



Relationships and Sex Education (RSE) Policy 2026-27

Name of school: The Bemrose School

Date of policy publication: April 2026 [reflecting the September 2026 changes]

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Date of last review: Spring 2026

Date of next review: Spring 2027

Policy review dates and changes

Review date	Summary of changes made	Date implemented	Approved by FGB
March 2023	To reflect changes in RSE Guidance 2023	September 2023	April 2023
March 2024	To reflect changes in RSE Guidance 2024	September 2024	April 2024
March 2025	To reflect changes in RSE Guidance 2025	September 2025	April 2025
March 2026	To reflect changes in RSE Guidance 2026		

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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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

Pupils can develop an awareness of their own personal development and well-being.

2. Statutory requirements

In the **primary phase** we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996.
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

In the **secondary phase**, we must provide RSE to all pupils under section 34 of the [Children and Social Work Act 2017](#).

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](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Bemrose School, we teach RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – all parents/carers and any interested parties were given the opportunity to look at the policy and make recommendations
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

RSE is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care, for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes. Effective sex and relationship education is essential if young people are to make responsible and well-informed decisions about their lives.

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our RSE curriculum is set out as per Appendices 1 and 2, but we may need to adapt where necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Pupil voice is used to inform planning. Our curriculum has been developed to ensure that contextual information relevant to our setting is embedded.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSE

In the Primary Phase, RSE is taught by the class teacher and delivered through the PSHE, Science and Citizenship lessons. In the Secondary Phase, RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Specific lessons that include sex education lessons are highlighted in the scheme of work. Biological aspects of RSE are also taught within the Science curriculum, and other aspects are included in Religious Education (RE). Pupil voice is gathered throughout each academic year and this informs/shapes the curriculum direction to meet the local needs. For Secondary pupils, a stand-alone sex education session may be delivered by the school nurse. The SEND team helped to write aspects of the PSHE scheme of work to include strategies, adaptations, and accessible ways for pupils to show their knowledge. Key themes, which have a focus on preparing pupils for adulthood, such as 'Relationships' (a theme covered by each year group), are sensitively taught and discussed with SEND pupils in their social skills and life skills lessons. The lessons are sequenced alongside mainstream delivery so that key themes are reinforced. Where specific issues, themes or needs arise someone in the SEND team, such as the pupils' keyworker, will respond on a 1-2-1 basis and where necessary engage external agencies.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size

- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations
- Social skills and life skills lessons will provide opportunities to support SEND pupils prepare for adulthood.
- Core knowledge will be taught to pupils in Night School (internal alternative provision) in small groups.

Primary Phase:

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

Primary sex education will focus on:

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

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

We use a nationally recognised programme in the primary phase called SCARF which aligns with national standards ([SCARF: Safety, Caring, Achievement, Resilience, Friendship](#)).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

For more information about our RSE curriculum, see Appendices 1 and 2.

In Year 6 the pupils classroom teacher teaches a non-compulsory sex education lesson about conception and birth. It covers the following learning objectives:

- Identify the changes that happen through puberty to allow sexual reproduction to occur.
- Know a variety of ways in which the sperm can fertilise the egg to create a baby.
- Know the legal age of consent and what it means.

Secondary Phase

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships, including:

- Families
- Respectful relationships, including friendships
- Online safety and awareness
- Being safe
- Intimate and sexual relationships, including sexual health

RSE complements several other curriculum subjects. Where appropriate, the school will look for opportunities to make links between the subjects and integrate teaching. The RSE curriculum will be delivered by appropriately trained members of staff.

Teachers will make sure that pupils understand the importance of equality and respect, and learn about the law relating to the protected characteristics, as set out in the Equality Act 2010, by the end of their secondary education. The curriculum is designed to focus on pupils of all gender identities and expressions, and activities will be planned to make sure all are actively involved.

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games and quizzes
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

In the secondary phase we use an adapted combination of resources from the nationally recognised programmes 'Life Lessons' (<https://lifelessons.co.uk/>) and also the 'PSHE association' (<https://pshe-association.org.uk/>) which aligns with national standards.

