



Oakfields
Preparatory School

COGNITA

Relationships, Sex and Health Education (RSE) Policy

**Oakfields Preparatory School
September 2025**

ENGLAND

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1 Introduction and aims

Schools play a crucial role in preventative education.

Preventative education is most effective in the context of a whole-school approach that prepares pupils and students for life in modern Britain and creates a culture of zero tolerance for racism, sexism, misogyny/misandry, homo/bi/trans phobia and sexual violence/harassment.

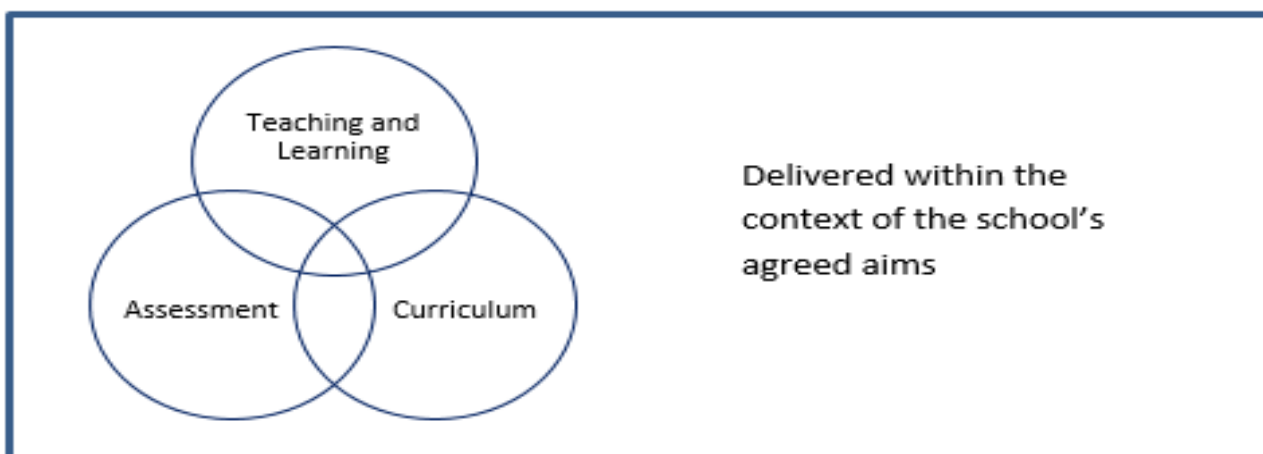
Scope

This policy applies to all students, including those in the Early Years.

Purpose

The purpose of this policy is to ensure that our Relationships and Sex Education (RSE) supports our school ethos and fulfils our school aims, which are defined as:

- Foster a strong sense of community at the heart of school life.
- Provide a broad, balanced, and ambitious curriculum that enables every child to flourish.
- Offer rich and varied enrichment opportunities that evolve across each phase of the school.
- Develop pupil resilience and encourage informed choices aligned with their interests and abilities.
- Promote leadership and empower pupils to become role models through a well-developed leadership programme.
- Embrace our local identity while remaining connected to a wider, global Cognita community.



1.1 This policy forms part of the curriculum.

1.2 We see the curriculum as, 'The total learning experience for our students, which includes not only the taught lessons but also the routines, behaviours, events, activities and other opportunities that our students experience on a daily, weekly and yearly basis in order to ensure that all of them make the best progress possible and attain high standards'.

- 1.3 A well-structured and coherent curriculum is a fundamental element of the tripartite education that underpins all successful schools and includes Teaching, Learning and Assessment (see model below) and is underpinned by Wellbeing.

Aims

The aims of RSE at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare students for adolescence, give them an understanding of sexual development and the importance of health and hygiene.
- Help students develop feelings of self-respect, confidence and empathy.
- Create a positive culture around sexuality and relationships.
- Teach students the correct vocabulary to describe themselves and their bodies.
- Help students understand that healthy relationships are an important part of wellbeing.
- Prevent students from becoming involved in child-on-child abuse, and /or experiencing harm in school/in the community

2 Statutory requirements

Relationships education compulsory for all pupils receiving primary education, and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. Personal, social, health and economic education (PSHE) continues to be compulsory in independent schools.

