



Coton-in-the-Elms C/E Primary School

Relationships Sex and Health Education (RSHE) Policy

Version	Last Review	Reviewed by	Next Review	Comments
1	New	H. Whitby	Sept 2027	Combines other policies and updated to reflect latest DfE guidance

Perseverance Enjoyment Awe and Wonder Compassion Excellence

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1. Policy Context

This policy has been written in conjunction with governors, parents and in consideration of views from children at our school through pupil voice. It also takes into account local data for Derbyshire and the needs within our community. This policy will be reviewed every year. This policy should be read alongside the following other linked policies: Safeguarding, Anti-bullying, Drug Awareness, Wellbeing and Collective Worship. Cross curricular considerations are also made with the following subjects: Science, Computing, History, Geography and English.

Since the 2017 Children and Social Work Act, the government has committed to compulsory 'Relationships Education' in all primary schools; compulsory 'Relationships and Sex Education (RSE)' in all secondary schools; and compulsory 'Health Education' from key stage 1–4.

The Equality Act 2010 also places duties on schools to prevent prejudiced based bullying in order to keep protected characteristic groups safe. Personal Development education, with its focus on identity and equality, can help schools to fulfil this duty. See Appendix 1 for where we teach protected characteristics in our school.

In July 2025, revised statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education was published, which extended the coverage of previous guidance first published in June 2019.

From 2019 Coton-in-the-Elms C of E Primary School has used the Derbyshire County Council resource PSHE Matters as the school's Personal Development (including RSE) Programme of Study, which went beyond the statutory guidance to include aspects of sex education and economic wellbeing.

We have developed our current Personal Development (including RSHE) curriculum following the 7 Guiding Principles of the Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025. The guiding principles are:

- Engagement with pupils
- Engagement and transparency with parents
- Positivity
- Careful sequencing
- Relevant and responsive
- Skilled delivery of participative education
- Whole school approach
- The PSHE Matters Programme of Study was updated in June 2026 and though some content is not yet statutory, it continues to cover economic wellbeing, careers and sex education aspects of RSHE education. At Coton-in-the-Elms Primary School, we have used this resource to map our own RSHE education curriculum in a way that reflects the needs of our pupils and communities. As such we will continue to teach the non-statutory elements of economic wellbeing, careers and sex education.
- The more sensitive topics of health education (statutory) – developing bodies and sex education (non-statutory) will be taught in the summer term.
- Our Personal Development curriculum may include other suitable materials or outside agencies in response to need in our school, community or national trends. This will be done in consultation with the Personal Development lead, Headteacher and governing body as required. A visitor can enrich, but not replace, the Personal Development curriculum. Care is taken to ensure that the visitor's contribution fits with our planned programme of work and policy, and that the content is age appropriate and accessible

for all pupils. It is particularly useful when visitors have expertise and/or provide a service to pupils.

- Our school may need to include new content in RSHE to respond to emerging needs or issues in school, if it falls outside of this policy parents will be informed prior to any delivery. Parents will also be kept informed of useful websites to support their children through national events, emerging trends or community issues through the monthly school newsletter or online alerts via the school app.
- **This RSHE policy will now combine the previous Relationships and Sex (RSE) Education policy and Personal Social Health Economic (PSHE) Education policy.**

Ofsted & Safeguarding

- The Ofsted 2019 Framework created a Personal Development judgement in its own right to assess how schools support children's development of character and prepares them for the next stage of their life. Safeguarding is a key element of RSHE as pupils learn about their own identity, difference and diversity, risks, critical thinking and how to keep themselves safe.

2. Aims and Objectives

At Coton in the Elms C/E Primary, everything that we do and every decision that we take is driven by 5 simple words, which we hold dear:

Perseverance. Enjoyment. Awe & Wonder. Compassion. Excellence.

We '**Persevere**' to offer our very best and work closely with every family

We foster a sense of '**Enjoyment**' for all who is involved with our school

We provide plenty of '**Awe & Wonder**' moments to make school memorable and learning exciting

We encourage and promote acts of kindness and '**Compassion**'

We strive to deliver '**Excellence**' in all that we do by making continual improvements and never 'standing still' for the good of all children

This policy informs these overarching aims and objectives. In order for personal development to be truly effective, our whole school vision and ethos supports the Personal Development curriculum and its principles by giving pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives and to become informed, active and responsible British citizens.