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

The school will have the same high expectations of the quality of pupils' work in RSE and health education as for other curriculum areas. Lessons will be planned to provide suitable challenge to pupils of all abilities. Teaching will be assessed and assessments used to identify where pupils need extra support or intervention. There are no formal examinations for RSE and health education; however, to assess pupil outcomes, the school will capture progress in the following ways:

- Discussion based on activities during lessons
- Reflection and assessment for learning during lessons
- Knowledge checks at the end of each unit
- Exam style questions where appropriate (in subjects that cover RSE content such as science)

It is important for secondary pupils to know what the law says about certain topics covered in RSE, particularly in relation to the law and young people. This will help pupils identify what is right and wrong, and can provide a foundation of knowledge for deeper discussion. These topics include, but are not limited to:

- Marriage, including forced marriage and civil partnerships
- Consent, including the age of consent
- Domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty
- Sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour
- Online behaviours including image and information sharing (including sexual imagery, youth-produced sexual imagery and including AI-generated sexual imagery and deepfakes). Pupils should understand the law about online sexual harassment and online sexual abuse, including grooming and sextortion
- Pornography
- Abortion
- The protected characteristics
- The age of criminal responsibility

For more information about our RSE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

Post 16

Delivered by a designated team of teachers, in Year 12 and Year 13, RSE content is covered through the following focus in lessons:

- Control in relationships
- Contraception
- STIs
- Child Sexual Exploitation
- LGBT+ rights

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).

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
 - Safe and supported
 - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

7. Use of external organisations and materials

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

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Comply with:
 - This policy

- The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
 - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
 - Review any case-study materials and look for feedback from other people the agency has worked with
 - Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
 - Ask to see in advance any materials that the agency may use
 - Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
 - Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
 - Check the agency's protocol for taking pictures or using any personal data they might get from a session
 - Remind teachers that they can say "no" or, in extreme cases, stop a session
 - Make sure that the teacher is in the room during any sessions with external speakers
 - Inform all external organisations that the school is legally obliged to share all content with parents and carers
 - Share all external materials with parents and carers

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

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

8.2 The Executive Headteacher

The executive headteacher is responsible for making sure that RSE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

These are examples and need to be updated accordingly.

- Delivering RSE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) Beccy Broderick
- Liaising with the SENCO, Anne-Marie Kearney, to identify and respond to individual needs of pupils with SEND. Liaising with the RSE and health education subject leader Harriet Sherwood on key topics, resources and support for individual pupils.

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 executive headteacher.

Primary classroom teachers are responsible for the delivery of the PSHE programme in EYFS, KS1 and KS2.

Humanities teachers and those with PSHE allocated to their timetable are responsible for the delivery of KS3, KS4 and KS5 provision. Form tutors may explore elements of RSE with the pupils in their form. Learning walks take place to monitor delivery.

8.4 Pupils

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

9. Parents' right to withdraw

Primary Phase

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

Parents/carers do have the right to withdraw their child 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 executive headteacher.

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

Secondary Phase

Parents/carers have the right to request to withdraw their child from the non-statutory/non-science components of sex education within RSE up to and until 3 terms before the pupil turns 16. After this point, if the pupil wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of any withdrawal requests will be placed in the pupil's educational record. The executive headteacher will discuss the request with parents/carers and take appropriate action and provide the parents/carers with their decision in writing.

A request which results in a withdrawal will have the duration of one academic year, in which time pupils will be covering different age-appropriate RSE content. A new request form must be submitted for each academic year.

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

As of March 2026 there has been 1 parental withdrawal request.

In exceptional circumstances, for example because of a safeguarding concern or a pupil's specific vulnerability, the executive headteacher can refuse a request to withdraw the pupil from sex education

10. Training

A select team will deliver and are familiarised with the RSE programme of study. Teachers are trained on the pastoral nature of their role as part of their induction and it is included in our continuing professional development calendar.

