



RELATIONSHIPS, HEALTH AND SEX EDUCATION POLICY

Policy Reference No	CUR004
Review Frequency	Annual
Reviewed	March 2026
Next Review Date	September 2027
Approved by	TLT

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Change Log

Date	Changes to Policy
March 2026	This policy reflects the updated statutory DfE RSHE guidance (July 2025) for implementation from 1 September 2026. Section 1: Updated guidance overview. Section 2: Oak Academies as Scheme of work Section 3: Updates to the content of Health and Relationship from DFE updates Section 4: Clarification of staff training Section 5: Clarification that the non-statutory content remains in the Trust resource based on Christopher Winter resources. Section 6: updates reworking with parents Section 7: Update from DFE guidance about the importance of this curriculum for pupils with SEND due to their additional vulnerability. Annex 1: Statutory content: Scheme of Work from Oak Annex 2: Oak Curriculum Map – Mixed Age Planning – 2 Year rolling programme Annex 3: Non statutory curriculum outline Annex 4: Parents withdraw their child from non-statutory content, form.
July 2025	Accessibility and Language Support added. Section 5: Set out that the Trust RHE block must be used for the non-statutory Sex Education in the final year of primary.
Summer 2024	Updates to Sections 2 & 3 to reflect the use of Schemes of Work in some schools and clarify that schools publish their RHE curriculum on websites.
Autumn 2023	No Changes- awaiting DFE review of Policy (was due Summer 2023- delayed until end of year).
Autumn 2022	Updates to the Intent to reflect the Trust working party's deliberate planning and sequencing in long term overview, also reflect Trust planning approach so all lessons are planned by experienced colleague. Updates to Implementation to reflect ongoing CPD for all staff and access to experienced colleagues for all. Updated Parent partnership to reflect information sharing with families on regular basis. Updated review section to reflect the regular review of this curriculum and its impact on pupils.
Autumn 2021	No changes

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Accessibility and Language Support

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1. Introduction

This policy reflects the updated statutory DfE RSHE guidance (July 2025) for implementation from 1 September 2026. It incorporates strengthened expectations on online safety, misogyny and violence against women and girls, digital safeguarding, personal safety, and mental wellbeing. Schools must have regard to this guidance.

This policy has been written with reference to the following guidance and documents:

- DfE RSHE Guidance
- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social, and cultural (SMSC))
- SMSC requirements for independent schools (guidance for independent schools on how they should support pupils' spiritual, moral, social, and cultural development).
- National Citizen Service guidance for schools

This policy has been developed by subject leaders, senior leaders, SEND and Mental Health Leads and the Director for Inclusion, at the Trust.

This has been developed with the consultation of parents and agreed by the Board of Trustees.

2. Intent

In the Learning School Partnership, we are committed to supporting all children to flourish and achieve their potential.

We believe in an inclusive environment where the child is at the heart of everything we do. We value the importance of all relationships, and we recognise that learning about health and relationships starts at home. Schools complement and reinforce this role and build on what pupils learn at home.

As healthy, confident, and resilient children of Modern Britain, our pupils will be supported to understand themselves and others: families, communities, and the wider world. In doing this, children will be supported to develop a deep sense of self-worth, self-respect, self-awareness as well as self-discipline.

Teaching about mental wellbeing is central to all that we do and especially important within this, is children's happiness. We want our children to be equipped to both face and overcome challenges and develop the character that we know is fundamental to being successful, happy, and productive members of society. We want our children to know that they can achieve goals and ambitions, that they have the skills and aptitudes to stick to learning or tasks and that they have the resilience to recover from setbacks that may occur in life.

Children will learn the building blocks of, and to think critically about, healthy, positive relationships and their active roles within these. By developing children's emotional literacy, they will have the tools to understand themselves and others and adopt positive roles in relationships, including those online. Understanding boundaries and rights are key principles of this. With this knowledge and these skills, children will learn to value both the unique role which each person plays in society and the collective strength of respectful communities in the wider world. Through this, we intend to prepare our children to play positive roles in the world by making wise choices as well as knowing that asking for help is a proactive and constructive action.

To support children in our ever-changing world, we will equip pupils with knowledge and skills for healthy relationships, personal safety, and mental wellbeing. Updated requirements stress online harms such as AI deepfakes, toxic influencers, pornography, financial scams, and gaming-related risks. Mental health education now includes grief, loss, emotional literacy, and resilience.

