



# **Relationship & Sex Education and Health Education Policies**

**BEDWELL PRIMARY SCHOOL**

**Bedwell Crescent,  
Stevenage, Herts, SG1 1NJ**

**Updated January 2026**



## CONTENTS

<b>1</b>	<b>Intent: Our School Aims and Expectations</b>
<b>2</b>	<b>School Roles Relating to RSE and PSHE</b>
<b>3</b>	<b>Legal Requirements and Confidentiality</b>
<b>4.i</b>	<b>The Intent of our Relationship and Sex Education</b>
<b>4.ii</b>	<b>Implementation: Outcomes, Delivery and Curriculum</b>
<b>4.iii</b>	<b>Impact: Monitoring and Evaluation</b>
<b>4.iv</b>	<b>Additional Policy Information</b>
<b>5.i</b>	<b>Aims of our Health Education (within PSHE)</b>
<b>5.ii</b>	<b>Implementation: Outcomes, Delivery and Curriculum</b>
<b>5.iii</b>	<b>Impact: Monitoring and Evaluation</b>
<b>6</b>	<b>EYFS and SEND</b>
<b>Appendix A</b>	<b>RSE Curriculum Map</b>
<b>Appendix B</b>	<b>PSHE Skills Progression by Year and Topic</b>
<b>Appendix C</b>	<b>Cross-curricular Links</b>
<b>Appendix D</b>	<b>Assembly Overview</b>
<b>Appendix E</b>	<b>Withdrawal from RSE form</b>

## 1. INTENT: OUR SCHOOL AIMS AND EXPECTATIONS

*Children and young people need knowledge and skills that will enable them to make informed and ethical decisions about their wellbeing, health and relationships. High quality, evidence-based teaching of relationships, sex and health education (RSHE) can help prepare pupils for the opportunities and responsibilities of adult life and support young people to cultivate positive characteristics including resilience, self-worth, self-respect, honesty, integrity, courage, kindness and trustworthiness.*

*Department of Education guidance (July 2025)*

In response to the updated guidance, we have built a Relationships and Sex Education policy in conjunction with a Health Education policy (encompassed within PSHE teaching), with the intent of:

- Helping pupils to develop feelings of respect, confidence and empathy
- Supporting children to make informed decisions about their safety, health and emotions
- Providing a framework in which sensitive discussions can take place
- Creating a positive culture around issues of sexuality and relationships
- Preparing pupils for puberty, and giving them an understanding of sexual development and the importance of health and hygiene
- Creating links with our school values of Empathy, Perseverance, Reflectiveness, Co-operation, Curiosity and Independence.

### Policy Development

This policy has been developed in consultation with staff, pupils and parents. 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 - parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation - we investigated what exactly pupils felt they needed from RSE.
5. Ratification - once amendments were made, the policy was shared with governors and ratified.

## 2. SCHOOL ROLES RELATING TO RSE AND PSHE

### Governors

Governors are responsible for:

- Establishing the RSE/PSHE Policy, in consultation with teachers and parents.
- Ensuring this policy is made available to parents and carers
- Ensuring this policy is in line with other school policies e.g. SEN, Safeguarding etc.
- Ensuring that parents know the statutory parts of the curriculum and which parts they have the right of withdrawal from.
- Establishing a link governor to share in the monitoring and evaluation of the programme.
- Ensuring that the policy provides proper and adequate coverage of the relevant National Curriculum science topics and the setting of RSE within PSHE.

### The Headteacher

The Headteacher takes overall delegated responsibility for the implementation of this policy and for liaison with the Governing Body, parents, appropriate agencies and the Local Education Authority.

### PSHE/RSE Co-ordinator

The co-ordinator, along with the Headteacher, has general responsibility for supporting other members of staff in the implementation of this policy and will provide a lead in the dissemination of the information relating to RSE and PSHE.

### All Staff

Our approach to RSE/PSHE is that of a Whole School Approach. Appropriate training will be given for all staff teaching RSE and PSHE. All staff members (including TAs and lunchtime supervisors) will be encouraged to take part in the parental/staff Growing Up Safe (delivered by Big Talk Educations) session and wherever possible observe the delivery to the children in one of the classes.

### Pupils

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

### 3. LEGAL REQUIREMENTS AND CONFIDENTIALITY

#### **Statutory Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make relationships education compulsory for all pupils receiving primary education and relationships and sex education (RSE) compulsory for all pupils receiving secondary education. They also make health education compulsory in all schools except independent schools. Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

#### **Confidentiality**

All governors, all teachers, all support staff and all parents must be aware of this policy, particularly how it relates to issues of privacy and confidentiality.