The Deputy Headteacher: Inclusion, or the lead teacher for PSHE may invite professionals from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

11. Monitoring arrangements

The delivery of RSE is monitored by the Head of the Primary and Secondary Phase and the Assistant Headteacher – Personal Development, through:

- Line management meetings with lead teachers, with responsibility for PSHE in both phases
- Reviews of schemes of work learning walks and lesson observations.
- Pupils' development in RSE is monitored by class teachers as part of the internal assessment system including learning walks and the internal faculty review process.

This policy will be reviewed by the Executive Headteacher every year and at every review, the policy will be approved by the Governing Board.

This will correspond with the safeguarding audit which the Governors will monitor.

Appendix 1: Curriculum map

Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Reception	Autumn 1	Me and my relationships • Talk about similarities and differences. • Name special people in their lives. • Describe different feelings. • Identify who can help if they are sad, worried or scared. • Identify ways to help others or themselves if they are sad or worried	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this.
Reception	Spring 2	Growing and changing: Where do babies come from? • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that a man and woman are needed to make a baby. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe. Me and body: girls and boys • Understand that there are changes in nature and humans. • Name the different stages in childhood and growing up. • Understand that babies are made by a man and a woman. • Use the correct vocabulary when naming the different parts of the body. • Know how to keep themselves safe	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1	Spring 1	Me and my relationships: Good friends - Identify simple qualities of friendship. - Suggest simple strategies for making up.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this.
Year 1	Summer 2	Growing and changing: Keeping privates private - Identify parts of the body that are private. - Describe ways in which private parts can be kept private. - Identify people they can talk to about their private parts	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this.
Year 2	Autumn 1	Me and my relationships: Being a good friend - Recognise that friendship is a special kind of relationship. - Identify some of the ways that good friends care for each other.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2	Summer 2	Growing and changing: my body, your body • Identify which parts of the human body are private. • Explain that a person's genitals help them to make babies when they are grown up. • Understand that humans mostly have the same body parts but that they can look different from person to person. Respecting privacy • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this.
Year 3	Spring 1	Me and my relationships: Friends are special • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information. Looking after our special people • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 3	Summer 2	Growing and changing: Body space • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information. My changing body • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this
Year 4	Autumn 1	Me and my relationships: Ok or not ok part 1 and part 2 • Explain what privacy means. • Know that you are not allowed to touch someone's private belongings without their permission. • Give examples of different types of private information.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 4	Summer 1	Growing and changing: all change - Identify parts of the body that males and females have in common and those that are different. - Know the correct terminology for their genitalia. - Understand and explain why puberty happens. Preparing for changes at puberty - Know the key facts of the menstrual cycle. - Understand that periods are a normal part of puberty for girls. - Identify some of the ways to cope better with periods. Together - Understand that marriage is a commitment to be entered into freely and not against someone's will. - Recognise that marriage includes same sex and opposite sex partners. - Know the legal age for marriage in England or Scotland. - Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Autumn 1	Me and my relationships: How good a friend are you? • Understand that marriage is a commitment to be entered into freely and not against someone's will. • Recognise that marriage includes same sex and opposite sex partners. • Know the legal age for marriage in England or Scotland. • Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony. Relationship cake recipe • Identify what things make a relationship unhealthy. • Identify who they could talk to if they needed help. Being assertive • Identify characteristics of passive, aggressive and assertive behaviours. • Understand and rehearse assertiveness skills.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 5	Summer 2	Growing and changing: growing up and changing bodies • Identify some products that they may need during puberty and why. • Understand changes to the body during puberty, including those linked to oral health. • Know what menstruation is and why it happens Changing bodies and feelings: • Know the correct words for the external sexual organs; If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this. • Discuss some of the myths associated with puberty	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Autumn 1	Me and my relationships: solve the relationship problem • Recognise some of the challenges that arise from friendships. • Suggest strategies for dealing with such challenges demonstrating the need for respect and an assertive approach Don't force me • Describe ways in which people show their commitment to each other. • Know the ages at which a person can marry, depending on whether their parents agree. • Understand that everyone has the right to be free to choose who and whether to marry. Acting appropriately • Recognise that some types of physical contact can produce strong negative feelings. • Know that some inappropriate touch is also illegal.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 6	Summer 2	Growing and changing; is this normal? • Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it. • Suggest strategies that would help someone who felt challenged by the changes in puberty. • Understand what FGM is and that it is an illegal practice in this country. • Know where someone could get support if they were concerned about their own or another person's safety. Making babies • Identify the changes that happen through puberty to allow sexual reproduction to occur. • Know a variety of ways in which the sperm can fertilise the egg to create a baby. • Know the legal age of consent and what it means.	If parents wish to access the school resources we use in lessons, please contact class teacher via Dojo to discuss this
