

# Relationships, Sex Education and Physical Health and Mental Well-Being Policy

<b>Policy Level and Description:</b>	2	<u>TKAT Statutory Policy Guidance</u> SCHOOL POLICIES WILL INCLUDE CERTAIN CORE TEXT WITH SCHOOL-SPECIFIC ADDITIONS  ALL Schools require a policy on this topic/area. All local governing bodies will follow and have due regard to this model when drafting their local policy.	
<b>Reviewed by: (Trust Officer)</b>	Hester Wooller CEO	<b>Reviewed by: (School representative)</b>	L Henderson Headteacher
<b>Approved by: (Trust Committee/Trust Board)</b>	CECE	<b>Approved by: (LGB/LGB Committee)</b>	LGB
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# Contents

1. Introduction .....	3
2. Aims .....	3
3. Statutory requirements .....	4
4. Policy development .....	4
5. Definition .....	5
6. Curriculum .....	5
7. Delivery of RSE .....	5
7.1 Inclusivity .....	6
7.2 Use of Resources .....	7
8. Roles and responsibilities .....	7
9. Parents' right to withdraw .....	8
10. Training.....	8
11. Monitoring arrangements.....	8

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*We are a family of distinctive schools at the heart of the diverse communities we serve. In line with our Christian ethos, we aspire to excellent learning and pastoral care for pupils and staff and are committed to being open and welcoming to all.*

## **1. Introduction**

The Keys Academy Trust (TKAT) believes that in order to create a happy and successful adult life, children need to have the self confidence to make informed decisions about their wellbeing, health and relationships. Relationships and sex education (RSE) is about giving children the information they need to help them develop healthy, nurturing relationships of all kinds, not just intimate relationships. Health education is giving pupils information to make well-informed, positive choices about their own health and wellbeing. TKAT recognises that physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

TKAT has a responsibility under the Equality Act 2010 to ensure the best for all pupils at its schools irrespective of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, pregnancy, maternity, religion or sexual orientation. As a result, RSE will be sensitive to the different needs of individual pupils and may need to adapt and change over time to reflect the needs of the particular cohort. TKAT schools may also take positive action, where it can be shown that it is proportionate, to deal with particular disadvantages affecting one group because of a protected characteristic.

All teaching will be sensitive and age appropriate in approach and content. At the point at which the Trust considers it appropriate to teach pupils about lesbian, gay, bisexual and transgender (LGBT), TKAT schools will ensure that this content is fully integrated into programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson.

TKAT is aware of the need to be mindful of, and respectful to a wide variety of faith and cultural beliefs within its schools which will make every attempt to be appropriately sensitive. Equally, it is essential that children still have access to the learning they need to stay safe, healthy, and understand their rights as individuals. TKAT believes that its pupils deserve the right to honest, clear, impartial scientific and factual information to help better form their own beliefs and values, free from bias, judgement, or subjective personal beliefs of those who teach them.

## **2. Aims**

Through the delivery of high quality, evidence-based and age-appropriate RSE, the Trust aims to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to sexuality and relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their education TKAT hopes pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Relationships education, RSE and health education are intended to help pupils to:

- Build healthy, respectful relationships focusing on family and friends.
- Understand how to be healthy and be aware of potential risk areas (such as drugs and alcohol).
- Learn about relationships and sex.
- Learn about mental wellbeing.
- Develop key personal attributes, such as kindness, integrity, generosity and honesty.

The RSE curriculum will be implemented in a sensitive way, in accordance with the Christian values of TKAT, taking into account the diverse backgrounds of the communities we serve.

### 3. Statutory requirements

TKAT primary schools, must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). This would include the elements of sex education contained in the science curriculum.

In teaching RSE, we are required by our funding agreements to 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 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (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 TKAT schools we teach RSE as set out in this policy.

### 4. Policy development

TKAT schools will consult parents and stakeholders when developing and reviewing this RSE policy. This policy has been developed in consultation with staff, pupils and parents and then agreed by Trustees. TKAT has agreed the definition and aims, and will review them annually while individual schools will review and revise the other elements of the policy annually.

This policy should be read alongside the following TKAT policies: Child Protection and Safeguarding, Online Safety, SEND, PSHE, RE, Science.

The policy was developed in line with the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers DfE July 2019* and the Church of England Policy Template for RSE, November 2019.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

<https://www.churchofengland.org/more/education-and-schools/church-schools-and-academies/relationships-sex-and-health-education>

## 5. Definition of relationships and sex education (RSE)

Relationship Education concerns the development of pupils' understanding and ability to have positive, healthy, meaningful and sustained relationships of all kinds. It concerns the emotional, social and cultural development of pupils, and includes healthy living, personal identity, the importance of being in relationships with others, healthy relationships and staying safe, and respecting others.