In our teaching of Relationships, Health and Sex Education, we aim to assist the overall development of pupils as members of society, by fostering positive and reflective attitudes about themselves and relationships, and on life and health issues.

Reflecting the importance of this curriculum, senior leaders and a team of experienced teachers have carefully selected Oak Academies as the RHE Curriculum, which is spiral in design, revisiting key concepts in age-appropriate ways. These are in line with the refreshed RHSE DFE Guidance for 2026. This supports quality provision, which is not only well sequenced and researched, but designed in ways which builds children's understanding of key principles with consistent use of language.

The exact curriculum mapping reflects the class structure of the school and can be found on school's websites. Parents are welcome to view their child's school's curriculum which will be published on the school's website, along with links to materials and resources.

As per DFE guidance, schools may need to include new content to respond to emerging needs in school and will inform parents of any updates and will ensure relevant materials are available on request. See section later in the policy on Sex Education.

3. Statutory Subject Content

Relationships Education:

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

Physical Health and Mental Wellbeing:

- General wellbeing
- Wellbeing online
- Physical health and fitness
- Healthy protection and prevention
- Personal safety
- Basic first aid
- Developing bodies

4. Implementation

All staff working day to day with young people will be supported by at least annual training in school as part as Safeguarding duty which includes content covered by the RHE curriculum, it is recognised by the DfE, that this plays a preventative safeguarding role. DfE guidance has increased focus on discrimination:

Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Staff have an important role in modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes. Pupils should understand the importance of challenging harmful beliefs and attitudes and should understand the links between sexism and misogyny and violence against women and girls. Where misogynistic ideas are expressed at school, staff should challenge the ideas, rather than the person expressing them.

Given this and wider updated risks, such as online content, training is updated at least annually.

In addition to this, teachers and those delivering RHE in the classroom will have at least annual training on using delivering the curriculum, including topics which may be sensitive.

Subject leaders, along with senior leaders and Heads, will ensure that the core knowledge teaching of Relationships, Health and Sex education will be interwoven within the wider ethos and curriculum.

These will be planned sequentially so that core knowledge is sequenced progressively and builds upon prior learning. Teaching will include sufficient and carefully chosen opportunities and contexts for children so that new knowledge is embedded and so that children can apply this to real life situations and are well prepared for life, drawing upon age-appropriate resources, such as puppets and stories.

Leaders will ensure that these curricula will be underpinned by the whole school culture of trust and safety so that children feel confident to engage in discussions and ask questions. We know that through this learning, children may raise questions which go beyond the learning set out for Relationships or Health Education. The DfE sets out that "Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information, including online." Therefore, opportunities to ask or respond to questions will be considered carefully. They will include opportunities for children to ask questions in a manner which is both discrete and sensitive, such as with a question box. This enables questions to be 'managed' and all children to feel fully supported. Where necessary Children will be signposted to speak to a 'trusted adult', or trusted sources of information. Those teaching these subjects, as well as wider staff, will have support and training in answering questions that are better not dealt with in front of a whole class. This will support not going beyond the learning set out within this guidance.

Further opportunities to embed this learning will be threaded through schools' wider vision and values, such as through Acts of Worship/ Assemblies, so that the principles of this learning are valued by all and built into the culture. This whole school approach further builds and develops the safeguarding of children.

The Early Years Foundation Stage plays an important role in building the foundations for Relationships and Health Education. During the Foundation Stage, opportunities are provided that help children to become aware of, explore and question issues of differences in gender, ethnicity, language, religion and culture, and of special educational needs and disability issues. Time is provided to support understanding of the roles that exercise, eating, sleeping and hygiene have in promoting good health. Through these Early Learning Goals, children will learn to manage emotions and develop a positive sense of self.

These Relationship and Health Education curricula will be delivered in a way that affords dignity and shows respect to all who make up our diverse community. It will not discriminate against any of the protected characteristics in the Equality Act and will be sensitive to the faith and beliefs of those in the wider school community.

Equality and respect will be key principles that are threaded throughout this learning. This includes loving healthy relationships, including same-sex parents, along with other family arrangements when discussing families. This is so that children learn, for example, that relationships and families can look different, but all are centred on love and trust. This is central to British Values, underpinned by our Trust Vision underpinned by key principles from the Church of England's Vision and is integral to 'Valuing All God's Children.' Schools should avoid language and activities which repeat or enforce gender stereotypes. Schools should be mindful to avoid any suggestion that social transition is a simple solution to feelings of distress or discomfort.