Year 7	Spring 1	Healthy relationships • What makes a good friendship? • Should I make friends online? • How can I have a respectful relationship? • What is consent? • What do different families look like?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 7	Spring 2	Safety in the community • How can I manage risk at home? • How can I stay safe online? • How can I stay safe around roads? • How can I stay safe around water? • First aid • Bleeding and shock	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 7	Summer 1	Body awareness • How does my body change through puberty? • What is privacy and consent? SE • What do I need to know about periods? • What do I need to know about my body? SE • How does sexual awareness develop? SE • Why is body image and self-care important?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 8	Autumn 1	Issues in society • What are some of societies biggest social issues? • How can we support homeless people? • Refugees and asylum seekers • What is homophobia? • What is gender-based violence? • What are the key environmental issues?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 8	Spring 1	Financial independence • What is the economy? • How can I manage my money? • How can money be managed as an adult? • How can I avoid debt? • How can I identify fraud and scams? • How can I protect my money?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 8	Spring 2	Healthy lifestyle • What do I need to know about my rights? • How does the media influence body image? • What is the link between physical and mental health? • How do different attitudes impact mental health? • First aid • First aid allergies	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 8	Summer 1	Safe relationships • What makes a healthy relationship? • What makes a healthy friendship? • How do romantic relationships differ? • What are the benefits and risks of relationships and intimacy online? SE • How can I manage unhealthy relationships, boundaries and consent? • What are the practices and consequences of FGM and forced marriage?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Autumn 2	How can I use my voice effectively? • How can I use my voice effectively? • How can positive role models help me? • What is discrimination and prejudice? • How can peer pressure, exploitation & knife crime influence behaviour? • How can we promote anti-racism? • How can I stand up towards sexual violence and harassment? • What rights do we have to express our ideas and opinions?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 9	Spring 1	Managing risks relating to sex and relationships • How can I manage peer pressure? • What is readiness for sex? SE • What is consent? (Part 1) SE • What is consent? (Part 2) SE • What is sexual health and STIs? SE • What are contraceptive methods? SE	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 9	Spring 2	Mental health • What is mental health? • How can I manage mental health? • How can I deal with changes in life? • How can study skills be used for resilience and managing stress? • How can I cultivate a positive relationship with my body?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 9	Summer 1	Managing risk in my life • What are the risks of gambling and online fraud? • What are the risks of alcohol? • What are the risks behind drugs? • How can I make healthy choices? • First aid • Choking and head injuries	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 10	Autumn 1	What are human rights? • What are human rights? • How can human rights be violated? • Who campaigns to protect human rights? • How does international law impact human rights? • How are people protected from discrimination in the workplace? • Which right matters the most?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 10	Autumn 2	How can I prepare for work experience? • Why is work experience important? • What skills can you bring to work experience? • How can I make a good first impression? • How can I stay safe on work experience • What is Unifrog?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 10	Spring 1	How can I maintain a healthy lifestyle? • How can I manage alcohol and drug misuse? • How can I look after my mental wellbeing? • How can I make healthy choices – cosmetic and plastic surgery? • How can I make healthy choices? Organ donation, vaccines and health clinics • Why is self-examination important? • How can I manage pressurised situations?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 10	Spring 2	How can I stay safe online? • How can you protect your personal information online? • How can knowing my rights keep me safe online? • What are the risks of fake news and echo chambers? • What are the impacts of social media? • First aid • First aid – chest pain	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 10	Summer 1	How can I maintain healthy relationships? • Why do people choose to enter legally binding relationships? • How can we resolve conflicts in family relationships? • What are the signs of an abusive relationship? • What is sexual violence? • What is FGM? • What is the influence of the media in values, attitudes and behaviour?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Summer 2	What differences do people have? • What is discrimination? • What is racism? • Why is pride important? • What is transphobia? • How is life difficult for transgender children and teens? • What is ablism and learning difficulties?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 11	Autumn 1	Preparing for now and the future • What are my plans for the future? • What skills do I need for the future? • How can I build motivation and self-worth? • How can I cope with exam stress and be resilient? • How can I maintain a healthy lifestyle? • How can we tackle challenges in the workplace?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 11	Autumn 2	Safety in the real world • How can I be influenced and influence others? • What is consent and how can I deal with rejection? • What is FGM? • What constitutes as an abusive relationship • How do beauty standards cause body image disorders? • Is vulnerability in a relationship good or bad? • Pornography SE	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Year 11	Spring 1	Body Awareness • What is readiness for sex? SE • What is sexual health? STIs, testing and protection SE • What are the stages of pregnancy and how do choices influence pregnancy? • How can I be prepared for parenthood and fertility in the future? • How can I show empathy to parenthood and infertility?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk
Year 11	Summer 1	Community • First aid • How do we assess and treat bone, muscle and joint injuries? • How can I contribute to the medical community? • How can I improve my local community? • How can I influence decision making nationally and locally?	If parents wish to access the school resources we use in lessons, please contact the school at admin@bemrose.derby.sch.uk

