

Relationship and Sex Education Policy

Last Review: November 2024

To be reviewed: November 2025

1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

At East-the-Water we teach all children to keep safe, be independent, make decisions and help each child to recognize the impact of their choice on others.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At East-the-Water Primary School we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved a review at FGB where representatives of staff, parents and governors considered all relevant information including relevant national and local guidance.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, reproduction and puberty, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum which supports parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions with resources developed by the PSHE association.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including. These are delivered in a thematic approach with each half-term focusing on a different theme common across the whole school. There are:

- Physical health
- Mental health

- Online safety
- Relationships
- Character
- The wider community/citizenship
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Sex Education at East-the-Water supports pupils' ongoing emotional and physical development effectively. It is tailored to the age and the physical and emotional maturity of the pupils. It ensures 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.

It is delivered by teachers to year 5 and 6 using quality assured resources from the PSHE association. Parents were consulted and offered to view lessons plans/resources before implementation. See appendix 4 for detailed overview.

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, LGBT 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).

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

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

Staff 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.

All teachers have the responsibility of delivering the RSE curriculum.

7.4 Pupils

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

Pupils with Special Education Needs are supported with follow up sessions where appropriate and reasonable. This will provide them with a small group or 1:1 setting where questions can be answered by a trusted and informed adult and messages can be revisited.

8. Parents' right to withdraw

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/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

9. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our continuing professional development calendar.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored through:

- Learning walks
- Staff meetings
- Pupil interviews

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

Appendix 1: Curriculum map

EYFS

Autumn 1– physical health		
	Objective	Activity/ Resource
Session 1	Being healthy	Pixl – Wellbeing/my health
Session 2	Healthy eating	Pixl – Wellbeing/my health
Session 3	Being Active	Pixl – Wellbeing/my health
Session 4	Sleeping	Pixl – Wellbeing/my health
Session 5	Keeping clean	Pixl – Wellbeing/my health
Session 6	Talking about feelings	Pixl – Wellbeing/my health

Autumn 2 - Mental Health		
	Objective	Activity/ Resource
Session 1	Healthy body, healthy mind	Pixl – Wellbeing/my mind
Session 2	Feelings	Pixl – Wellbeing/my mind
Session 3	Connections	Pixl – Wellbeing/my mind
Session 4	Challenge	Pixl – Wellbeing/my mind
Session 5	Resilience	Pixl – Wellbeing/my mind
Session 6	Being positive	Pixl – Wellbeing/my mind
Session 7	Being calm	Pixl – Wellbeing/my mind

Spring 1 - Online Safety		
Session 1	What is a device?	Pixl – e-safety resources
Session 2	What is the internet?	Pixl – e-safety resources
Session 3	Learning new things on the internet	Pixl – e-safety resources
Session 4	All about me	Pixl – e-safety resources
Session 5	Asking for help	Pixl – e-safety resources

Spring 2 - relationships		
Session 1	Sharing	Pixl – culture additional resources
Session 2	Taking turns	Pixl – culture additional resources
Session 3	Fairness	Pixl – culture resources
Session 4	Teamwork	Pixl – character resources
Session 5	Honesty	Pixl – character resources
Session 6	Patience	Pixl – character resources

Summer 1 RSE - character		
Session 1	Self-control	Pixl – character resources
Session 1	Independence	Pixl – character resources
Session 2	Motivation	Pixl – character resources
Session 3	Organisation	Pixl – character resources
Session 4	Teamwork	Pixl – character resources

Summer 2 - wider world		
Session 1	Interaction	Pixl wellbeing – My life
Session 2	Support	Pixl wellbeing – My life
Session 3	Environment	Pixl wellbeing – My life
Session 4	Your actions	Pixl wellbeing – My life
Session 5	Opportunities	Pixl wellbeing – My life

Year 1

Autumn 1 - physical health		
	Objective	Activity/ Resource
Session 1	dental health p1	PSHE association
Session 2	dental health p2	PSHE association
Session 3	sun protection p1	PSHE association
Session 4	sun protection p2	PSHE association
Session 5	Sleep p1	PSHE association
Session 6	Sleep p2	PSHE association

Autumn 2 - mental health		
	Objective	Activity/ Resource
Session 1	Hug-a-saurus p1	Pixl wellbeing resources – my mind
Session 2	Hug-a-saurus p2	Pixl wellbeing resources – my mind
Session 3	Feeling and emotions	Pixl wellbeing resources – my mind
Session 4	Support network	Pixl wellbeing resources – my mind
Session 5	Happiness	Pixl wellbeing resources – my mind
Session 6	Challenge	Pixl wellbeing resources – my mind