The government RSHE guidance to be implemented on 1st September 2026 can be found [here](#). Until 31st August 2026, this policy will be underpinned and informed by the current 2025 guidance which can be found [here](#).

Our policy also follows the statutory guidance given by the government (DfE) and meets the requirements of the Independent School Standards. Aspects of RSE are infused within the day-to-day operation of our school; incorporated through the curriculum, both in content included in subject schemes of work and through other planned learning opportunities in the school. They are captured in our written aims and expressed in the ethos and behaviours of everyone.

- 2.1 As a Preparatory School, we must ensure that every registered student who is provided with primary education at the school is provided with relationships education, in accordance with section 34 of the Children and Social Work Act 2017 and the Independent School Standards

At Oakfields Preparatory School, we teach RSE as set out in this policy.

3 Policy development

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

- Review – The PSHE Lead review all relevant information, including but not limited to, relevant national and local guidance including regard to the school's obligations under the Human Rights Act 1998, the Equality Act 2010, (including the Public Sector Equality Duty), and their local multi-agency safeguarding arrangements.
- The policy is drafted in accordance with statutory guidance and aligns with the Independent School Regulations/BSO Standards. The school curriculum plans are amended accordingly.
- Staff consultation – school staff are given the opportunity to review the policy and make recommendations.
- Parent/stakeholder consultation – parents are invited to attend a meeting where the school proactively engage parents and make sure they are aware of what is being taught in RSHE and consult with them when developing and reviewing the RSHE Policy. The school will show parents a representative sample of the resources that they plan to use, enabling parents to continue conversations started in class, and should ensure that parents are able to view all curriculum materials used to teach RSHE on request. Other steps may include inviting parents into school to discuss the curriculum content and the importance of RSHE for wellbeing and safety, inviting them to discuss any concerns, and supporting parents in managing conversations with their children about RSHE topics.
- Student consultation – students were consulted with about their PSHE lessons during time with their class teachers and during school council meetings.
- Ratification – once amendments were made, the policy was published.
- Policy review – this policy will be reviewed every three years.

4 Definition

- 4.1 RSE is about the emotional, social and cultural development of students, and involves learning about healthy relationships, healthy lifestyles, diversity and personal identity
- 4.2 RSE involves a combination of sharing information and exploring issues and values.
- 4.3 RSE is not about the promotion of sexual activity, sexual orientation, or a specific sexual identity.

5 Curriculum

- 5.1 Our curriculum is set out in Appendix 1, but we may need to adapt this as and when necessary.
- 5.2 We have developed the curriculum in consultation with parents, students and staff, taking into account the age, needs, and feelings of students.
- 5.3 Sex education is not compulsory in primary schools. It is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your students.
- 5.4 Primary sex education will focus on:
 - Preparing all students for the changes that adolescence brings; and

- How a baby is conceived and born.

It will:

- i. consider the ages, aptitudes and needs of all pupils, including those pupils with SEND/ and an EHC plan.
- ii. not 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; and
- iii. ensure that discriminatory, extremist opinions or behaviours are challenged as a matter of routine.

- 5.5 For more information about our curriculum, see Appendices 1 and 2 and our Curriculum Policy

6 Delivery of RSE

At Oakfields Preparatory School, Relationships and Sex Education (RSE) is delivered as part of a carefully planned and age-appropriate PSHE curriculum, rooted in our school's ethos of care, respect, and personal development. In Year 4, pupils begin by exploring the basics of adolescence and personal hygiene, alongside recognising the emotional changes that occur as bodies begin to mature. Year 5 pupils are introduced to human anatomy in greater detail, with a clear focus on understanding the physical changes associated with adolescence. In Year 6, pupils build on this foundation with more in-depth learning around human reproduction, including how a baby is conceived and how birth takes place. This also includes open, sensitive discussions around different pathways to parenthood, such as IVF and adoption. These lessons are taught by class teachers, supported by the leadership team, and may be enhanced by a visitor e.g. the school nurse and other resources to ensure content is accurate, inclusive, and engaging.