Our Personal Development programme aims to enable pupils to understand and respect our common humanity: its diversity and its differences so that they can go on to form, the effective, fulfilling relationships that are an essential part of life and learning.

It will also help pupils to learn to recognise their own value, work well with others and become increasingly responsible for their own learning. They can reflect on their experiences and understand how they are developing personally and socially, tackling many of the spiritual, moral, social and cultural issues that are part of growing up.

We recognise that personal development does not just exist within the curriculum. The wide range of activities and experiences that Coton school offers beyond the curriculum in which pupils contribute to their school life and community, are a key part of personal development. Children will also be supported in their physical and mental wellbeing through our wider wellbeing offer, which may include:

- Reading for empathy
- Wellbeing walks

- Nurture
- Bushcraft
- Social stories
- Lunchtime clubs
- School dog
- Collective worship
- Compass Changing Lives
- Pastoral support

3. Department for Education Guidance and our curriculum

Under the Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025 guidance, Relationships content and Health and Wellbeing content in primary schools are both statutory. Sex education in primary schools is non-statutory and therefore not compulsory. However, the RSE guidance recommends that primaries teach sex education in Year 5 and/or 6 in line with content about conception and birth, which forms part of the national curriculum for science in Upper Key Stage 2

National Curriculum Science includes:

Key Stage 1

- Identify, name and draw, and label the basic parts of the body and say which sense the part of the body is associated with each sense
- That animals including humans, have offsprings that grow into adults

Key Stage 2

- Describe the differences in the life cycle of a mammal, an amphibian and insect and a bird
- Describe the life process of reproduction in some plants and animals
- Describe the changes as humans develop to old age
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function

The science curriculum will not replace sex education as part of personal development in Coton-in-the-Elms C/E primary school as it remains a factual description of conception in line with the science curriculum. Sex education includes the wider concepts of safety, consent, relationships, health and personal space. In July 2025 pupil voice was carried out across Key Stage 2 (Years 3 -6) to ascertain children's views before and after delivery of Relationships and Sex education. The findings were overwhelmingly in support of continued teaching of sex education in a graduated age-appropriate manner. There was a variety of responses about whether children discussed this subject matter at home from not at all, a little bit to open dialogue with parents or primary carers. Therefore, to ensure children receive a clear understanding of this sensitive topic all children are offered sex education as part of the curriculum to provide balance should children turn to other sources of information, such as peers, social media or the internet that may not be as reliable or could cause alarm, upset or fear.

From pupil voice it was clear that children had a desire to know how babies were made from Lower Key Stage 2, therefore we will continue to introduce the topic of conception from Year 4 (as per the DCC PSHE Matters scheme) ahead of the wider content of sex education in Years 5 and 6.

Learning about puberty forms part of the Health and Wellbeing statutory education under the heading of developing bodies. No age guidance is provided for when children should learn about the different stages of female and male bodies development. We have taken an approach that considers safeguarding the children and preparing them for the next stages of their lives. As such, we introduce the correct names of body parts in Key Stage 1 to provide children with the necessary tools to make accurate disclosures to trusted adults.

Girls' periods may start from age 8, although the average is 12, so both boys and girls will be taught a basic knowledge of changes in puberty and the menstrual cycle from Year 3. Covering the topic before individual changes happen to young people's bodies will help them to understand what to expect and avoid distress. This is supported in Year 3 by a KS2 girls' assembly to inform them of the free period products in school, support available should they have started menstruation and an understanding of the purpose of sanitary bins in the KS2 school toilets.

Relationships and Sex Education make a significant contribution to the school's legal duties to:

- prepare pupils for the opportunities, responsibilities and experiences of adult life, and
- promote the spiritual, moral, social, cultural, mental and physical development of pupils

We recognise the prevalence of information and attitudes about relationships and sex that children and young people are exposed to and aim to provide an environment where they can receive reliable information about their bodies, and feel comfortable to ask questions, rather than turn to inappropriate sources. We take a rights-based approach to relationships and sex education.