Spring 1 – Online Safety		
Session 1	The internet	Pixl – online safety resources
Session 2	Searching the internet	Pixl – online safety resources
Session 3	Facts and opinions	Pixl – online safety resources
Session 4	Personal Information	Pixl – online safety resources
Session 5	Trusted adult	Pixl – online safety resources

Spring 2 - Relationships		
Session 1	What makes a family? P1	PSHE association
Session 2	What makes a family? P2	PSHE association
Session 3	Different families p1	PSHE association
Session 4	Different families p2	PSHE association
Session 5	Self-control year 1	Pixl – character

Spring 2 RSE Character		
Session 1	Independence	Pixl – character
Session 2	Leadership	Pixl – character
Session 3	Motivation	Pixl – character
Session 4	Organisation	Pixl – character
Session 5	Teamwork	Pixl – character

Summer 2 - Wide world		
Session 1	Sameness and difference p1	PSHE association
Session 2	Sameness and difference p2	PSHE association
Session 3	Teamwork futures	Pixl – futures
Session 4	Responsibility futures	Pixl – futures
Session 5	Hobbies and clubs futures	Pixl – futures

Year 2

Autumn 1 - physical health		
	Objective	Activity/ Resource
Session 1	Substances KS1 lesson 1 p1	PSHE association
Session 2	Substances KS1 lesson 1 p1	PSHE association
Session 3	Substances KS1 lesson 2 p1	PSHE association
Session 4	Substances KS1 lesson 2 p2	PSHE association
Session 5	Substances KS1 lesson 3 p1	PSHE association
Session 6	Substances KS1 lesson 3 p2	PSHE association

Autumn 2 - Mental Health		
	Objective	Activity/ Resource
Session 1	Resilience	Pixl – wellbeing
Session 2	Determination	Pixl – wellbeing
Session 3	Self-awareness	Pixl – wellbeing
Session 4	Keeping cool	Pixl – wellbeing
Session 5	Being positive	Pixl – wellbeing

Spring 1 - Online Safety		
Session 1	Enjoying the internet	Pixl – digital wellbeing
Session 2	Asking for help	Pixl – digital wellbeing
Session 3	Chatting online	Pixl – digital wellbeing
Session 4	Being a good friend online	Pixl – digital wellbeing
Session 5	Tips for staying safe	Pixl – digital wellbeing

Spring 2 – relationships		
Session 1	All different, all special p1	PSHE association
Session 2	All different, all special p2	PSHE association
Session 3	Asking for permission p1	PSHE association
Session 4	Asking for permission p2	PSHE association
Session 5	Self-control year 2	Pixl – character

Summer 1 - character		
Session 1	Independence	Pixl – character resources
Session 2	Leadership	Pixl – character resources
Session 3	Motivation	Pixl – character resources
Session 4	Self-control	Pixl – character resources
Session 5	Teamwork	Pixl – character resources

Summer 2 - wider world		
Session 1	Caring for the environment lesson 1 p1	PSHE association
Session 2	Caring for the environment lesson 1 p2	PSHE association
Session 3	Caring for the environment lesson 2 p1	PSHE association
Session 4	Caring for the environment lesson 2 p2	PSHE association
Session 5	Pantosaurus (1 hour slot needed)	NSPCC

Year 3

Autumn 1 – RSE Curriculum – physical health/first aid		
Session 1	calling for help p1	St Johns
Session 2	calling for help p2	St Johns
Session 3	bites and stings p1	St Johns
Session 4	bites and stings p2	St Johns
Session 5	Head injuries p1	St Johns
Session 6	Head injuries p2	St Johns

Autumn 2 - Mental Health		
Session 1	My mind	Pixl – wellbeing
Session 2	Healthy body and mind p1	Pixl – wellbeing
Session 3	Healthy body and mind p2	Pixl – wellbeing
Session 4	Mind training	Pixl – wellbeing
Session 5	Resilience	Pixl – wellbeing
Session 6	Determination	Pixl – wellbeing

Spring 1 Online Safety		
Session 1	Enjoying the internet	Pixl – digital wellbeing
Session 2	Being SMART	Pixl – digital wellbeing
Session 3	Communicating online	Pixl – digital wellbeing
Session 4	Being a good friend online	Pixl – digital wellbeing
Session 5	Online bullying	Pixl – digital wellbeing

Spring 2 – relationships		
Session 1	Personal identity p1	PSHE association
Session 2	Personal identity p2	PSHE association
Session 3	Self-control	Pixl –character
Session 4	Compassion	Pixl –character
Session 5	Fairness	Pixl –character
Session 6	Honesty	Pixl –character

Summer 1 - character		
Session 1	Independence	Pixl – character
Session 2	Leadership	Pixl – character
Session 3	Motivation	Pixl – character
Session 4	Organisation	Pixl – character
Session 5	Teamwork	Pixl – character