Teachers should explain to pupils that they cannot offer unconditional confidentiality in all matters. For example, they must report those which are illegal or abusive to the school Designated Safeguarding Lead. In such circumstances, the pupil would always be informed of this and it made clear that it is the school's duty to keep them safe.

#### **Causes for Concern and Disclosures**

All staff (including our specialist relationship and sex associates such as: BigTalk Education, and the Mental Health Support Team) have up-to-date enhanced DBS checks. All colleagues have a statutory duty to report any causes for concerns or disclosures received from children in our school. These would be fed back immediately to teaching staff in school face-to-face, and followed up in writing to school detailing the action taken on the day. If a child was ever to accuse or implicate a member of school staff, then our outside agencies would liaise directly with the Head Teacher/Board of Governors.

Where a teacher suspects that a child or young person is a victim of or at risk from abuse, they are required to follow the school's Safeguarding Policy and immediately inform the Designated Safeguarding Lead.

**Bedwell Primary School's Designated Safeguarding Lead is:**  
**Emma Shaw (Headteacher) [head@bedwell.herts.sch.uk](mailto:head@bedwell.herts.sch.uk)**

## 4.i THE INTENT OF OUR RELATIONSHIPS AND SEX EDUCATION

**Relationships Education (RE)** is learning about the emotional, social and physical aspects of growing up. It is inclusive of all types of families, to help children understand about loving and caring relationships of all kinds. It should equip children with the information, skills and positive values to have safe relationships, to understand their bodies and to empower them to know they have a choice. This subject can support children to develop resilience and to know when and how to ask for help.

**Sex Education (SE)** provides a safe environment for children to have a factual, age appropriate introduction to human reproduction and to ask questions related to this topic. It should enable children to access a safe source of information. Sex Education in this school will always form part of a broader scheme of work presented in conjunction with RE above, therefore will be referred to as Relationship and Sex Education (RSE).

All content in the RSE curriculum supports the wider work of our school in helping to foster pupil wellbeing and to promote our core values. The fundamental principles of empathy, perseverance, reflectiveness, co-operation, curiosity and independence are key features within our RSE teaching. It is our intention that every child within Bedwell School develops these skills and attributes, in order to grow into happy, successful and respectful members of society.

## 4.ii IMPLEMENTATION: OUTCOMES, DELIVERY AND CURRICULUM

Throughout their schooling at Bedwell, outcomes for our pupils include:

- Pupils should be able to form a strong early understanding of the features of relationships that are likely to lead to happiness and security.
- Pupils should be able to recognise any less positive relationships when they encounter them.

- RSE should create the opportunity to teach pupils about positive emotional and mental well-being, including how friendships can support our mental wellbeing.
- RSE should contribute to the prevention of abuse and protection of children, by teaching the knowledge they need to be safe and to report abuse, including emotional, physical and sexual abuse.
- Children should be prepared for the physiological and emotional changes they will go through during puberty, where possible before these occur. They should be reassured that these are natural and normal changes.

Bedwell School works with BigTalk Education, an award-winning team of specialist RSE facilitators led by Lynette Smith, who is the former Chair of the Sex Education Forum's Advisory Group (the SEF is part of the National Children's Bureau). BigTalk Education's *Growing Up Safe: Whole School Approach* (GUS programme) has been recognised by the Family Planning Association and Children and Young People Now Awards as a Finalist in their Safeguarding Award.

The BigTalk team deliver lessons to each class within our school, (including our Early Years children) for more details please see Appendix A. Our teaching staff observes the BigTalk Education RE and RSE lessons as part of their Continued Professional Development. This teaching is consolidated in the classroom through PSHE sessions, with adults using the same language approach. This ensures that they can reinforce the lesson content and answer any follow up questions with consistency and clarity.

Having worked with Bedwell School since 2017, the impact of the BigTalk programme on our parents, teachers and children has been evidenced as a case study on their website:

["Bedwell Primary School Relationship and Sex Education Case Study"](#)

In addition to this RE and RSE topics form an integral part of our Personal, Social, Health and Economic Education (PSHE), assemblies and science lessons. For a more detailed overview of these learning opportunities, please see Appendixes B, C and D.

### **Parental/Carer Engagement**

As part of our RSE and PSHE teaching, our external partners provide online presentations accessible to all parents, carers, school staff and governors. These include an overview of all the topics and resources used within each specific year group.

Pupils are encouraged to speak to their parents/carers about what they have learnt and to continue the learning at home. It provides a foundation on which they can build upon and they may wish to introduce their own family values and beliefs.