The school has considered how this teaching will support the spiritual and character development of its pupils, along with the values of the school. These curricula, laid out in the policy, aim to proactively address issues

children face in a timely way. Leaders have ensured that they are in line with pupil needs, informed by pupil voice and that the curriculum is able to respond to issues within the school or locally e.g. local public health and community issues.

The Relationships and Health Education Regulations 2026 have made relationships education compulsory. Relationships, health and puberty are set out within the mandatory Relationships and Health Education. This curriculum content is statutory for all pupils at Primary school.

5. Non-Statutory Subject Content

Whilst Sex Education (which goes beyond the national curriculum for science) is not compulsory, it is important that the transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively.

The Department for Education continues to recommend, therefore, that primaries teach Sex Education in years 5 and/ or 6. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

To ensure we support our pupils to be ready for their next stage of education, develop the resilience and confidence to flourish in life, Sex Education will give children the confidence to understand about the world around them and be empowered to make safe and wise decisions, both in the physical and online world. In doing this, we aim to assist the overall development of pupils as members of society by fostering positive and reflective attitudes about themselves and relationships, and on life and health issues.

Sex Education will be built upon our principle of good curriculum design and is built upon prior learning and interwoven within children's wider learning in the statutory learning of Relationships and Health Education Curriculum. This element of the curriculum is not covered in the RHE scheme of work and has been carefully designed by experienced teachers and senior leaders. The Trust RHE block on this, draws upon the nationally recognised programme of study, The Christopher Winter Programme. This learning will ensure children are ready for the next of their education and the statutory content of Year 7 science. The content and resources of this are on schools' websites, along with the wider RHE Scheme of work. Parents will be offered support in talking to their child about this, along with their right to withdraw their child from sex education, before this learning takes place.

6. Working in partnership with parents

The Trust recognises the importance of working in partnership with parents and has been proactive in engaging parents to make sure they are aware of this policy and what is taught (the curriculum schemes of work) for RHE.

To empower parents to work in partnership with school, information relating to the RHE curriculum will be shared with parents on school websites. The Sex Education content will be shared in more detail with parents as set out in the section above.

Parents do have the right to request that their child be withdrawn from some or all of the sex education delivered as part of non- statutory RSE. We would ask that any parent considering this, to first meet with the Head or delegated Senior Leader to discuss with the parent and as appropriate, with the child, to ensure that their wishes are understood and to clarify the nature, content and purpose of the curriculum. Parents may then formally withdraw their child from this on statutory content, wherever possible, by completing this form.

7. Inclusivity and Adaptations

Relationships and Health Education must be accessible for all pupils with high quality differentiation and adaptation and being aware of starting points that underpin this. Where needed, there may be specific adaptations to support children so that learning is always at least age appropriate and may be adapted further so that it meets the needs of pupils at different developmental stages.

Schools will be aware of local contexts and that some pupils, such as those with SEND, may be more vulnerable than their peers to harmful sexual behaviour, sexual abuse, exploitations and violence bullying and other issues. The core learning of RHE is particularly important for some pupils and this will be taken into account when planning and implementing these curricula.

8. Safeguarding, reports of abuse and confidentiality

Safeguarding is at the heart of all we do within the school and the core knowledge developed with the Relationships, Health and Sex Education plays an important role within our safeguarding culture and statutory responsibilities as set out in Keeping Children Safe in Education. This is underpinned by safeguarding training and processes set out in the Trust Safeguarding Policy. In addition to this, staff will be supported in discussing potentially sensitive issues so that learning is where possible, preventative not informative. As well as having a good understanding of the local community context and challenges within the school, staff will work alongside the Designated Safeguarding Leads and/ or senior leaders to be alert to particular Adverse Childhood Experiences that children they teach, may have experienced. They will be adequately supported with approaching issues which may be particularly sensitive.

9. Monitoring and Evaluation

Learning will be sequenced so that it is progressive and works towards key end points identified at the end of Primary School. Subject leaders ensure that this is broken down into key learning across the year and builds cumulatively, so that the primary curriculum is taught at the end of primary. Through ongoing feedback on pupil progress, teachers will ensure they are building upon prior learning to ensure learning over time. A range of assessment tools will be used to identify where pupils may need extra support or intervention. Subject leaders will track the impact of these curriculum areas on children's progress towards the end points for the end of Primary school. This curriculum is evaluated at least annually by senior and experienced colleagues to ensure this is up to date and impactful. The impact of the curriculum will be evaluated by Heads of School as part of the Quality Assurance Cycle and the School Self Evaluation (SES) and this may inform future School development plans and leadership actions.