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. 3. That the families of other children, 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. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 6. How to recognise if family relationships are making them
Caring friendships	1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

TOPIC	PUPILS SHOULD KNOW
Being safe	1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

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

TOPIC	PUPILS SHOULD KNOW
Families	1. That there are different types of committed, stable relationships 2. How these relationships might contribute to wellbeing, and their importance for bringing up children 3. Why marriage or civil partnership is an important relationship choice for many couples. The legal status of marriage and civil partnership, including that they carry legal rights, benefits and protections that are not available to couples who are cohabiting or who have, for example, undergone a non-legally binding religious ceremony 4. That 'common-law marriage' is a myth, and cohabitants do not obtain marriage-like status or rights from living together or by having children 5. That forced marriage and marriage before the age of 18 are illegal

TOPIC	PUPILS SHOULD KNOW
	- How families and relationships change over time, including through birth, death, separation and new relationships. - The roles and responsibilities of parents with respect to raising children, including the characteristics of successful parenting and the importance of the early years of a child's life for brain development. - How to judge when a relationship is unsafe and where to seek help when needed, including when pupils are concerned about violence, harm, or when they are unsure who to trust
Respectful relationships, including friendships	- About the characteristics of positive relationships of all kinds, online and offline, including romantic relationships. For example, pupils should understand the role of consent, trust, mutual respect, honesty, kindness, loyalty, shared interests and outlooks, generosity, boundaries, tolerance, privacy, and the management of conflict, reconciliation and ending relationships - How to evaluate their impact on other people and treat others with kindness and respect, including in public spaces and including strangers. Pupils should understand the legal rights and responsibilities regarding equality, and that everyone is unique and equal - The importance of self-esteem, independence and having a positive relationship with oneself, and how these characteristics support healthy relationships with others. This includes developing one's own interests, hobbies, friendship groups, and skills. Pupils should understand what it means to be treated with respect by others - What tolerance requires, including the importance of tolerance of other people's beliefs - The practical steps pupils can take and skills they can develop to support respectful and kind relationships. This includes skills for communicating respectfully within relationships and with strangers, including in situations of conflict - The different types of bullying (including online bullying), the impact of bullying, the responsibilities of bystanders to report bullying and how and where to get help - Skills for ending relationships or friendships with kindness and managing the difficult feelings that endings might bring, including disappointment, hurt or frustration - The role of consent, including in romantic and sexual relationships. Pupils should understand that ethical behaviour goes beyond consent and involves kindness, care and attention to the needs and vulnerabilities of the other person, as well as an awareness of power dynamics. Pupils should understand that just because someone says 'yes' to doing something that doesn't automatically make it ethically okay