[Relationship and Sex Education Specialists : BigTalk Education](#)

## Children's Questions

In order to promote a healthy, positive atmosphere for RSE, we want to ensure that pupils can ask questions freely, confident that they will be answered, and be sure that they will be free from bullying or harassment from other pupils. Bedwell School believes that children are best educated, protected from harm and exploitation by discussing issues openly within the context of the RSE programme. During Growing Up Safe sessions, the BigTalk team will answer all questions asked by pupils.

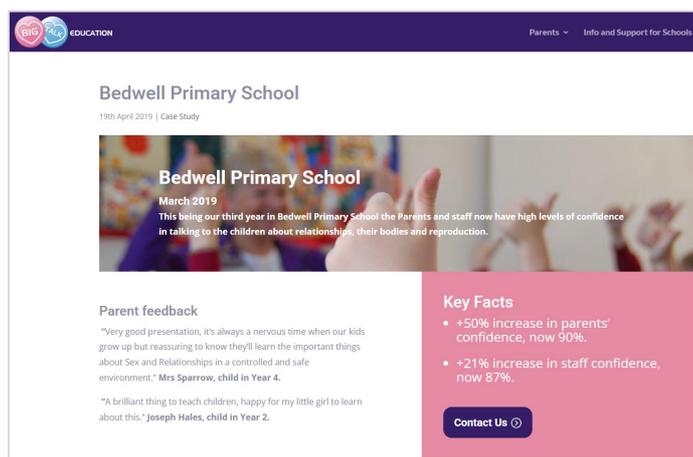
Some questions that arise during these lessons may relate to sensitive or controversial topics. These may relate to personal experience or involvement by children, of illegal activity or other doubtful, dubious or harmful activity. In this instance, the facilitator may answer the question away from the rest of the class. Any questions of this nature will be reported to school staff directly and followed up in writing (please see Causes for Concern and Disclosures section).

Teaching staff will be familiar with the content and resources of the Growing Up Safe programme through shadow training, therefore should be equipped to answer questions resulting from the GUS sessions. Should questions of concern arise that teaching staff are uncertain how to answer, support can be sought from the RSE/PSHE lead or Big Talk Education Team in order to give an age-appropriate answer.

Where a child has been withdrawn from the lesson and asks subsequent questions, teachers are to refer the pupil to their parent or carer at home.

### 4.iii IMPACT: MONITORING AND EVALUATION

Feedback and suggestions from all staff and parents on BigTalk Education's provision, as well as their pre and post training confidence in RSE is gathered by BigTalk Education and returned to school to aid the review process.



The screenshot shows a webpage for Bedwell Primary School, dated 19th April 2019, categorized as a Case Study. The page features a header with the BigTalk Education logo and navigation links for 'Parents' and 'Info and Support for Schools'. The main content area includes a title 'Bedwell Primary School' and a sub-header 'March 2019'. A key message states: 'This being our third year in Bedwell Primary School the Parents and staff now have high levels of confidence in talking to the children about relationships, their bodies and reproduction.' Below this, there are two columns: 'Parent feedback' with two quotes from Mrs Sparrow and Joseph Hales, and 'Key Facts' with two bullet points: '+50% increase in parents' confidence, now 90%' and '+21% increase in staff confidence, now 87%'. A 'Contact Us' button is located at the bottom right of the key facts section.

**Bedwell Primary School**  
19th April 2019 | Case Study

**Bedwell Primary School**  
March 2019  
This being our third year in Bedwell Primary School the Parents and staff now have high levels of confidence in talking to the children about relationships, their bodies and reproduction.

**Parent feedback**

"Very good presentation, it's always a nervous time when our kids grow up but reassuring to know they'll learn the important things about Sex and Relationships in a controlled and safe environment." Mrs Sparrow, child in Year 4.

"A brilliant thing to teach children, happy for my little girl to learn about this." Joseph Hales, child in Year 2.

**Key Facts**

- +50% increase in parents' confidence, now 90%.
- +21% increase in staff confidence, now 87%.

[Contact Us](#)

Questions asked during lessons in Year 4,5 and 6 are collected and kept for reference by BigTalk Education to ensure that pupils' needs are being met. A list of the questions is produced by BigTalk Education and sent to school as part of the evidence package.

In addition to this, both parental and pupil questionnaires will be carried out by Bedwell School, gathering anecdotal evidence, in order to further enhance this sensitive teaching and learning practice.

