to help them develop healthy nurturing relationships of all kinds. It should enable them to know what a healthy relationship looks like and what makes a good friend, a good colleague and a successful marriage or other type of committed relationship. Some aspects are taught in science, and others are taught as part of PD.
- 15.2 Effective RSHE, does not encourage early sexual experimentation. It aims to teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSHE also supports people, throughout life, to develop safe, fulfilling, and healthy sexual relationships, at the appropriate time. It is recognised that there will be a range of opinions regarding RSHE. The starting principle when teaching each of these must be that the applicable law should be taught in a factual way so that pupils are clear on their rights and responsibilities as citizens.

## **16. Monitoring and Evaluation**

- 16.1 Both the policy and classroom delivery will be monitored and evaluated as part of the regular review cycle. The Head of PD is responsible for monitoring the curriculum and maintaining the School's RSHE Policy
- 16.2 Procedures will include:
- lesson observations by the Head of PD, Deputy Head Pastoral, Head of Year or Head of Section
  - evaluation by pupils of sessions delivered by external speakers
  - evaluation by pupils and staff of whole units of work
  - departmental evaluation of the programme linked to individual teacher feedback
- 16.3 The policy will be reviewed, after consideration of all of the above, at least every two years. The policy is made available to teaching and non-teaching staff through the staff handbook on SharePoint. Visitors can receive a copy of the policy from the school office. Parents and carers are invited to view the policy via the school website.

16.4 Parents are made aware of the policy and directed to it in September, each year.

## **17. Policy Development**

17.1 This policy is part of a continuous development process, in consultation with staff, pupils, parents and the PSHE Association. The review and ongoing development involves the following steps:

- The Head of PD reviews all relevant information, including but not limited to, relevant national and local guidance.
- The policy was originally drafted in accordance with statutory guidance and aligned with the Independent School Regulations, the review process will also ensure these requirements are adhered to.
- Staff were consulted when the policy was written, and they were given the opportunity to review it and make recommendations as part of the ongoing development process.
- Parents and carers were invited to read the school's RSHE policy and could comment either by emailing the Head of PSHCE or Assistant Head Pastoral to arrange a meeting or they could discuss their views about the policy at the information evenings at the start of the academic year.
- Following this process, letters were sent to all parents confirming the final policy and providing an overview of the curriculum to be delivered.

## **18. Policy Approval**

18.1 This policy will be approved by the Governing Body or the Education Committee.

18.2 In previous consultations, five parents asked for more information or clarification about certain aspects of the policy and either met with the Head of PD or Assistant Head Pastoral to discuss their concerns. After each meeting, the parents said their questions had been answered and that they had no further comments.

18.3 The next policy consultation will take place in the autumn term 2025 and further work will be taking place throughout the year to ensure full compliance with the new Relationships Education, Relationships and Sex Education (RSE) and Health Education (for introduction 1<sup>st</sup> September 2026)

## Appendix 1 Curriculum Structure

Current RSHE topics taught at Danes Hill.

RSHE is embedded throughout the PD Please note that all schemes of work have been developed using resources approved and quality assured by the PSHE Association.

All topics are part of a spiral curriculum where they are revisited throughout different sections of the school, but with additional, age-appropriate content and contexts as the children move up the school and become more socially and emotionally mature.\*

\*Please see point 5 for details about children with SEND

### RELATIONSHIPS EDUCATION YEARS 1 – 6

	TOPICS COVERED
<b>RECEPTION</b>	<b>AUTUMN TERM</b> <ul style="list-style-type: none"><li>• Being Me in My World</li><li>• Celebrating Difference</li></ul> <b>SPRING TERM</b> <ul style="list-style-type: none"><li>• Dreams and Goals</li><li>• Healthy Me</li></ul> <b>SUMMER TERM</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Changing Me</li></ul>
<b>YEAR 1</b>	<b>AUTUMN TERM</b> <ul style="list-style-type: none"><li>• Being Me in My World</li><li>• Celebrating Difference</li></ul> <b>SPRING TERM</b> <ul style="list-style-type: none"><li>• Dreams and Goals</li><li>• Healthy Me</li></ul> <b>SUMMER TERM</b> <ul style="list-style-type: none"><li>• Relationships</li><li>• Changing Me</li></ul>
<b>YEAR 2</b>	<b>AUTUMN TERM</b>

	<ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> <li>• What is a community, and which ones am I part of?</li> <li>• How can I be a good listener?</li> <li>• What does kind behaviour look like?</li> <li>• What does unkind behaviour look like?</li> <li>• I can make good choices.</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> <li>• What is peer pressure?</li> <li>• I know how to stay safe and who can help if I feel unsafe</li> <li>• I can keep myself safe in different situations with people I don't know.</li> <li>• I know what I can share and what I should keep private to keep myself and others safe.</li> <li>• I know who to go to if I need help</li> </ul> <p><b>SUMMER TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> <li>• I can say sorry when I should.</li> <li>• I understand that friends argue and what to do if I am arguing with friends.</li> <li>• I understand how to accept an apology and not hold a grudge.</li> <li>• I know who to talk to if I am unhappy</li> </ul>
<b>YEAR 3</b>	<p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> <li>• Manners and politeness</li> <li>• Positive role models in our own lives</li> <li>• Positive role models in the wider world</li> <li>• Hurtful Behaviour</li> <li>• Kindness</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• What is peer pressure?</li> <li>• I know how to stay safe and who can help if I feel unsafe.</li> <li>• I can name my private parts using anatomically correct vocabulary</li> <li>• I can recognise an unsafe secret and know who to talk to if I need help.</li> </ul> <p><b>SUMMER TERM</b></p> <ul style="list-style-type: none"> <li>• I know I am unique and that communities are made up of different people.</li> <li>• I understand what stereotypes are and how these can be harmful</li> <li>• I know who to talk to if I feel unhappy.</li> </ul>
<b>YEAR 4</b>	<p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> </ul>