We focus on attitudes, values and skills, as well as knowledge and understanding. This will include developing self-esteem, the skills to manage relationships and most importantly keep themselves safe in all their relationships.

Research has shown that young people who feel good about themselves, and are knowledgeable and confident about relationships and sex, are more likely to be discerning in their relationships and sexual behaviours and to have fulfilling relationships.

As a school we recognise the impact of social media, the media and the digital world on our children and young people. We aim to deliver an RSE programme that recognises and addresses this to ensure that pupils know how to keep themselves and their personal information safe.

We define health education (developing bodies) as: *the human lifecycle, growth and change in people, including physical and emotional changes during puberty and adolescence, the menstrual cycle, naming body parts including the penis, vulva, vagina, testicles, scrotum, nipples.*

We define sex education as: *conception to birth, names of external and internal reproductive organs, IVF, prevention methods (the contraceptive pill, condoms) what a sexual relationship is, the idea of consent and the law around this.*

4. Equality of Opportunity, statutory requirements and parental rights

This school delivers Personal Development including RSHE with regards to the Equality Act 2010 and observance of the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSHE depending on their circumstances and background. The school believes that all people should have access to RSHE that is relevant to their particular needs. To achieve this, the school's approach to RSHE will take account of:

- ❖ Girls tend to have a greater access to RSHE than boys through the media and at home. We will consider the particular needs of boys, as well as girls, and use approaches that will actively engage them. We shall also be proactive in combating sexism, misogyny, sexualised behaviour and sexist bullying. We will foster healthy and respectful peer-to-peer communication and behaviour between boys and girls.
 - ❖ Some pupils may have learning, emotional or behavioural difficulties, or special educational needs or disabilities (SEND) that result in particular RSHE needs at times which we will support. It may also mean that they have difficulty accessing the RSHE curriculum. We will ensure that RSHE is accessible to all pupils through high quality teaching that is differentiated and personalised. We will also be mindful of preparing for adulthood outcomes as set out in the SEND code of practice when teaching these subjects to those with SEND. This may include small group or 1:1 work using social stories, visuals or other communication aids.
 - ❖ Teaching staff will receive regular training that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. RSHE can also be particularly important subjects for some pupils; for example: those with Social, Emotional and Mental Health needs or learning disabilities. Class teachers will liaise with the Personal Development lead to best meet the needs of these children in an inclusive manner where parental or carer consultation is encouraged.
 - ❖ Different ethnic cultural and religious groups may have different attitudes and beliefs with regard to RSHE. The school will consult pupils and parents/carers about their needs, take account of their views and promote respect for and understanding of the views of different ethnic, cultural and religious groups in line with safeguarding and schools' statutory duty to keep pupils safe and deliver certain elements of the statutory RSHE curriculum.
 - ❖ Some of our pupils will go on to define themselves as Lesbian, Gay, Bisexual or Trans (LGBT). Some pupils may have LGBT parents/carers, brothers or sisters, other family members and/or friends. All our pupils will meet and work with LGBT people both now and in the future. Our approach to RSE will reflect this and teaching will be sensitive and age appropriate both in content and approach. This content will be integrated into the programme rather than as a stand-alone lesson or unit. We actively tackle homophobic bullying.
- We recognise the right for all parents to withdraw their children from those parts of RSHE not within the statutory programmes of study (national curriculum Science, Relationships, and Health & Wellbeing Education).
 - We will be sensitive to different cultural and religious beliefs in the delivery of Personal Development and RSHE as we recognise that our pupils may come from a variety of family situations and home backgrounds. We will take care to ensure that there is no stigmatisation of children based on their home circumstances and deliver the curriculum sensitively and inclusively.
 - We promote the needs and interests of all pupils, irrespective of gender, culture, ability or personal circumstance by ensuring that all children are feel valued and those who are most

vulnerable are identified and supported. We recognise that the personal development programme is just one part of what Coton school can do to help a child to develop the knowledge, skills, attitudes and understanding they need to fulfil their potential. Where possible, personal development will be linked to other whole school approaches and pastoral support, to provide a setting where the responsible choice becomes the easy choice.