#### 4.iv ADDITIONAL POLICY INFORMATION

#### **New Government Guidance from July 2025 - Statutory from September 2026**

Our school chooses to teach RSE (puberty and reproduction) from Year 4, this provides children with factual age-appropriate information. Effective teaching will support prevention of harms by helping children and young people understand and identify when things are not right. A school is legally obligated to provide pupils with Relationship Education (RE)

*Parents do not have the right to withdraw their pupils from Relationship and Health Education, nor can they be withdrawn from topics taught as part of the science curriculum including topics related to puberty or sexual reproduction.*

[RSHE statutory guidance - July 2025 .pdf](#)

**Relationship education** is now statutory for all children in primary schools; parents do not have a right to withdraw.

#### **Reproduction education**

The government recommends that primaries teach sex education in Years 5 and/or 6, in line with content about reproduction and birth, which forms part of the national curriculum for science.

Working with specialist provider BigTalk Education, we introduce reproduction education in Year 4 in order that children learn about reproduction in the context of loving, caring, respectful adult relationships. BigTalk Education have identified over the years that Year 4 tends to be the age group which is targeted by slightly older children who will share a rather rude and crude version.

Parents do have the right to withdraw their child in Year 4 and Year 5 if they wish. The new guidance states that it is good practice for parents/careers to have a meeting with the Head Teacher. However, they need to understand that whilst we can ask their classmates not to share information with them, neither Bedwell School nor BigTalk have any control over them outside of school.

Reproduction education is statutory by the end of Year 6, due to it being part of the National Science curriculum. Therefore the parents of Year 6 pupils should not be withdrawing their children.

**In essence: only children from Year 4 and Year 5 can be withdrawn.**

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

Alternative work will be given to pupils who are withdrawn from Sex Education.

This policy is one of many within our school, and we suggest that this policy is read in conjunction with Bedwell School's:

- Child Protection policy
- E-safety policy
- SEN report
- Confidentiality policy
- Science overview
- PSHE overview

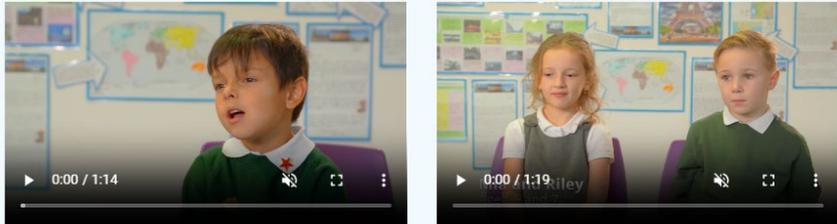
A large number of key government documents are closely linked with this policy and you may find the following list useful for further reading:

- Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers
- Keeping Children Safe in Education (statutory guidance)
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)
- Preventing and Tackling Bullying Sexual violence and sexual harassment between children in schools (advice for schools)
- Promoting Fundamental British Values as part of Spiritual, Moral, Social and Cultural development in schools

## 5.i AIMS OF OUR HEALTH EDUCATION (within PSHE)

In addition to our RSE teaching and learning, Bedwell School delivers a broad, enriching Personal, Social, Health and Economic curriculum, which enables children to make informed choices relating to their general well-being. This encompasses how to stay safe, what lifestyle choices to make as well as addressing emotional and mental health. Our aim is to give our children the tools and knowledge to enable them to go to secondary school with a clear understanding of options available to them. They will also have had the teaching to enable them to know when something is not right, and how to deal with these situations.

Our children say that Health Education is important because they can make informed choices through the 1Decision scenarios that our lessons are built upon (see the Testimonials on the 1Decision website, [RSHE & PSHE: Assessments, Personal Development Videos](#) ).



The image contains two video thumbnails. The left thumbnail shows a young boy, Mason, in a classroom setting, wearing a green sweater over a white collared shirt. He is speaking. The right thumbnail shows two children, Mia and Riley, sitting side-by-side in a classroom. Mia is on the left, wearing a grey dress over a white shirt, and Riley is on the right, wearing a green sweater over a white collared shirt. They are both looking towards the camera. Both thumbnails have a play button icon and a progress bar at the bottom.

**Mason talking about 1decision**  
Find out what Mason talking about 1decision resources.

**Mia and Riley discuss PSHE**  
Find out what Mia and Riley think of the 1decision resources.

This is in line with the aims of the DfE guidance within The Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance (2019).

*It is important for schools to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing has a potential positive impact on behaviour and attainment.*

## 5.ii IMPLEMENTATION: OUTCOMES, DELIVERY AND CURRICULUM

Through a combination of 1Decision PSHE lessons and additional activities (for example Mini-Police sessions, money sense, county-line, online safety and knife crime workshops), cross-curricular learning, assemblies and school trips, our children benefit from a wide and varied curriculum. The outcomes of these work hand-in-hand with our core values of developing empathy, perseverance, reflectiveness, co-operation, curiosity and independence.