10. Review

This policy will be reviewed annually (or sooner in the event of revised legislation or guidance). The subject leaders will work together with senior leaders and will be responsible for reporting to Trustees about the quality of implementation and impact. In light of this, policy amendments may be made.

Annex 1: Oak Curriculum Map: Statutory Content Single Age Classes

Each school's exact Curriculum Map will be on websites, as per their class structure.

Identified key knowledge within each thread curriculum mapped so that knowledge builds sequentially unit on unit.

Threads and Unit planning.

1. Communities: 1 unit per year.

2. Relationships: 3 units per year: Family, Friendships and Power in Relationships.

3. Online Safety: 2 units per year: Media Influence and Our Online Lives

4. Wellbeing: 3-4 units per year: Emotions, Physical Health and Staying Safe in every year with addition of Risky substances in some years.

5. Growing up: 2 units in total. 1 in Year 4 and the other repeated in Year 5 and Y6.

The key thread of growing up focuses on body changes during puberty for boys and girls this begins in year 4 and will be built upon and revisited in year 5 and year 6 so that children embed their knowledge before moving onto secondary school. 1 additional lesson split boys/ girls for discussion per unit.

Year 1

1



Emotions: How do I feel today?

[Unit info >](#)

2



Communities: Who am I? Who are you?

[Unit info >](#)

3



Healthy relationships: Who's in my family?

[Unit info >](#)

4



Healthy relationships: What makes a good friend?

[Unit info >](#)

5



Power in relationships: When do I feel safe?

[Unit info >](#)

6



Media influence: How do I decide what to do online?

[Unit info >](#)

7



Our online lives: What should I do if I feel unsafe online?

[Unit info >](#)

8



Physical health: How can I look after my body?

[Unit info >](#)

9



Staying safe and healthy: How can I look after my body?

[Unit info >](#)

Year 2

1



Emotions: What helps me to be happy?

[Unit info >](#)

2



Communities: Who is in my community?

[Unit info >](#)

3



Healthy relationships: What does a family look like?

[Unit info >](#)

4



Power in relationships: Should I keep secrets?

[Unit info >](#)

5



Media influence: Is everything I see online true?

[Unit info >](#)

6



Our online lives: Who should I talk to online?

[Unit info >](#)

7



Physical health: How do I eat a balanced diet?

[Unit info >](#)

8



Risky substances: How do I stay safe at home?

[Unit info >](#)

9



Staying safe and healthy: How can I take responsibility for my health?

[Unit info >](#)

10



Healthy relationships: How can we stop bullying?

[Unit info >](#)

Year 3

1



Emotions: How can I manage my emotions?

[Unit info >](#)

2



Communities: What does it mean to be British?

[Unit info >](#)

3



Healthy relationships: How can I help my family?

[Unit info >](#)

4



Healthy relationships: Are friendships ever perfect?

[Unit info >](#)

5



Power in relationships: Who does my body belong to?

[Unit info >](#)

6



Media influence: How do I keep myself safe online?

[Unit info >](#)

7



Our online lives: How can I be kind and happy online?

[Unit info >](#)

8



Physical health: How can I get active and eat well every day?

[Unit info >](#)

9



Staying safe and healthy: How can I stay safe while out and about?

[Unit info >](#)

Year 4

1



Emotions: How can we add to our emotions toolkit?

[Unit info >](#)

2



Communities: How are we all different?

[Unit info >](#)

3



Healthy relationships: Do all families look the same?

[Unit info >](#)

4



Healthy relationships: Are all friends the same?

[Unit info >](#)

5



Power in relationships: What does a healthy relationship feel like?

[Unit info >](#)

6



Media influence: What is fake news?

[Unit info >](#)

7



Our online lives: How do I decide who to trust online?

[Unit info >](#)

8



Physical health: What makes a balanced lifestyle?

[Unit info >](#)

9



Staying safe and healthy: How do I avoid getting ill?

[Unit info >](#)

10



Puberty: How will I change as I grow up?