Equality

The school, in its delivery of RSHE will comply with relevant requirements of the Equality Act 2010, including the Public Sector Equality Duty (PSED) (s.149). Topics will be taught in a way which does not discriminate against pupils or amount to harassment. Pupils will be encouraged to understand the importance of equality and respect and learn about the law relating to the protected characteristics (by the end of their secondary education). The protected characteristics are age, disability, gender reassignment, sexual orientation, marriage or civil partnership, pregnancy and maternity, race, religion or belief, and sex.

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 new issues 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 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.

Our RSE is taught as part of our PSHE curriculum. The PSHE course is delivered to all students through discrete PSHE lessons taught by our teachers. There is one lesson of taught PSHE a week. 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 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.

The school will also use teachers with a particular interest or knowledge in a specific area. In addition to these discrete sessions, PSHEE is also embedded within the curriculum (e.g., social issues through the teaching of English Literature; Health through Biology and PE; Citizenship through History & RE). There are also centrally organised sessions which supplement the delivery in house.

- 6.1 Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships, including:

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

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

- 6.2 For more information about our RSE curriculum, see Appendices 1 and 2 and our Curriculum Policy.

- 6.3 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, LGBTQ+ 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).

The school will also adhere to any statutory guidance on teaching topics where there is significant debate, such as gender questioning/reassignment: we will be mindful that beyond the facts and the laws lie varying viewpoints. As such, the school will not endorse any particular view or teach it as fact that all people have a gender identity. The school will avoid language and activities which repeat or enforce gender stereotypes and will be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

7 Roles and responsibilities

Staff & Governance

7.1 PSHE Lead Teacher

The person with responsibility for the overview and yearly evaluation of this policy is the Deputy Head (Academics), Assistant Head (Pastoral) and the Leadership Team. However, all staff are responsible for ensuring this policy is implemented and acted on.

When evaluating the use and impact of this policy, our school leaders will evaluate the extent to which there is evidence of a curriculum which:

- Fulfils the aims of the school;
- Embeds aspiration, attributes and the expectation to achieve high standards and high rates of progress; and
- Provides engagement and excitement for learning.

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw students from non-statutory/non-science components of RSE (see section 8).

7.3 The Chair of Governors

The Chair of Governors will hold the Headteacher to account for the implementation of this policy.

The Chair of Governors will ensure that:

- all pupils make progress in achieving the expected educational outcomes
- the subjects are well led, effectively managed and well planned
- the quality of provision is subject to regular and effective self-evaluation
- teaching is delivered in ways that are accessible to all pupils with SEND (see below)
- Teaching is sensitive to the needs of all students with protected characteristics under the Equality Act 2010
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

7.4 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual students; and
- Responding appropriately to students whose parents wish them to be withdrawn from the non-statutory/non-science components of 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.

Year 4, Year 5 and Year 6 teachers are responsible for teaching RSE.

8 Students

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

8.1 Students with Special Educational Needs and Disabilities

Our curriculum is inclusive and our RSE and Health Education is accessible for all students. For those pupils with special educational needs or specific learning difficulties, the school has a well-established SENCO. Further details of this provision can be found in our Special Educational Needs and Disability (SEND) Policy.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility.

As set out in the SEND code of practice, when teaching these subjects to those with SEND, Oakfields Preparatory School is mindful of preparing students for adulthood.

Oakfields Preparatory School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors will be taken into consideration in designing and teaching these subjects.