We aim to ensure that all children improve and build on their intrapersonal, interpersonal and enquiry skills (see Appendix B). From Year 1, our children participate in PSHE lessons, which are structured to cover the following topics:

- Keeping and Staying Safe
- Keeping and Staying Healthy
- Relationships
- Being Responsible
- Feelings and Emotions
- Computer Safety
- Money Matters
- Hazard Watch

We link these topic areas with other areas of learning within the curriculum (see Appendix C) and all will be covered by the end of Year 3. In Key Stage 2 the children will go on the next phase of topics which are similarly labelled, yet with a more 'age appropriate' content.

- Keeping and Staying Safe
- Keeping and Staying Healthy
- Growing and Changing
- Being Responsible
- Feelings and Emotions
- Computer Safety
- The Working World
- A World Without Judgement
- First Aid

Each unit of work includes a large amount of discussion, with all opinions being valid.



## 6. EYFS AND SEND

### Early Years and Foundation Stage

Teaching PSED (personal, social and emotional development) in the early years is of paramount importance as it lays the foundation for a child's lifelong well-being and success. We believe that by nurturing from an early age we can ensure that children enter later stages of education and adulthood with the emotional and social tools needed to thrive in various aspects of life.

By equipping young learners with essential life skills our PSED resources help children develop emotional intelligence, empathy, confidence, effective communication skills, and many more fundamental aspects that will support them in building healthy relationships, making informed decisions, resolving conflicts, and more, whilst supporting mental well-being.

**From age three (nursery):** Children should be taught the differences between boys and girls, naming body parts with the correct scientific words, what areas of the body are private, and the difference between good touches and bad touches.

**Age four to six (reception - year 1):** From this age children should be able to identify safe situations and those which may be risky, like other children or adults taking improper photographs of them. They should be able to identify trusted adults (both at home and school) who they can talk to if they feel worried. Within this age group they should understand about different types of families, including those with same sex parents. The emphasis being on all different types of families.

### Provision for those children with Special Educational Needs and/or Disability

High quality RSE is every child's right no matter what their level of need or ability. It is important to ensure equality of access to the curriculum and as such we take account of the fact that some pupils may have identified disabilities, learning or emotional difficulties that will result in particular RSE/PSHE needs. Pupils with SEND will be given the opportunity to fully participate in the RSE and PHSE lessons at Bedwell through careful planning of a differentiated programme and use of a variety of teaching strategies where appropriate. This ensures that individual needs are met and that all pupils can purposefully engage and gain a full understanding of the programme content.

## APPENDIX A - RSE CURRICULUM BY YEAR GROUP

This document details the curriculum content included in our school's RE and RSE *Growing Up Safe: Whole School Approach (GUS)* programme, delivered in association with relationship and sex specialist BigTalk Education.

Growing Up Safe Programme Curriculum		
Year Group (s)	Topic Area	New Content Introduced at Each Year Group
Nursery	Families and people who care for me.	Families are important for children growing up safe and happy because they can provide love, security and stability. ±
		The characteristics of safe and happy family life, such as commitment to each other, including times of difficulty, protection and care for children and other family members. ±
		How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. ±
	Respectful, kind relationships	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. ±
		That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different. ±
		The conventions of courtesy and manners. ±
		How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. ±
	Being safe	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact including physical contact. ±
		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. ±
		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 or other sources. ±
	National Curriculum for Science	Teaching about the main external body parts. †

Year Group (s)	Topic Area	New Content Introduced
Foundation/ Reception Year 1	Families and people who care for me.	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. ±
		That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
	Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. ±
		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 relationships. ±
		How to manage conflict, and that resorting to violence is never right. ±
		How to recognise when a friendship makes them feel unhappy or uncomfortable and how to get support when needed. ±
	Respectful, kind relationships	The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ±
		Practical steps they can develop in a range of different contexts to improve or support their relationships. ±
		What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. ±
	Being safe	How to respond safely and appropriately to adults they may encounter, including those they do and don't know. ±
How to recognise when a relationship is harmful or dangerous, including skills for recognizing who to trust and who not to trust. ±		