[Unit info >](#)

Year 5

1 Emotions: How can we manage challenges? Unit info >	2 Communities: How can we ensure fairness and respect for women and girls? Unit info >	3 Healthy relationships: Is there such a thing as a perfect family? Unit info >
4 Healthy relationships: How can I be a great friend? Unit info >	5 Power in relationships: How do I get help if I don't feel safe? Unit info >	6 Media influence: Who decides what I experience in the online world? Unit info >
7 Our online lives: How do I thrive online? Unit info >	8 Physical health: Is it hard to be healthy? Unit info >	9 Risky substances: Why do people get addicted? Unit info >
10 Staying safe and healthy: How can I avoid harm? Unit info >		

Year 6

1 Emotions: How can we manage our emotions through periods of change? Unit info >	2 Communities: How can we show respect to people of different races and cultures? Unit info >	3 Healthy relationships: How can we live in harmony? Unit info >
4 Healthy relationships: How can we have healthy boundaries? Unit info >	5 Power in relationships: What are my boundaries? Unit info >	6 Media influence: How do I decide what is true online? Unit info >
7 Our online lives: What should I share online? Unit info >	8 Physical health: How do I plan a healthy week? Unit info >	9 Risky substances: Why do people use alcohol and drugs? Unit info >
10 Staying safe and healthy: How can I save a life? Unit info >	11 Puberty: What happens during adolescence? Unit info >	

See Annex 3 for Non Statutory Content: Sex Education.

Sex Education will be taught using the current Christopher Winter Project resources for Year 6 children only.

Annex 2: Oak Curriculum Map- Mixed Age Planning- 2-year rolling programme

Each school's exact Curriculum Map will be on websites, as per their class structure.

Identified key knowledge within each thread curriculum mapped so that knowledge builds sequentially unit on unit.

Threads and Unit planning.

1. Communities: 1 unit per year.

2. Relationships: 3 units per year. Chunked with Family in Year A and Friendship in Year B. Power in Relationships every year

3. Online Safety: 2 units per year. Chunked with Media Influence in Year A and our Online Lives in Year B.

4. Wellbeing: 3-4 units per year. Evenly spread so that Emotions, Physical Health and Staying Safe in every year with addition of Risky substances in some years.

5. Growing up: 2 units in total. 1 in Year 4 and the other repeated in Year 5 and Y6.

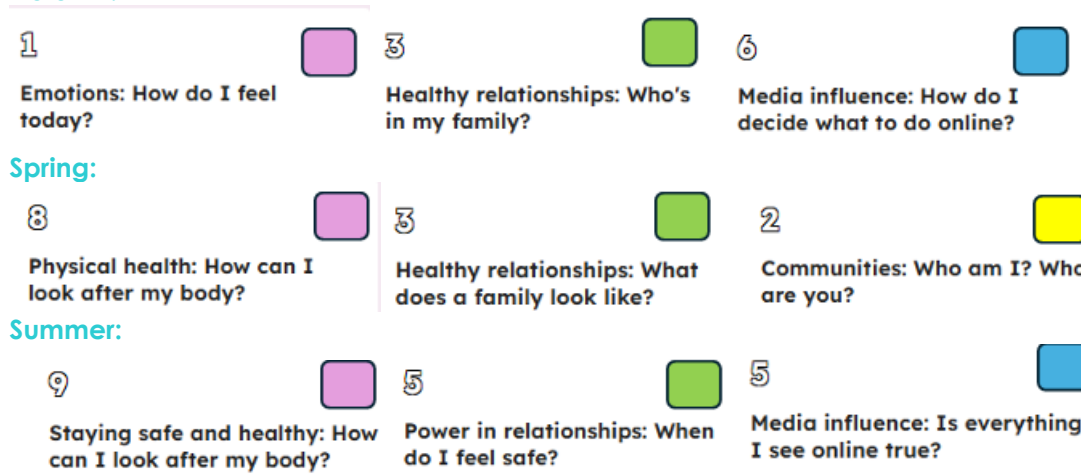
The key thread of growing up focuses on body changes during puberty for boys and girls this begins in year 4 and will be built upon and revisited in year 5 and year 6 so that children embed their knowledge before moving onto secondary school. 1 additional lesson split boys/ girls for discussion per unit.

Mixed Age Classes

Each school will make judicious decisions about how to best teach content to mixed age classes at an age and stage appropriate which may include teaching in separate groups where appropriate.