9 Parents' right to withdraw

If a question falls outside of the curriculum for that year group or relates to aspects of sex education that are not covered in primary school, the teacher will explain to the child that it is not part of their current learning and suggest they discuss it further with their parents or carers. Similarly, if a question relates to elements of sex education from which the child has been withdrawn, teachers will not provide an answer but will direct the child to their parent or carer for further discussion.

This approach ensures that all children feel confident to ask questions, while also respecting parental choice, safeguarding children's wellbeing, and maintaining the school's agreed curriculum.

- 9.1 If parents require more information on RSE for primary aged children, this is a useful information source of information for them:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/812593/RSE_primary_schools_guide_for_parents.pdf

- 9.2 Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher.

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

10 Training

- 10.1 Staff receive training in the delivery of RSE as part of the school's continuing professional development (CPD) programme, with additional guidance and support provided by more experienced colleagues where required. Training is supported by resources from the PSHE Association and other recommended materials, and we also draw upon the expertise of the school nurse when appropriate. A dedicated team meeting is held before the start of the summer term to ensure that the Year 4, 5 and 6 teachers are aligned in their approach, led by the Head of Academics/Deputy Head.
- 10.2 The Headteacher will also invite, following a due diligence and vetting process, visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11 Monitoring and evaluation arrangements

11.1 Monitoring

The delivery of RSE is monitored by the Headteacher and Leadership Team through work scrutiny, lesson observations and learning walks.

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

11.3 Evaluation

The delivery of RSE is evaluated by the Headteacher and the leadership team, ensuring it remains age-appropriate, relevant, and aligned with national guidance and the values of the school.

12 Safeguarding

RSHE discussions can lead to increased safeguarding concerns being raised by pupils. All staff must follow the Safeguarding and Child Protection Policy if they have concerns about pupil wellbeing or safety.

Confidentiality arrangements must be clearly explained to pupils prior to sessions.

Appendix 1: Curriculum Map

Relationships and Sex Education Curriculum Map

Statutory Relationships and Health Education is fully embedded within our PSHE curriculum and is taught progressively across the school through weekly lessons. Topics such as *people who care for me*, *friendships*, and *living a healthy life* are introduced from the early years and developed in an age-appropriate way as pupils move through the school. Teaching about adolescence and human reproduction is delivered during Summer 2 in Years 4 to 6, ensuring pupils are prepared for the changes they will experience and are supported with accurate knowledge in a safe and respectful environment.

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1 Families and people who care for me	<p>Can I identify who loves and cares for me?</p> <p>Can I say what makes my family special to me?</p> <p>Can I say what makes my friends special to me?</p> <p>Can I explain how people care for one another?</p> <p>Can I understand that I belong in Oakfields school community? (over two weeks)</p>	<p>Can I recognise the different types of families?</p> <p>Can I identify the similarities and differences between people?</p> <p>Can I identify who looks after me?</p> <p>Can I explain who is in my family network?</p> <p>Can I recognise who I would go to if I was worried?</p> <p>Can I understand how I would attract someone's attention if I needed support?</p>	<p>Can I understand what love, security and stability is?</p> <p>Can I understand why families are important?</p> <p>Can I recognise that all families look different?</p> <p>Can I recognise that all families deserve respect?</p> <p>Can I understand that families are characterised by love and care?</p>	<p>Can I understand how families stick together through difficult times?</p> <p>Can I understand how families protect and care for each other?</p> <p>Continued from last week but focus is different.</p> <p>Can I recognise the importance of family time?</p> <p>Can I understand different types of families?</p> <p>Can I understand that stable, caring families are important?</p>	<p>Can I recognise the different types of friendships?</p> <p>Can I recognise the different types of relationships?</p> <p>Can I recognise what makes a relationship healthy? (linked to next lesson)</p> <p>Can I understand who I can turn to if I need support? (linked to above lesson)</p> <p>Can I understand what is meant by marriage?</p>	<p>Can I recognise if family relationships are making me feel unsafe or unhappy? (linked to next lesson)</p> <p>Can I seek help or advice when needed? (linked to above lesson)</p> <p>Can I understand that marriage and civil partnerships are a public demonstration of commitment?</p> <p>Can I understand who I can turn to if I need support?</p> <p>Can I understand that forced marriage is illegal?</p>
Autumn 2 Relationships	<p>Can I understand that bodies and feelings can be hurt by words and actions?</p> <p>Can I understand how we can help those who have been hurt?</p> <p>Can I understand that sometimes people</p>	<p>Can I recognise what is respectful behaviour?</p> <p>Can I recognise the importance of telling a trusted adult if behaviour is not respectful?</p> <p>Can I learn how to respond if physical contact makes me feel</p>	<p>Can I learn about strategies for recognising risk online?</p> <p>Can I recognise that personal behaviour can affect other people?</p> <p>Can I respond safely and appropriately to adults they may</p>	<p>Can I recognise the impact of bullying, online and offline, and the consequences of hurtful behaviour?</p> <p>Can I identify strategies to respond to hurtful behaviour and how to report concerns and get support?</p>	<p>Can I understand where to get advice and report concerns if worried about their own or someone else's personal safety?</p> <p>Can I recognise different types of physical contact; what is</p>	<p>Can I find out about discrimination: what it means and how to challenge it?</p> <p>Can I recall how to seek and give permissions (consent) in different situations?</p>