- Teaching will consider the age, ability, readiness, and cultural backgrounds of children [and those with English as a second language] to ensure that all can fully access personal development education provision. We will encourage staff, families and the wider community to get involved.
- We promote diversity and inclusion and will consider all pupils' needs by offering a wide variety of teaching and learning styles within personal development, with an emphasis on interactive learning and the teacher as facilitator. We will provide opportunities for children and young people to make real decisions about their lives, to take part in activities which simulate adult choices and where they can demonstrate their ability to take responsibility for their decisions.
- We expect our pupils to consider others' needs by always respecting each other's opinions and beliefs and listening without interruption to each other. We expect them to apply our school values and follow our rules of behaviour
- We will use RSHE education as a way to address diversity issues and to ensure equality for all by taking a positive approach which does not attempt to induce shock or guilt but focuses on what children and young people can do to keep themselves and others healthy and safe and to lead happy and fulfilling lives.

How to withdraw from Sex Education or express concerns over content of RSHE.

We encourage open conversations with all members of our community and provide various opportunities for parents and carers:

- There will be a yearly prepare aware event in the Autumn term, where parents and carers can look at the teaching materials and understand the content and context in which RSHE is taught.
- Individuals can request to meet with the RSHE lead to discuss any areas of concern which may include but not be restricted to cultural values, religious views or previous trauma that may affect their child's ability to participate.
- A request to withdraw a child from Sex Education needs to be made to the head teacher who can give consent. It is best practise for the head teacher to discuss the request and clarify the nature and purpose of the curriculum. This is likely to include discussing the benefits of sex education and the detrimental effects of withdrawal. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept. Children must still attend school but will be taught in a different classroom.
- A request to withdraw will need to be made each year that sex education is taught and no assumption will be made that earlier withdrawal is to be carried through in following years as circumstances and views may change and evolve alongside the age of the child.
- Alternative purposeful provision will be made available for a child withdrawn from Sex Education.
- A letter will be sent out to parents ahead of Relationships and Sex Education being taught in KS2 and ahead of body part names in KS1.
- Useful websites will be provided to parents and carers through the school newsletter to help facilitate difficult conversations at home.
- A virtual session for parents and carers may be provided to parents/carers ahead of RSHE in the summer term to share key materials, information and/or yearly updates.

- Other practitioners or local agencies may be available dependent on need to discuss this sensitive topic.
- A letter will be sent out to all KS2 girls' parents/carers ahead of the girl's assembly on support for periods in school.

To provide clear guidance on which content is taught as Relationships, Health and Wellbeing or Sex Education there is a progression table for the areas where statutory and non-statutory content overlap. This also provides details of resources used and the Year group taught. See Appendix 2.

Relationships education doesn't involve explaining the detail of different forms of sexual activity but can cover sensitive topics such as sexual violence in order to keep children safe. As part of our schools safeguarding commitment, we will take part in the NSPCC Speak Out Stay Safe campaign in the summer term. This is taught across EYFS – Year 6 in an age-appropriate manner and teachers will take into account individual cohort's needs before going ahead. A letter to inform parents/carers will be sent ahead of the campaign along with a right to withdraw.

5. Safe Learning Environment

We will create a safe and supportive learning environment by ensuring that children's genuine questions and concerns are sensitively addressed. This will be made possible through a number of ground rules being established.

All teachers will set out clear ground rules with their class as follows:

- We will not ask each other personal questions.
- We have the right to 'pass' if we do not wish to comment.
- We agree to join in and make a positive contribution.
- We will listen to each other without interrupting.
- We will ensure that where pupils indicate that they may be vulnerable and at risk, they will get appropriate support from staff. We recognise that as a result of some lessons, pupils might develop the language, skills, knowledge and understanding needed to make a disclosure about their own experiences. This will not be discouraged, however if pupils do wish to make a disclosure, then they do so in a suitable, one-to-one setting. Pupils will never be encouraged to talk about sensitive personal matters in the classroom in front of peers. Staff will not promise absolute confidentiality if approached.