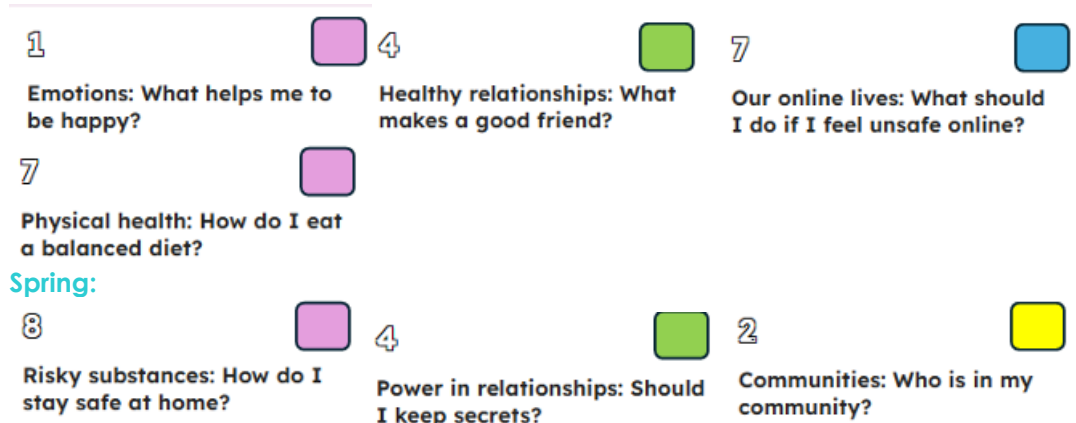
Year 1/2 Year A

Autumn:



Year 1/2 Year B

Autumn:



Summer:

9	10	6
Staying safe and healthy: How can I take responsibility for my health?	Healthy relationships: How can we stop bullying?	Our online lives: Who should I talk to online?

Year 3/4 Year A ★ Puberty is a Y4 only Unit

Autumn:

1	3	6
Emotions: How can I manage my emotions?	Healthy relationships: How can I help my family?	Media influence: How do I keep myself safe online?

Spring:

8	3	2
Physical health: How can I get active and eat well every day?	Healthy relationships: Do all families look the same?	Communities: What does it mean to be British?

Summer:

9	5	6
Staying safe and healthy: How can I stay safe while out and about?	Power in relationships: Who does my body belong to?	Media influence: What is fake news?
10 ★		
Puberty: How will I change as I grow up?		

Year 3/4 Year B ★ Puberty is a Y4 only unit

Autumn:

1	4	7
Emotions: How can we add to our emotions toolkit?	Healthy relationships: Are friendships ever perfect?	Our online lives: How can I be kind and happy online?

Spring:

8	4	2
Physical health: What makes a balanced lifestyle?	Healthy relationships: Are all friends the same?	Communities: How are we all different?

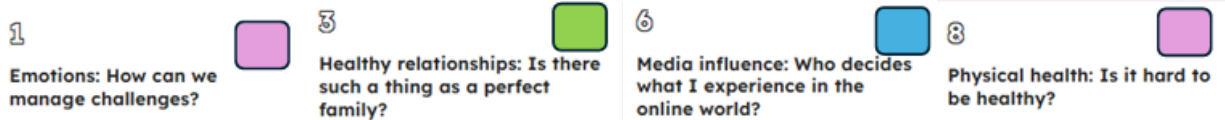
Summer:

9	5	7
Staying safe and healthy: How do I avoid getting ill?	Power in relationships: What does a healthy relationship feel like?	Our online lives: How do I decide who to trust online?
10 ★		
Puberty: How will I change as I grow up?		

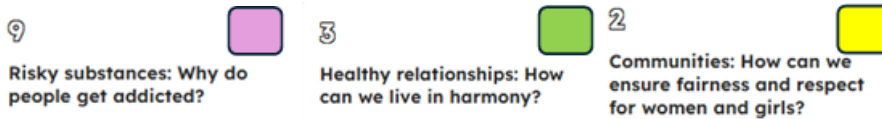
Y5/6 Year A

This unit is repeated in Y5 and Y6 to revisit key knowledge

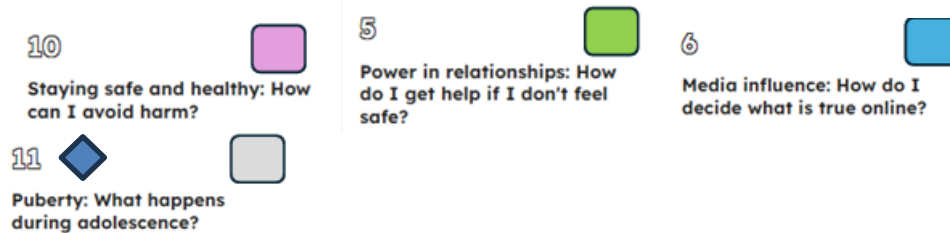
Autumn:



Spring:



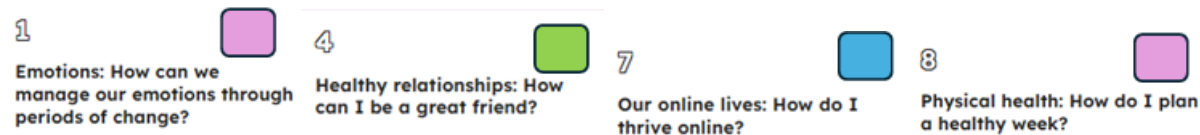
Summer



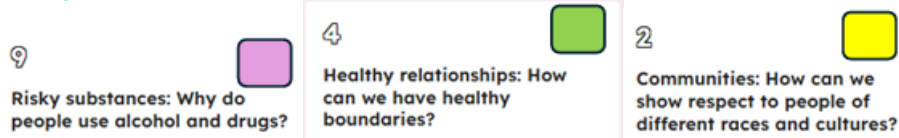
Year 5/6 Year B

This unit is repeated in Y5 and Y6 to revisit key knowledge

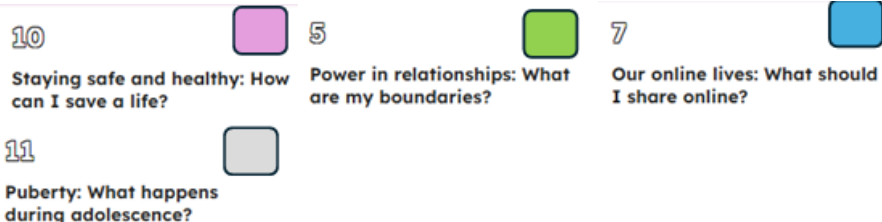
Autumn:



Spring:



Summer:



See Annex 3 for Non Statutory Content: Sex Education.

Annex 3: Non-Statutory Content: Sex Education Y6

This is the non-statutory part of Relationships, Health and Sex Education Curriculum and will be taught in Y6. Whilst Sex Education (which goes beyond the national curriculum for science) is not compulsory, it provides an important transition phase before moving to secondary school, supports pupils' ongoing emotional and physical development effectively. The Department for Education continues to recommend, therefore, that all primary schools should have a Sex Education program.

To ensure that we support our pupils to be ready for their next stage of education, develop the resilience and confidence to flourish in life, Sex Education in the final year of primary school will give children the confidence to understand about the world around them and to be empowered to make safe and wise decisions, both in the online world and wider. In doing this, we aim to assist the overall development of pupils as members of society by fostering positive and reflective attitudes about themselves and relationships, and on life and health issues. We will be drawing upon the nationally recognised program of study, The Christopher Winter Programme, which builds Oak Academies Puberty lessons in Y4, which extended further in Year 5/6.

This information is designed to be an overview of learning over a series of lessons, to support parents to work in partnership and continue conversations at home by knowing what the children are learning.

Lesson 1: To consider puberty and reproduction

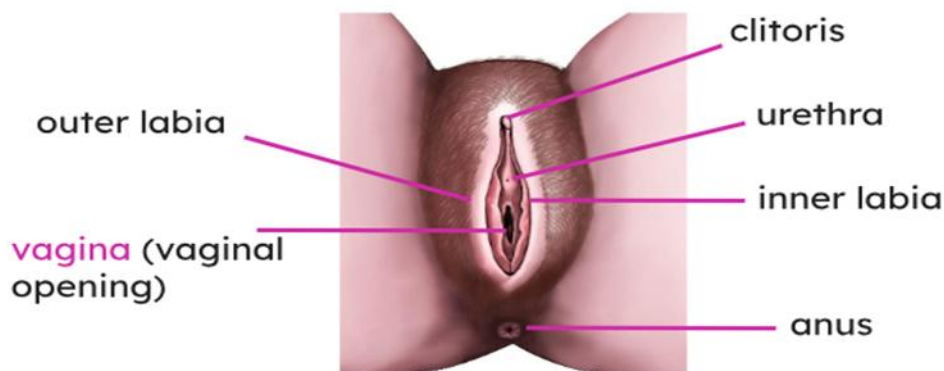
Children will recap the changes for both girls and boys during puberty. This includes an overview of menstruation (periods) as well as information about boys experiencing erections and wet dreams so that children know these are all common for girls and boys, respectively.

Key vocabulary: penis, scrotum, pubic hair, nipples, breasts, uterus, ovaries, vagina, vulva, clitoris.