Summer 2 - wider world		
Session 1	Belonging to a community p1	PSHE association
Session 2	Belonging to a community p2	PSHE association
Session 3	Science futures	Pixl futures
Session 4	Compassion futures	Pixl futures
Session 5	Community connections p1	Pixl – wellbeing – my life
Session 6	Community connections p2	Pixl – wellbeing – my life

Year 4

Autumn 1– physical health		
	Objective	Activity/ Resource
Session 1	asthma p1	St Johns
Session 2	asthma p2	St Johns
Session 3	Basic life support	St Johns
Session 4	Basic life support	St Johns
Session 5	sun protection p1	PSHE association
Session 6	sun protection p2	PSHE association

Autumn 2 - Mental Health		
	Objective	Activity/ Resource
Session 1	Feelings	Pixl - wellbeing
Session 2	Emotions	Pixl - wellbeing
Session 3	Mental health	Pixl - wellbeing
Session 4	Positivity	Pixl - wellbeing
Session 5	Self-awareness	Pixl - wellbeing

Spring 1 Online Safety		
	Objective	Activity/ Resource
Session 1	Sharing online	Pixl – digital wellbeing
Session 2	Online gaming	Pixl – digital wellbeing
Session 3	Reliability of information	Pixl – digital wellbeing
Session 4	Looking after ourselves online	Pixl – digital wellbeing
Session 5	Summary	Pixl – digital wellbeing

Spring 2– relationships		
	Objective	Activity/ Resource
Session 1	Family relationships p1	PSHE association
Session 2	Family relationships p2	PSHE association
Session 3	Diverse families p1	PSHE association
Session 4	Diverse families p2	PSHE association
Session 5	Family changes p1	PSHE association
Session 6	Family changes p2	PSHE association

Summer 1 - character		
	Objective	Activity/ Resource
Session 1	Independence	Pixl –character
Session 2	Leadership	Pixl –character
Session 3	Motivation	Pixl –character
Session 4	Organisation	Pixl –character
Session 5	Teamwork	Pixl –character

Summer 2 - wider world		
	Objective	Activity/ Resource
Session 1	Bleeding	St Johns
Session 2	Bleeding	St Johns
Session 3	How money is used p1	PSHE association
Session 4	How money is used p2	PSHE association
Session 5	Making decisions about money p1	PSHE association
Session 6	Making decisions about money p2	PSHE association

Year 5

Autumn 1– physical health		
Session 1	Safety rules: Medicines and products p1	PSHE resource
Session 2	Safety rules: Medicines and products p1	PSHE resource
Session 3	Safety rules: Alcohol and tobacco p1	PSHE resource
Session 4	Safety rules: Alcohol and tobacco p2	PSHE resource
Session 5	Managing risk: medicines p1	PSHE resource
Session 6	Managing risk: medicines p2	PSHE resource
RSE	Puberty	PSHE resource

Autumn 2 - Mental Health		
Session 1	Self-management	Pixl – wellbeing resources
Session 2	Game plan	Pixl – wellbeing resources
Session 3	Coping strategies	Pixl – wellbeing resources
Session 4	Self-control	Pixl – wellbeing resources
Session 5	Support network	Pixl – wellbeing resources
Session 6	Focus	Pixl – wellbeing resources

Spring 1 Online Safety		
Session 1	Being smart online	Pixl - digital wellbeing
Session 2	Online friendships	Pixl - digital wellbeing
Session 3	Digital citizens	Pixl - digital wellbeing
Session 4	Online wellbeing	Pixl - digital wellbeing
Session 5	Online scams	Pixl - digital wellbeing
RSE	Menstruation and wet dreams	PSHE resource

Spring 2– relationships		
Session 1	Giving and seeking permission p1	PSHE resource
Session 2	Giving and seeking permission p2	PSHE resource
Session 3	Personal boundaries p1	PSHE resource
Session 4	Personal boundaries p2	PSHE resource
Session 5	Inappropriate touch p1	PSHE resource
Session 6	Inappropriate touch p2	PSHE resource
RSE	Personal hygiene	PSHE resource

Summer 1 - character		
Session 1	To be you – identity	PiXL book sequence
Session 2	To be you – being unique	PiXL book sequence
Session 3	To be you – Proud of me	PiXL book sequence
Session 4	Unsung heroes – investigation	PiXL book sequence
Session 5	Unsung heroes – discover	PiXL book sequence
Session 6	Unsung heroes – find you people	PiXL book sequence

Summer 2 - wider world		
Session 1	Stereotypes p1	PSHE association
Session 2	Stereotypes p2	PSHE association
Session 3	Extremism p1	PSHE association
Session 4	Extremism p2	PSHE association
Session 5	Burns and scalds p1	St Johns
Session 6	Burns and scalds p1	St Johns
RSE	Emotions and feelings	PSHE association