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	<p>behave differently online?</p> <p>Can I recognise that some things are private?</p> <p>Can I recognise the difference between secrets and surprises?</p> <p>Topical issue or Class concern</p>	<p>uncomfortable of unsafe?</p> <p>Can I recognise who to ask for help and the vocabulary to use?</p> <p>Can I understand the difference between positive encouragement and peer pressure?</p> <p>Topical issue or Class concern</p>	<p>encounter whom they do not know?</p> <p>Can I recognise when to keep something confidential or secret or when to break a confidence?</p> <p>Can I recognise what it means to know someone online and how this differs from knowing someone face to face?</p> <p>Topical issue or Class concern</p>	<p>Can I report concerns and get support?</p> <p>Can I understand privacy and personal boundaries?</p> <p>Can I recognise things that make me uncomfortable and how to manage this?</p> <p>Topical issue or Class concern</p>	<p>acceptable and unacceptable?</p> <p>Can I respect the differences and similarities between people?</p> <p>Can I understand that in school and wider society I should respect others including those in positions of authority?</p> <p>Can I recognise what being respectful looks like?</p>	<p>Can I recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves?</p> <p>Can I recognise that everyone including them, should expect to be treated politely and with respect by others?</p> <p>Over two weeks</p> <p>Topical issue or Class concern</p>
Spring 1 Health and Wellbeing	<p>Can I understand what keeping healthy means?</p> <p>Can I learn about how physical activity helps us to stay healthy?</p> <p>Can I find out about the people who help us to stay?</p> <p>Can I recall and participate in simple hygiene routines?</p> <p>Can I recall activities that make us happy?</p>	<p>Can I find out about foods that support good health?</p> <p>Can I find out about the risks of eating too much sugar including dental care?</p> <p>Can I recognise why sleep is important and different ways to rest and relax?</p> <p>Can I identify different ways to learn and play?</p> <p>Can I recognise that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy?</p>	<p>Can I recognise what constitutes a healthy diet?</p> <p>Can I understand how regular exercise benefits mental and physical health?</p> <p>Can I research the benefits of sun exposure and the risks of over exposure?</p> <p>Can I explain the benefits of the internet?</p> <p>Can I recognise how and when to seek support?</p>	<p>Can I recognise that people's spending decisions can affect others and the environment?</p> <p>Can I learn about the risks associated with money and ways of keeping money safe?</p> <p>Can I learn about the different ways to keep track of money?</p> <p>Can I recognise what might influence people's decisions about a job or career?</p> <p>Topical issue or class concern</p>	<p>Can I understand the values of living in a diverse community?</p> <p>Can I create an image to show diversity?</p> <p>Can I recognise the benefits of different activities on mental wellbeing and happiness?</p> <p>Over two weeks</p> <p>Topical issue or class concern</p>	<p>Can I problem-solve strategies for dealing with emotions, challenges and change?</p> <p>Can I recognise that there is a normal range of emotions and scale of emotions that all humans experience?</p> <p>Can I learn about personal identity; what contributes to who we are?</p> <p>Can I identify personal strengths, skills, achievements and interests?</p> <p>Can I understand that mental wellbeing is a normal part of daily life in the same way as physical health?</p>
Spring 2 Keeping Safe	<p>Can I learn how to keep safe at home?</p>	<p>Can I recognise risk?</p>		<p>Can I learn the importance of keeping</p>	<p>Can I learn about the risks and effects of legal</p>	<p>Can I identify reasons for following and</p>