Here are some examples of the resource pictures:

What are the parts of our genitals called?

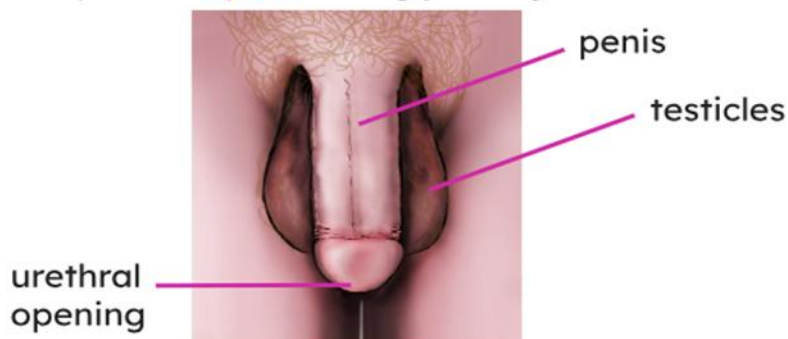
The **vulva** is made up of different parts.



What are the parts of our genitals called?

Males have a **penis** and **testicles** as part of their **genitals**.

The testicles produce **sperm** during **puberty**.



Lesson 2: To consider the different ways people might start a family.

In this lesson, the children will discuss the big decisions grown-ups make when planning to have a family. This links back to previous learning about communication and healthy relationships. As part of this, the children will

discuss that families are all special and uniquely different, not all families, for example, have children and not all families have a mum and a dad.

Lesson 3: To consider the different ways people might start a family.

In this lesson, the children will learn an overview about how a baby is conceived and then develops in the womb. Learning about sexual intercourse will be contextualised within the learning about healthy adult relationships. Children will also learn that there are other ways (other than sexual intercourse) by which families can have a baby, such as adoption, fostering and IVF.

Any questions, asked by the children, that go beyond the programme of study (such as about contraception) will be carefully answered (so as not to dismiss) informing the children that they will learn more at Secondary School and refer the children to their parents, for further guidance/information, at this stage.

Key vocabulary: touching, adult couples, agree/consent, sexual intercourse (sex), sperm, egg, fertilised, conception, pregnancy, womb (will also use the correct words for genitalia for both males and females, as per Changing and Growing unit in previous block).

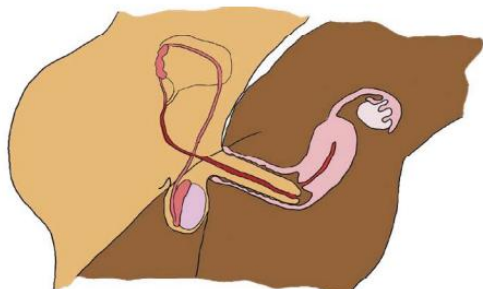
Here are some examples of the resource pictures:



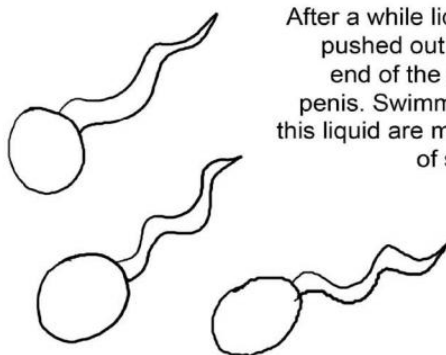
When an adult couple are in a relationship they may make love. This is when they take pleasure in touching each other in sexual ways.



Sometimes when a man and a woman are making love the man's penis gets stiff and the woman's vagina gets slippery.



Now the woman's vagina can take the man's penis inside it. This is called sexual intercourse. It should feel nice.



After a while liquid is pushed out of the end of the man's penis. Swimming in this liquid are millions of sperm

Lesson 4: To recap and address misconceptions about conception and having a baby.

This lesson provides opportunity to recap key stages of conception and reproduction to consolidate learning using the same vocabulary in previous lessons.

Annex 4: Relationships and Health Education

Should you wish to withdraw your child from the Non-Statutory Sex Education content of RHE - learning, please complete this form in discussion with school

TO BE COMPLETED BY PARENTS

Name of child	
Class	
Name of parent	
Date	
Reason for withdrawing from sex education within relationships, health and sex education	
Any other information you would like the school to consider	
Name of person at school, discussed with.	
Parent signature	

TO BE COMPLETED BY THE SCHOOL

Name of Colleague	
Agreed actions of school	
Date	