	<ul style="list-style-type: none"> <li>• I can recognise positive friendships</li> <li>• I understand why honesty and trust are important in all relationships</li> <li>• I can recognise and appropriately react to negative/hurtful behaviour in relationships</li> <li>• I understand what kindness is and how to show it</li> <li>• I respect that everyone is different.</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• I can stand up to peer pressure</li> <li>• I understand what good behaviour looks like in the online world</li> <li>• I know who to talk to if I am upset or worried about anything in the online or offline world.</li> </ul> <p><b>SUMMER TERM</b></p> <ul style="list-style-type: none"> <li>• I know how to recognise and resolve conflicts in friendships</li> <li>• I know when I need to tell an adult about a conflict, and I know who I can talk to.</li> </ul>
<b>YEAR 5</b>	<p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> <li>• I understand what a positive friendship looks like</li> <li>• I understand why honesty and trust are important in all relationships</li> <li>• I understand what a hurtful or negative friendship/relationship could look like</li> <li>• I understand what kindness is</li> <li>• I respect that people are different physically and in terms of personalities.</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• I understand the positive and negative uses of social media</li> <li>• I understand that I should not talk to strangers online or share any personal details.</li> <li>• I understand it is important to have a healthy balance between the online and offline worlds.</li> <li>• I can use a range of vocabulary to describe my feelings and the effect they can have on my body.</li> <li>• I know what puberty is and how it could change my body physically.</li> <li>• I know what puberty is and how it could affect my hormones and mental health.</li> <li>• I understand how puberty affects both boys and girls.</li> <li>• I can explain the meaning of 'gender identity' and 'biological sex' and understand what LGBT+ stands for.</li> </ul> <p><b>SUMMER TERM</b></p> <ul style="list-style-type: none"> <li>• I understand that friendships may change over time.</li> </ul>
<b>YEAR 6</b>	<p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what 'safeguarding' is and can name the DSL and DDSLs at school.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• I understand how to disagree respectfully.</li><li>• I can recognise and describe uncomfortable feelings.</li><li>• I know who I can talk to if I feel unhappy.</li></ul> |
|--|---|

**SPRING TERM**

- I know that my body belongs to me and that I have control over what happens to it.
- I understand what 'consent' means in terms of who can touch my body.
- I can name my body parts using the correct anatomical vocabulary and understand how to take care of my body
- I understand what the term 'transgender' means. I understand what consent means.

**SUMMER TERM**

- I know where to go to get good answers about puberty.
- Body image & media pressure
- I understand what positive body image is and how images can be manipulated in the media.

## Appendix 2- Sex and Relationships (year 7 and 8)

<b>YEAR 7</b>	<p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what ‘safeguarding’ is and can name the DSL and DDSLs at school.</li> <li>• I understand the reason for age restrictions on social media, films/tv and computer games.</li> <li>• I know who to speak to/how to report if I see something I don’t want to see online.</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• I can identify positive and negative relationships in both the online and real world.</li> </ul> <p><b>SUMMER TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what changes my body may go through during puberty.</li> <li>• I understand changes boys' and girls' bodies go through during puberty.</li> <li>• I am aware of different strategies to cope with some of the changes my body will go through.</li> <li>• I am aware of different strategies to cope with the hormonal and emotional side of puberty.</li> </ul>
<b>YEAR 8</b>	<p><b>AUTUMN TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what ‘safeguarding’ is and can name the DSL and DDSLs at school.</li> <li>• I understand what my digital footprint is and how to be safe online.</li> <li>• I understand what peer pressure is.</li> </ul> <p><b>SPRING TERM</b></p> <ul style="list-style-type: none"> <li>• I understand what stereotypes are and recognise how these could be negative and lead to discrimination.</li> </ul> <p><b>SUMMER TERM</b></p> <ul style="list-style-type: none"> <li>• I understand that the media might show unrealistic expectations of all relationships including romantic and sexual.</li> <li>• I understand what pornography is</li> <li>• I understand what ‘sharing of nudes and semi-nudes’ means</li> <li>• I understand what consent means in a physical relationship and what the law is.</li> </ul>



### Appendix 3: Relationships and Sex Education SCIENCE Curriculum Content

Year group	Term taught	Content
2	Summer term	Living things Human body
3	Summer term	Plant life cycles and plant reproduction
4	-	
5	Autumn term	Human life cycle Puberty and emotional changes Life processes
	Summer term	Plant reproduction
6	Spring term	Human life cycle Sperm and egg as gametes Puberty and changes to the body
7	Autumn term	Human reproduction Gametes and fertilisation Pregnancy and contraception Genes and variation
8	Spring and Summer term	Revision will include human and plant reproduction