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	<p>Can I learn what to do if there is an accident and someone is hurt?</p> <p>Can I recall how to get help in an emergency?</p> <p>Can I find out about the people whose job it is to help keep us safe?</p> <p>Can I interview people whose job it is to help keep us safe?</p> <p>Topical issue or class concern</p>	<p>Can I recognise what basic first aid procedures are at Oakfields?</p> <p>Can I find ways to keep safe in familiar and unfamiliar environments?</p> <p>Can I recognise how to cross the road safely?</p> <p>Can I learn the basic rules to keep safe online?</p> <p>Topical issue or class concern</p>	<p>Can I respond and react in an emergency situation?</p> <p>Can I understand what is meant by first aid?</p> <p>Can I learn about hazards that may cause harm, injury or risk in the home?</p> <p>Can I identify strategies for keeping safe in the local environment or unfamiliar places?</p> <p>Topical issue or class concern</p>	<p>personal information private?</p> <p>Can I learn what to do if I frightened or worried by something seen or read online?</p> <p>Can I judge whether what I am feeling and how I am behaving is appropriate and proportionate?</p> <p>Can I recognise that I may experience conflicting emotions?</p> <p>Can I write a poem linked to emotions?</p> <p>Topical issue or class concern</p>	<p>drugs common to everyday life?</p> <p>Can I learn about the risks and effects of legal drugs common to everyday life?</p> <p>Can I learn about the reasons why people use legal drugs, managing situations and peer influence?</p> <p>Can I recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal?</p>	<p>complying with regulations and restrictions?</p> <p>Can I recognise the mixed messages in the media about drugs including alcohol and smoking/vaping?</p> <p>Can I understand what is meant by mental wellbeing?</p> <p>Can I recognise early signs of physical illness statistically?</p> <p>Can I recognise early signs of physical illness?</p> <p>Topical issue or class concern</p>
<p>Summer 1</p> <p>Living in the Wider World</p>	<p>Can I follow rules to play a game?</p> <p>Can I understand different places have different rules?</p> <p>Can I understand what makes a community?</p> <p>Can I learn about the role of the internet in everyday life?</p> <p>Topical issue or class concern</p>	<p>Can I learn about responsibility and caring for others?</p> <p>Can I find out about what is affecting our environment?</p> <p>Maths skills</p> <p>Can I find out ways to help look after the environment?</p> <p>Can I learn that all information seen online is true?</p> <p>Topical issue or class concern</p>	<p>Can I understand what is meant by compassion?</p> <p>Can I find out about the different groups that make up the Upminster community?</p> <p>Can I value the different contributions that people make?</p> <p>Can I recognise the benefits of outdoor physical activity on wellbeing?</p> <p>Can I use self-care techniques to help my own wellbeing?</p>	<p>Can I list how every day choices can affect the environment?</p> <p>Can I list ways of carrying out shared responsibilities for protecting the environment in school?</p> <p>May need more than one week</p> <p>Can I learn about stereotypes?</p> <p>Can I recognise ways in which the internet and social media can be used both positively and negatively</p> <p>Topical issue or class concern</p>	<p>Can I recognise that people have different attitudes to saving and spending money?</p> <p>Can I understand that some jobs are paid more than others including unpaid?</p> <p>Can I learn about stereotypes in the workplace?</p> <p>Can I identify the kind of job that I might like to do when I am older?</p> <p>Topical issue or class concern</p>	<p><i>Can I recognise there are human rights, and they are there to protect everyone?</i></p> <p><i>Can I learn about the relationship between rights and responsibilities?</i></p> <p><i>May take more than 1 week</i></p> <p><i>Can I learn about prejudice and discrimination?</i></p> <p><i>Can I recognise reasons for rules and laws?</i></p> <p>Can I learn about the risks involved in gambling and how money can impact feelings and emotions?</p>