**Building on previous learning plus the inclusion of the content below**

<b>Year 2 Year 3</b>	<b>Families and people who care for me</b>	That marriage and civil partnerships represent a formal and legally recognized commitment of two people to each other which is intended to be lifelong. ±
	<b>Caring friendships</b>	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. ±
	<b>Respectful, kind relationships</b>	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. ±
		The importance of self-respect and how this links to their own happiness. Pupils should have the 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.
		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). ±
	<b>On-line safety and awareness</b>	That people should be respectful of 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. ±
		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 to be someone else or pretending to be a child and that this can lead to dangerous situations. How to recognise harmful content and harmful contact, and how to report this ±
		The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ±
	<b>Being Safe</b>	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. ±
		The concept of privacy and its implications for children and adults; including that it is not always right to keep secrets if they relate to being safe. ±
	<b>Wellbeing online</b>	Why social media, some apps, computer games and online gambling including gambling sites, are age restricted. ±

## Building on previous learning plus the inclusion of the content

<b>Year 4</b>	Families and people who care for me	Reinforcing previous learning.
	Caring friendships	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. ±
		That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. ±
	Respectful, kind relationships	Pupils should have the 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. ±
	Online safety and awareness	That there is a minimum age for joining social media sites, which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children or adults. ±
	Being safe	Reinforcing previous learning.
	General wellbeing	The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness Simple selfcare techniques including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. *
		The importance of promoting general wellbeing and physical health. *
		The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect different people at different times and are not in themselves a mental health condition. *
		How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. *
		That bullying (including cyber bullying) has a negative and often lasting impact on their mental wellbeing and how to seek help for themselves and others. *
	Wellbeing online	That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. Where and how to report concerns and get support with issues online.
Health protection and prevention	The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and the ability to learn. *	

	Developing bodies	About growth and other ways the body can change and develop, particularly through adolescence. This topic should include the human life cycle and puberty should be discussed as a stage in this process. *
		The correct names of body parts including the penis, the vulva, vagina, testicles, scrotum and nipples. Pupils should understand that all these parts of the body are private and have skills to understand and express their own boundaries around their own body parts. *
		The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them to understand what to expect and avoid distress. *
<b>Building on previous learning plus the inclusion of the content below</b>		
Year 5 Year 6	All areas	Reinforcement and pupil led learning.

Statutory from September 2026

Key

± Included in 2025 Guidance for Primary (Statutory)

‡ Also included in the national curriculum for Science in KS1/KS2

\*Included in 2025 Guidance for Primary: Health and Wellbeing

## APPENDIX B - PSHE SKILLS PROGRESSION BY YEAR AND TOPIC

Year Group	Intrapersonal Polly Perseverance/ Ralph Reflective	Interpersonal Chloe Co-operation/ Eddy Empathy	Enquiry Isaac Independence/ Claudia Curiosity
Year 1	<ul style="list-style-type: none"> <li>• Making decisions <i>Keeping/Staying Safe and Healthy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Active listening</li> <li>• Communicating and presenting ideas <i>Keeping/Staying Safe and Healthy</i></li> </ul>	<ul style="list-style-type: none"> <li>• Formulating questions <i>Keeping/Staying Safe and Healthy</i></li> </ul>
Year 2	<ul style="list-style-type: none"> <li>• Set personal goals (and think about how to achieve them) <i>Being Responsible</i></li> </ul>	<ul style="list-style-type: none"> <li>• Teamwork <i>Relationships</i></li> <li>• Empathy <i>Feelings and Emotions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Planning and deciding <i>Relationships/Feelings and Emotions/ Being Responsible</i></li> </ul>
Year 3	<ul style="list-style-type: none"> <li>• Self-organisation including time management <i>**Computer Safety/Money Matters/Hazard Watch</i></li> </ul>	<ul style="list-style-type: none"> <li>• Negotiation (including being flexible and to compromise <i>**Computer Safety/Money Matters/Hazard Watch</i></li> </ul>	<ul style="list-style-type: none"> <li>• Gathering and using data (including assessing the validity and reliability of data sources) <i>**Computer Safety/Money Matters/Hazard Watch</i></li> </ul>
Year 4	<ul style="list-style-type: none"> <li>• Recognising and managing the need for peer approval <i>Keeping staying safe / Keeping and staying healthy</i></li> <li>• Self-regulation (including managing strong emotions) <i>Feelings and emotions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Recognising strategies for managing pressure, persuasion and coercion. <i>Keeping staying safe Keeping and staying healthy Feelings and emotions</i></li> </ul>	<ul style="list-style-type: none"> <li>• Analysis—including separating fact from opinion. <i>Keeping staying safe Keeping and staying healthy Feelings and emotions</i></li> <li>• Identification, assessment (including prediction) and management of risk. <i>Keeping staying safe</i></li> </ul>