Primary schools in TKAT may also choose to teach Sex Education, although this is not a statutory requirement for primary schools. Sex education concerns the development of pupils' understanding of sex, sexual health and human sexuality.

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

RSE will always be taught in an age appropriate manner, and will be taught in ways which recognise the cultural and religious backgrounds of all those in the school community.

## 6. Curriculum

Our curriculum is set out as per Appendix 3 but we may need to adapt/amend curriculum content to respond to the context and issues affecting pupils in an age-appropriate manner. Our school will inform parents of any significant changes to curriculum content.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online. If appropriate, staff will inform parents if particular questions are raised by a child for them to discuss at home.

For more information about our curriculum, see our curriculum map in Appendix 3.

## 7. 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. Lessons will typically be delivered by the class teacher; however, health professionals may be used to support the delivery of teaching if available. Each school will ensure the delivery and content will be made accessible to all pupils, including those with special educational needs.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

These skills 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. **See Appendix 2 for an overview of curriculum content taught.**

Pupils in Year 5 and Year 6 also receive stand-alone sex education sessions. Please see Appendix 3 for information about what is covered. Parents have the right to withdraw their child from these sessions. Information will be provided to parents regarding the curriculum content of these sessions. If a parent is considering withdrawing their child from these sessions, we encourage them to speak to the Headteacher.

### **7.1 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

### **Pupils with special educational needs and/or disabilities**

The Trust will endeavour to ensure that RSE, relationships education and health education is accessible for all pupils. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and RSE, relationships education and health education may be particularly important for such pupils, for example those with social, emotional and mental health needs or learning disabilities. Teaching will be sensitive, age-appropriate, developmentally appropriate, differentiated and personalised to meet the specific needs of pupils at different developmental stages.

Staff will make reasonable adjustments to alleviate disadvantages faced by pupils with disabilities and will be mindful of the SEND Code of Practice and the Trust's SEND policy when planning for these subjects.

## 7.2 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, developmental stage and background of our 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

## 8. Roles and responsibilities

### 8.1 The governing board

TKAT Board of Trustees will review and approve the Definition and Aims of RSE across the Trust. The Local Governing Body will review the remainder of the policy and approve the RSE policy for their school, and hold the headteacher/head of school to account for its implementation.

### 8.2 The Headteacher/Head of School

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

The headteacher/head of school will ensure that staff are supported, receive regular professional development training in how to deliver RSE and are up to date with policy changes. They will ensure that RSE is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The headteacher/head of school will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND, and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents about any concerns or opinions regarding RSE, relationships and health education provision.

### 8.3 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, including those with SEND

- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory 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.

#### **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**

TKAT hopes that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents only have the right to withdraw their children from the non-statutory components of RSE. All other aspects of the RSE curriculum are statutory and part of the national curriculum.

Requests for withdrawal should be put in writing and addressed to the headteacher/head of school. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

If the decision to withdraw is made, alternative work will be given to pupils who are withdrawn from RSE.

#### **10. 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/head of school will also invite visitors from outside the school, such as school nurses to provide support and training to staff teaching RSE.

#### **11. Monitoring arrangements**

The delivery of RSE is monitored by the subject leader and headteacher/head of school in a variety of ways. These may include:

- Learning walks
- Planning monitoring
- Pupil conferencing
- Book monitoring

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

This policy will be reviewed by TKAT annually. Following review, the policy will be approved by the Local Governing Body.

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.

- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.



## Right to withdraw your child



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.



You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

## Appendix 2: Curriculum Overview

### By the end of primary school children will learn about:

<b>Families and people who care for me</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• that families are important for children growing up because they can give love, security and stability.</li><li>• 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.</li><li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect everyone, however different their family may be, and know that other children's families are also characterised by love and care.</li><li>• 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.</li><li>• that marriage<sup>1</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li></ul>
<b>Caring friendships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"><li>• how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>• 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.</li><li>• 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.</li></ul>

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<sup>1</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious. The legal age of marriage in England is now 18 years.

<b>Respectful relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• 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.</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>• the conventions of courtesy and manners.</li> <li>• the importance of self-respect and how this links to their own happiness.</li> <li>• 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.</li> <li>• 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.</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not.</li> <li>• 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.</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li> <li>• how information and data is shared and used online.</li> </ul>
<b>Being safe</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>• 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.</li> <li>• that each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>• where to get advice e.g. family, school and/or other sources.</li> </ul>