Relationships and Sex Education (RSE) Policy

						<p>Can I learn about some of the skills that will help them in their future careers?</p> <p>Can I recognise a variety of routes into careers?</p> <p>Topical issue or class concern</p>
<p>Summer 2</p> <p>Living in the Wider World</p>	<p>Can I understand the difference between needs and wants?</p> <p>Can I understand that sometimes we may not be able to have what we want?</p> <p>Can I recognise that jobs help people to earn money?</p> <p>Can I recall different jobs that people do?</p> <p>Topical issue or class concern</p>	<p>Can I understand that money comes from different sources?</p> <p>Can I recognise that people make different choices about how to save and spend money?</p> <p>Can I use my maths skills to spend money within a budget?</p> <p>Can I learn about some of the strengths and interests someone might need for jobs?</p> <p>Topical issue or class concern</p>	<p>Can I learn the different ways to pay for things and the choices people have about this?</p> <p>Can I recognise that people make spending decisions based on priorities, needs and wants?</p> <p>Can I be positive about myself, my achievements and set goals?</p> <p>Can I acknowledge that there is a broad range of different jobs and careers?</p> <p>Topical issue or class concern</p>	<p>Can I understand the physical changes that happen during adolescence?</p> <p>Can I understand the physical changes that happen to girls during adolescence?</p> <p>Can I understand the emotional changes that happen when approaching and during adolescence?</p> <p>Can I learn how to maintain personal hygiene?</p> <p>Can I know where to get accurate information about growing up?</p>	<p>Can I understand the physical and emotional changes that happens to boys and girls during adolescence?</p> <p>Can I describe ways to maintain personal hygiene and understand why it matters for my health and wellbeing?</p> <p>Can I recall the external and internal reproductive organs in females and how this relates to human reproduction?</p> <p>Can I identify the internal reproductive organs in males and how this relates to human reproduction?</p>	<p>Can I describe ways to maintain personal hygiene and understand why it matters for my health and wellbeing?</p> <p>Can I identify the internal external and internal reproductive organs in females and how this relates to human reproduction?</p> <p>Can I understand how babies are made?</p> <p>Can I understand the process of how babies are born?</p> <p>Can I understand how babies need to be cared for?</p>

Appendix 2: By the end of primary school, students should know:

TOPIC	STUDENTS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, 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 others' families, 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, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	STUDENTS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • 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 • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • 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 • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g., family, school and/or other sources

Appendix 2: Parent form: Withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

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Ownership and consultation	
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Document author (name)	Former group Director of Wellbeing/PSHE Leads
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Review - June 2025	Regional Safeguarding Lead for Europe and USA

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Audience	All school staff

Document application and publication	
England	Yes
Wales	Yes

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Related documentation	
Related documentation	Curriculum Policy Anti-Bullying Policy Behaviour Policy SEND Policy EAL Policy Preventing Radicalisation and Extremism Policy Drug and Alcohol Policy Early Years Policy, where relevant Safeguarding and Child Protection Policy and Procedures Independent School Standards