Year Group	Intrapersonal	Interpersonal	Enquiry
Year 5	<ul style="list-style-type: none"> <li>• Resilience</li> </ul> <p><i>Growing and Changing</i></p> <p><i>Being Responsible</i></p> <ul style="list-style-type: none"> <li>• Critical, constructive self-reflection</li> </ul> <p><i>Growing and Changing</i></p> <p><i>Being Responsible</i></p>	<ul style="list-style-type: none"> <li>• Recognising strategies for managing pressure, persuasion and coercion.</li> </ul>	<ul style="list-style-type: none"> <li>• Evaluating social norms</li> </ul> <p><i>Being Responsible</i></p> <ul style="list-style-type: none"> <li>• Reviewing progress against objectives</li> </ul> <p><i>Personal targets</i></p>
Year 6	<ul style="list-style-type: none"> <li>• Recognising some of the common ways our brains can trick us in unhelpful thinking.</li> </ul> <p><i>The Working World - Price comparison</i></p> <ul style="list-style-type: none"> <li>• Learning from experience to seek out and make use of constructive feedback.</li> </ul>	<ul style="list-style-type: none"> <li>• Responding to the need for positive affirmation for self and others.</li> </ul> <p><i>A World Without Judgement</i></p>	<ul style="list-style-type: none"> <li>• Recalling and applying knowledge creatively in novel situations.</li> </ul> <p><i>The Working World</i></p> <ul style="list-style-type: none"> <li>• Drawing and defending conclusions using evidence not just assertion.</li> </ul> <p><i>The Working World</i></p> <p><i>A World Without Judgement</i></p>

\*\* These objectives may be covered through cross-curricular teaching.

## APPENDIX C - CROSS-CURRICULAR LINKS AGAINST ONE DECISION MODULES

5-8 Module	Topic	Cross-Curricular Links	Learning opportunities within school	Additional learning experiences
<b>Keeping and Staying Safe</b>	Road Safety Tying Shoelaces Staying Safe Leaning out of Windows		Assemblies Workshops	DeeDee Assembly delivered by OneDecision NSPCC Workshop
<b>Keeping and Staying Healthy</b>	Healthy Eating Washing Hands Brushing Teeth Medicine	Science Assemblies	Year 2: Animals including humans - nutrition and hygiene Year 3: Animals including humans - nutrition	General classroom routines
<b>Relationships</b>	Bullying Friendship Body Language Touch	Assemblies	Learning Superheroes British Values	BigTalk Education Workshop
<b>Being Responsible</b>	Practise Makes Perfect Water Spillage Helping Someone in Need Stealing	Assemblies	Learning Superheroes School Council Eco-warriors Classroom Roles Charitable Events	
<b>Feelings and Emotions</b>	Jealousy Anger Worry Grief	Assemblies  Science	Zone of Regulation Worry Boxes Year 2 Living Things and their Habitats	Protective Behaviour Groups
<b>Computer Safety</b>	Online Bullying Image Sharing Making Friends Online	Computing	Assemblies e-safety guidance	BigTalk Education Workshop
<b>Money Matters</b>	Money Matters	Maths	The value of coins Problem solving with money	
<b>Hazard Watch</b>	Hazard Watch	Science	Assemblies	
<b>Fire Safety</b>	Hoax Calling Petty Arson Fire Station Visit Texting whilst Driving			Trip to Fire Station/Fire engine visit to school

8-11 Module	Topic	Cross-Curricular Links	Learning opportunities within school	Additional learning experiences
<b>Keeping and Staying Safe</b>	Cycle Safety Peer Pressure Water Safety	PE	Year 6 - Bikeability Year 4 and 6 - Swimming Lessons	BigTalk Education Workshop
<b>Keeping and Staying Healthy</b>	Healthy Living Smoking Alcohol	Science	Animals including Humans: Year 4 - Nutrition Year 5 - Digestive System/Teeth Year 6 - Heart/Circulatory System	Drug Education Workshop
<b>Growing and Changing</b>	Relationships Puberty Conception	Science	Animals including Humans Year 5 - Changes as humans develop to old age	Big Education Workshop
<b>Being Responsible</b>	Coming Home on Time Looking Out for Others Stealing	Assemblies	Prefects School Council Stevenage School Parliamentarians Eco-warriors Classroom Roles	Crucial Crew Hazard Alley Mini-Police - Year 5
<b>Feelings and Emotions</b>	Jealousy Anger Worry	Assemblies	Zone of Regulation Worry Boxes	Protective Behaviour Groups Anti-bullying week
<b>Computer Safety</b>	Online Bullying Image Sharing Making Friends Online	Computing	Assemblies e-safety guidance	Freedom From Abuse BigTalk Education
<b>The Working World</b>	Chores at Home Enterprise In-App Purchases	Maths	Assemblies Reasoning and Problem Solving	KidZania Career Week - Year 3 and 4
<b>A World Without Judgement</b>	Breaking Down Barriers Inclusion and Acceptance British Values	RE	Exploration of different teachings and beliefs Assemblies	Visits to places of worship
<b>First Aid</b>	Asthma Allergic Reactions Choking CPR - Recovery position Seizure Bleeding	Science PE	Animals including humans Year 6 - Heart/Circulatory System	Crucial Crew