## APPENDIX 3

### Relationships Education curriculum map

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS
Reception	A/S/S	Please our Curriculum Intentions and Overview on our school website	<b>PSE</b> Self-confidence and self esteem Making Relationships Behaviour and Self Control Sense of Community Self-Care Healthy and Bodily Awareness
Year 1	A/S/S	Please our Curriculum Intentions and Overview on our school website	1a, to recognise what they like and dislike, what is fair and unfair and what is right and wrong 1b, to share their opinions on things that matter to them and explain their views 1c, to recognise, name and deal with their feelings in a positive way 1d, to think about themselves, learn from their experiences and recognise what they are good at 2a, to take part in discussions with one other person and the whole class 2c, to recognise choices they can make and recognise the difference between right and wrong 2e, to realise that people and other living things have needs and that they have responsibilities to meet them 2f, that they belong to various groups and communities, such as family and school 3a to make simple choice that improve their health and well-being 3e, the names of the main parts of the body 4b, to listen to people and play and work cooperatively 4c, to recognise how their behaviour affects other people, to identify and respect the differences and similarities between people 4d that family and friends should care for each other

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS
Year 2	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b share their opinions on things that matter to them and explain their views</p> <p>1d, to think about themselves, learn from their experiences and recognise what they are good at</p> <p>2e, to realise that people and other living things have needs, and that they have responsibilities to meet them</p> <p>3a, how to make simple choices that improve their health and well-being</p> <p>3b, to maintain personal hygiene</p> <p>3d, about the process of growing from young to old and how people's needs change 4d that families and friends should care for each other</p> <p>3e, the names of the main parts of the body</p> <p>4c, to identify and respect the differences and similarities between people</p> <p><b>National Curriculum Science</b></p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p> <p>Sc2/1b, that animals including humans move, feed, grow, use their senses, and reproduce</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS
Year 3	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1b, to recognise their worth as individuals by identifying positive things about themselves and their achievements, seeing their mistakes, making amends and setting personal goals PSHE &amp; Citizenship Framework</p> <p>1c, to face new challenges positively by collecting information, looking for help, making responsible choices and taking action</p> <p>2f, to look after their money and realise that future wants and needs may be met through saving</p> <p>3c, about how the body changes as they approach puberty</p> <p>3e, to recognise the different risks in different situations and then decide how to behave responsibly, including sensible road use, and judging what kind of physical contact is acceptable or unacceptable</p> <p>4a that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view 2k, to explore how the media present information</p> <p>4c to be aware of different types of relationship, including marriage and those between friends and families</p> <p>4e to recognise and challenge stereotypes,</p> <p><b>National Curriculum Science</b></p> <p>2a, to recognise and compare the main external parts of the bodies of humans and of other animals</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS
Year 4	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1c, to face new challenges positively by collecting information, looking for help making responsible choices, and taking action</p> <p>1d, to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2f, to resolve differences by looking at alternatives, making decisions and explaining choices</p> <p>4a, that their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>3f, that pressure to behave in an unacceptable or risky way can come from a variety of sources, including people they know, and how to ask for help and use basic techniques for resisting pressure to do wrong</p> <p>4g, where individuals, families and groups can get help and support</p> <p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS
Year 5	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1a, To talk and write about their opinions, and explain their views on issues that affect themselves and society</p> <p>1d, to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2f, about the main stages of the human life cycle</p> <p>2k, To explore how the media present information</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>4e, To recognise and challenge stereotypes</p> <p>4f, That differences and similarities between people arise from a number of factors, including cultural, ethnic, racial and religious diversity gender and disability</p> <p>4a, That their actions affect themselves and others, to care about other peoples feeling and to try to see things from their points of view</p> <p>4c To be aware of different types of relationship, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction 2f, about the main stages of the human life cycle</p> <p>Sex Education – The Jigsaw Changing Me unit includes puberty, reproduction, and emotional changes, focusing on safe relationships, and body changes.</p>

YEAR GROUP	TERM	TOPIC/THEME DETAILS	END OF YEAR/ KEY STAGE STATEMENTS
Year 6	A/S/S	Please our Curriculum Intentions and Overview on our school website	<p><b>PSHE &amp; Citizenship Framework</b></p> <p>1c, To face new challenges positively by collecting information, looking for help, making responsible choices, and taking action</p> <p>1d, to recognise as they approach puberty, how people’s emotions change at that time and how to deal with their feelings towards themselves, their families and others in a positive way</p> <p>2e, That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</p> <p>3b that bacteria and viruses can affect health and that following simple, safe routines can reduce their spread</p> <p>3c, learn about how the body changes as children approach puberty</p> <p>4a That their actions affect themselves and others, to care about other people’s feelings and to try to see things from their points of view</p> <p>4c, To be aware of different types of relations, including marriage and those between friends and families, and to develop the skills to be effective in relationships</p> <p>4g Where individuals, families and groups can get help and support</p> <p><b>National Curriculum Science</b> 1a, that the life processes common to humans and other animals include nutrition, movement, growth and reproduction</p> <p>Sex Education – The Jigsaw Changing Me unit includes puberty, reproduction, and emotional changes, focusing on safe relationships, and body changes.</p>