TOPIC	PUPILS SHOULD KNOW
	9. How stereotypes, in particular stereotypes based on sex, gender, gender reassignment, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice). Pupils should be equipped to recognise misogyny and other forms of prejudice 10. How inequalities of power can impact behaviour within relationships, including sexual relationships. For example, how people who are disempowered can feel they are not entitled to be treated with respect by others or how those who enjoy an unequal amount of power might, with or without realising it, impose their preferences on others 11. How pornography can negatively influence sexual attitudes and behaviours, including by normalising harmful sexual behaviours and by disempowering some people, especially women, to feel a sense of autonomy over their own body and providing some people with a sense of sexual entitlement to the bodies of others 12. How some sub-cultures might influence our understanding of sexual ethics, including the sexual norms endorsed by so-called 'involuntary celibates' (incels) or online influencers
Online safety and awareness	1. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online 2. About online risks, including that any material they provide provides to another has the potential to be shared and circulated online and the difficulty of removing potentially compromising material placed online. They should also understand the difference between public and private online spaces and related safety issues 3. Not to provide material to others that they would not want to be distributed further and not to pass on personal material which is sent to them. Pupils should understand that any material provided online might be circulated, and that once this has happened there is no way of controlling where it ends up. Pupils should understand the serious risks of sending material to others, including the law concerning the sharing of images 4. About the characteristics of social media, including that some social media accounts are fake, and/or may post things which aren't real or have been created with AI. They should also know that social media users may say things in more extreme ways than they might in face-to-face situations, and that some users present highly exaggerated or idealised profiles of themselves online 5. That keeping or forwarding indecent or sexual images of someone under 18 is a crime (even if the photo is of themselves or someone who has consented, and even if the photo was created by that child and/or using AI). That there are potentially

TOPIC	PUPILS SHOULD KNOW
	serious consequences of acquiring or generating these images. That sharing indecent images of people over 18 without their consent is also a crime 6. How to seek support. They should also understand that they will not be in trouble for asking for help, either at school or with the police, if an image of themselves has been shared 7. What to do and how to report when they are concerned about material that has been circulated, including personal information, images or videos, and how to manage issues online 8. About the prevalence of deepfakes including videos and photos, how deepfakes can be used maliciously as well as for entertainment, the harms that can be caused by deepfakes and how to identify them 9. That the internet contains inappropriate and upsetting content, some of which is illegal, including unacceptable content that encourages misogyny, violence or use of weapons 10. Where to go for advice and support about something they have seen online. Pupils should understand that online content can present a distorted picture of the world and normalise or glamourise behaviours which are unhealthy and wrong 11. That social media can lead to escalations in conflicts, how to avoid these escalations and where to go for help and advice 12. How to identify when technology and social media is used as part of bullying, harassment, stalking, coercive and controlling behaviour, and other forms of abusive and/or illegal behaviour and how to seek support about concerns 13. That pornography, and other online content, often presents a distorted picture of people and their sexual behaviours and can negatively affect how people behave towards sexual partners. That this can affect people who see pornographic content accidentally, as well as those who see it deliberately. That pornography can also portray misogynistic behaviours and attitudes which can negatively influence those who see it 14. How information and data is generated, collected, shared and used online 15. That websites may share personal data about their users, and information collected on their internet use, for commercial purposes (for example, to enable targeted advertising) 16. That criminals can operate online scams, such as using fake websites or emails to extort money or valuable personal information. This information can be used to the detriment of the person or wider society. About risks of sextortion, how to identify online scams relating to sex, and how to seek support if they have been scammed or involved in sextortion