# APPENDIX D - ASSEMBLY OVERVIEW

## KS2 Assemblies 2025/2026 - Tuesdays (T) and Wednesdays (W)

Note: Every Monday = Achievement Assembly, Every Thursday = Singing Assembly

	Week 1	Week 2	Week 3	Week 4	Week 5	Week 6	Week 7	Week 8
Autumn 1	T	School Council /Golden Rules Democracy	National Coding Week/E Safety (BBC)	Fair Trade (BBC)	Black History Month	World Space Week (BBC)	British Values: Celebrating Differences (1B)	How have you co-operated?
	W	Whole School Assembly <b>ES</b>	Attendance and asking for help (1B) <b>KT</b>	National Recycling Week <b>DH</b>	500 Words Live @ 11:00 <b>KD</b>	Click or Quit/ E Safety (1B) <b>HW</b>	British Values: Tolerance <b>MW</b>	<b>Diwali: The Festival of Light</b> <b>DJ</b>
Autumn 2	T	Guy Fawkes (BBC)	Remembrance Day (BBC)	Volunteering	Forgiveness (BBC)	<b>Buddhism: Bohdi Day (sacrifice)</b>	British Values: Tolerance	The Nativity <b>Christianity</b>
	W	International Faith Week <b>KD</b>	Anti-Bullying Week (1B/BBC) <b>KT</b>	Giving to Charity (BBC) <b>DH</b>	Misogyny (1B) <b>HW</b>	Grief Awareness <b>MW</b>	British Values: Civil Liberties <b>DJ</b>	Thinking of others at Christmas <b>KD</b>
Spring 1	T	Curiosity: Stephen Hawking	Curiosity: Local Fact or Opinion	Curiosity: Local Artists <b>DH</b>	Holocaust Memorial Day (BBC) <b>MW</b>	British Values: Rule of Law	Understanding Ramadan: <b>Islam</b>	Half Term
	W	Fake News <b>KT</b>	Fake News <b>KT</b>	Managing Emotions <b>HW</b>	Curiosity: <b>Sikhism</b> (BBC) <b>MW</b>	Are we the same? (1B) <b>DJ</b>	Mental Health (Place2Be) <b>KD</b>	
Spring 2	T	Keep Reading	Holi <b>Hinduism</b>	Money Matters	Science Week	Easter Break		
	W	Keep Our Wildlife Safe <b>DH</b>	Women's History Month <b>HW</b>	Keep Saving Water <b>MW</b>	<b>Christianity</b> The Easter Story <b>DJ</b>			
Summer 1	T	Managing Conflict	Climate Change	Looking After Our Families	Cultural Diversity (BBC)	Half Term		
	W	Looking After Our Bodies <b>KT</b>	Sir David Attenborough <b>DH</b>	Jewish Beliefs <b>HW</b>	Peer Pressure <b>MW</b>			
Summer 2	T	Choices: Healthy Lifestyles	Freedom= Refugees	Insect Week	Choices: Social Media	Confidence with Change		Moving On
	W	World Oceans Day (BBC) <b>DJ</b>	Choices: Thinking for yourself <b>KD</b>	British Values: The Monarchy <b>DH</b>	Choices: Staying Safe <b>HW</b>	How are you independent? <b>MW</b>		Hopes for the future <b>DJ</b>
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 06.07.26.		w/c 13.07.26.
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 25.05.26.		w/c 20.07.26.
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 18.05.26.		
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 30.03.26.		
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 02.02.26.		
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 09.02.26.		
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 01.12.25.		
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 08.12.25.		
		Choices: Independence	Enjoying Sport! <b>KT</b>			w/c 01.12.25.		
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## APPENDIX E - WITHDRAWAL FROM SEX EDUCATION WITHIN RSE

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

**Applicable to Year 4 and 5 pupils only.**

Please note that you cannot withdraw your child from Relationships Education. It is important that all children receive this content, covering topics such as friendships and how to stay safe.

If you do not want your child to take part in some of the Sex Education lessons, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum contains content on human development including reproduction, which there is no right to withdraw from.