Year 6

Autumn 1– physical health		
	Objective	Activity/ Resource
Session 1	Managing risk: legal and illegal Drugs p1	PSHE association
Session 2	Managing risk: legal and illegal Drugs p2	PSHE association
Session 3	Managing risk: influences and pressure p1	PSHE association
Session 4	Managing risk: influences and pressure p2	PSHE association
Session 5	Managing risk: drugs and alcohol in the media p1	PSHE association
Session 6	Managing risk: drugs and alcohol in the media p2	PSHE association
RSE	Puberty recap	PSHE association

Autumn 2 - Mental Health		
Session 1	Mental health and keeping well p1	PSHE association
Session 2	Mental health and keeping well p1	PSHE association
Session 3	Managing challenges and change p1	PSHE association
Session 4	Managing challenges and change p2	PSHE association
Session 5	Managing loss and bereavement p1	PSHE association
Session 6	Managing loss and bereavement p2	PSHE association

Spring 1 Online Safety		
Session 1	Online reputation	Pixl - digital wellbeing
Session 2	Online gaming	Pixl - digital wellbeing
Session 3	Online trust	Pixl – digital wellbeing
Session 4	Digital dilemmas	Pixl – digital wellbeing
Session 5	Pick your pics p1	PSHE association
Session 6	Pick your pics p2	PSHE association
RSE	Change and becoming independent	PSHE association

Spring 2 – relationships		
Session 1	Including others p1	PSHE association
Session 2	Including others p2	PSHE association
Session 3	Bullying and its impact p1	PSHE association
Session 4	Bullying and its impact p2	PSHE association
Session 5	Marriage and partnership p1	PSHE association
Session 6	Marriage and partnership p1	PSHE association
RSE	Positive, healthy relationships	PSHE association

Summer 2 - wider world		
Session 1	Transitioning to secondary school p1	PSHE association
Session 2	Transitioning to secondary school p2	PSHE association
Session 3	Money and wellbeing lesson 1 pt 1	PSHE association
Session 4	Money and wellbeing lesson 1 pt 2	PSHE association
Session 5	Money and wellbeing lesson 2 pt 1	PSHE association
Session 6	Money and wellbeing lesson 2 pt 2	PSHE association
RSE	How a baby is made	PSHE association

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• 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	• 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
Respectful relationships	• 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 • Pupils in both year 5 and 6 discuss respectful relationships and sexuality, including LGBT+.

TOPIC	PUPILS SHOULD KNOW
Online relationships	• 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	• 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
Mental Wellbeing	• that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. •

Appendix 3: 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	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom

From the School

I / we agree that the Governing Body has given permission for my child.....to be exempt in the subject area ofwhile my child is in Year group

After this period the exemption will be removed and my child will continue to follow the National Curriculum in its fullest form. In an exceptional case this decision may be reviewed.

Parent / Carer name(print).....Signed.....

Date.....

Chair of Governors name(print).....Signed.....

Date.....

Parent/ Carer to retain copy. A second copy will remain in the pupils file during the period of exemption and shared only with class teacher and Headteacher.

Tel: 01237 475178 Fax: 01237 423439 Email: admin@etwschool.org

Web: www.east-the-water.devon.sch.uk

Appendix 4 – Sex education content overview

No.	Session outline	Learning outcomes
1	Puberty	I can recognize what puberty is, including when and why it happens I can identify some physical changes that happen to bodies during puberty I can use scientific vocabulary for external male and female body parts, including genitalia
2	Menstruation and wet dreams	I can use scientific vocabulary to describe body parts, including genitalia I can explain what happens during menstruation (periods) I can explain what is meant by a wet dream
3	Personal hygiene	I can identify body parts or areas to keep clean during puberty I can explain how to keep clean during puberty I can describe ways to manage physical changes during puberty, including the use of products
4	Emotions and feelings	I can identify some of the feelings experienced during puberty I can describe how and why emotions can change during puberty I can explain where to get help and support for managing puberty
5	Puberty recap	I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them I can identify what is important for young people to know about puberty I can explain where to get help and support for puberty issues or worries
6	Change and becoming independent	I can describe some of the changes that happen as someone grows up I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
7	Positive, healthy relationships	I can identify different kinds of loving relationships I can describe the qualities that enable these relationships to flourish I can explain the importance of mutual respect in close relationships I can recognise how relationships may change or end and what can help to manage this
8	How a baby is made	I can describe some of the features of loving relationships I can explain what is meant by consent in a relationship I can describe how a baby is made I can explain what pregnancy means, how long it lasts, and where it occurs