TOPIC	PUPILS SHOULD KNOW
	17. That AI chatbots are an example of how AI is rapidly developing, and that these can pose risks by creating fake intimacy or offering harmful advice. That it is important to be able to critically think about new types of technology as they appear online and how they might pose a risk
Being safe	1. How to recognise, respect and communicate consent and boundaries in relationships, including in early romantic relationships (in all contexts, including online) and early sexual relationships that might involve kissing or touching. That kindness and care for others requires more than just consent 2. That there are a range of strategies for identifying, resisting and understanding pressure in relationships from peers or others, including sexual pressure, and how to avoid putting pressure on others 3. How to determine whether other children, adults or sources of information are trustworthy, how to judge when a relationship is unsafe (and recognise this in the relationships of others); how to seek help or advice, including reporting concerns about others if needed 4. How to increase their personal safety in public spaces, including when socialising with friends, family, the wider community or strangers. About ways of seeking help when needed and how to report harmful behaviour. That there are strategies they can use to increase their safety, and that this does not mean they will be blamed if they are victims of harmful behaviour. About the importance of trusting their instincts when something doesn't feel right, and they should understand that in some situations a person might appear trustworthy but have harmful intentions 5. What constitutes sexual harassment or sexual violence, and that such behaviour is unacceptable, emphasising that it is never the fault of the person experiencing it 6. That sexual harassment includes unsolicited sexual language, attention or touching, taking and/or sharing intimate or sexual images without consent, public sexual harassment, pressuring other people to do sexual things, and upskirting 7. About concepts and laws relating to: • Sexual violence, including rape and sexual assault • Harmful sexual behaviour, which includes all types of sexual harassment and sexual violence among young people but also includes other forms of concerning behaviour like using age-inappropriate sexual language • Domestic abuse, including controlling or coercive behaviour, emotional, sexual, economic or physical abuse, and violent or threatening behaviour

TOPIC	PUPILS SHOULD KNOW
	• Harms which are exploitative, including sexual exploitation, criminal exploitation and abuse, grooming, and financial exploitation • Forced marriage • Female genital mutilation (FGM), virginity testing and hymenoplasty 8. That fixated, obsessive, unwanted and repeated behaviours can be criminal, and where to get help if needed 9. That strangulation and suffocation are criminal offences, and that strangulation (applying pressure to the neck) is an offence, regardless of whether it causes injury 10. That any activity that involves applying force or pressure to someone's neck or covering someone's mouth and nose is dangerous and can lead to serious injury or death 11. That pornography presents some activities as normal which many people do not and will never engage in, some of which can be emotionally and/or physically harmful 12. How to seek support for their own worrying or abusive behaviour, or for worrying or abusive behaviour they have experienced from others, including information on where to report abuse and where to seek medical attention when required, for example after an assault
Intimate and sexual relationships, including sexual health	1. That sex, for people who feel ready and are over the age of consent, can and should be enjoyable and positive 2. The law about the age of consent, that they have a choice about whether to have sex, that many young people wait until they are older, and that people of all ages can enjoy intimate and romantic relationships without sex 3. About sexual consent and their capacity to give, withhold or remove consent at any time, even if initially given, as well as the considerations that people might take into account prior to sexual activity, such as the law, their faith and family values. That kindness and care for others require more than just consent 4. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing 5. That some sexual behaviours can be harmful 6. The facts about the full range of contraceptive choices, efficacy and options available, including male and female condoms, and signposting towards medically accurate online information about sexual and reproductive health to support contraceptive decision making

TOPIC	PUPILS SHOULD KNOW
	7. That there are choices in relation to pregnancy. Pupils should be given medically and legally accurate and impartial information on all options, including keeping the baby, adoption, abortion and where to get further help 8. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted. How risk can be reduced through safer sex (including through condom use) 9. About the use and availability of the HIV prevention drugs pre-exposure prophylaxis (PrEP) and post exposure prophylaxis (PEP), and how and where to access them. The importance of, and facts about, regular testing and the role of stigma 10. About the prevalence of STIs, the short and long-term impact they can have on those who contract them, and key facts about treatment 11. How the use of alcohol and drugs can lead people to take risks in their sexual behaviour 12. How and where to seek support for concerns around sexual relationships including sexual violence or harms 13. How to counter misinformation, including signposting towards medically accurate information and further advice, and where to access confidential sexual and reproductive health advice and treatment

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSE

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

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

Addendum: PSHE Learner journey