When teaching the Health (developing bodies) and Sex Education parts of the Personal Development curriculum,

- Group agreements or ground rules are negotiated, explained, displayed and referred to wherever appropriate. (When receiving external visitors, they will have sight of and understanding of the ground rules/group agreement.)
- No one in the classroom will be expected to answer a personal question.
- Distancing techniques such as the use of scenarios, will be used to help to keep pupils safe. There will be no need for anyone to discuss their own personal issues.
- Confidentiality will be clearly explained. Pupils will understand how disclosures will be handled.
- Pupils will be expected to engage and listen during lessons, however it is accepted that sometimes it is inappropriate for them to be expected to take part in the discussion.

- In most cases, the correct names for body parts will be used.
- The meanings of words will be explained in a sensible and factual way.
- Care will be taken not to use materials or approaches that may trigger trauma or distress. Pupils at risk will be identified and arrangements made for them to access the learning in a comfortable way.
- Signposting to sources of support when dealing with sensitive issues
- Use of a class question box for those children that aren't comfortable to ask certain questions in front of the rest of the class.

Asking and Answering Questions

Teachers will attempt to answer pupil's questions and concerns in a sensitive, age and development appropriate manner. Individual teachers will use that skill and discretion in these situations, and if necessary, refer to the Personal Development lead for advice and support.

Teachers will apply the following principles:

1. Clear guidance will be established about what is appropriate and inappropriate in a whole class setting-group agreement/ground rules will help to achieve this.
2. If a pupil's question is inappropriate to address the whole class, the teacher will acknowledge the question and attend to it later on an individual basis.
3. Personal questions should be referred to the ground rules/group agreement.
4. Teachers will set the tone by speaking in a matter-of-fact way and ensuring that pupils discuss issues in a way which encourages thoughtful participation.
5. If a teacher is concerned that a pupil is at risk in any way, including sexual abuse or exploitation, the usual safeguarding procedures will be followed.
6. If a child raises a question or content beyond what falls within the Personal Development curriculum for the age range being taught teachers may explain that will be discussed in later learning or refer the child to their parent / carer as appropriate.
7. Parents are to be informed if a child appears to be aware of curriculum content beyond their age range subject to following safeguarding procedures. This will ensure an open dialogue with parents particularly in an increasingly online world.

Groupings

RSE takes place within mixed gender classes or single gender groups as deemed appropriate and relevant with the pupil's usual teacher. There may be times when choosing particular mixes of genders may be useful. It is important to note that although separated genders may have different activities on occasions the messages and information they receive will be consistent. It is important that genders learn about each other's changes. It is also important to note that at times, friendship groupings may be the safest way for pupils to discuss an issue. It will be left to the teacher's discretion to make these decisions.

6. Staff training

This policy is informed by the school's safeguarding/child protection policy and at all times this will be adhered to. Our safeguarding procedures will be followed if disclosures are made.

Staff will receive training to deliver the June 2026 updated Personal Development and learn about the use of distancing techniques and ways to create a safe environment for personal development learning, never to use shock tactics and to be aware of the need to develop the

skills required in the activities within Personal Development. There will be a focus on positive practice by teachers not to apportion blame, shame or harmful instruction by avoiding instructional content. Teacher will provide balance to recognise most boys and young men are respectful to young men and each other and avoid identifying that only one gender is a victim or perpetrator. The emphasis will be on respectful and caring conduct towards other.

New staff are inducted in Personal Development by receiving a briefing from the Personal Development leader. All new staff will receive a copy of this RSHE policy.

There will be a yearly Personal Development (including RSHE) update in the spring term ahead of teaching the more sensitive topics of RSHE to ensure that teachers have up to date information, have read this policy and are given appropriate tools to deliver RSHE confidently.

All Health (developing bodies) Education and Sex Education will be delivered by class teachers who have received the yearly update training.

Any external providers will have a member of teaching staff present in the room to monitor content and ensure these safe learning environment principles are adhered to and content remains within this RSHE policy.

The school is committed to ensuring that everyone involved with teaching, or supporting the teaching of RSE receives appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children/young people in our care.

7. Curriculum content

Within Early Years, personal development is taught largely within the Personal, Social and Emotional Development Prime Area which is woven into all of the planned topics. The Personal Development resource will be used to support delivery of this area. Personal Development is woven into the day to day life of EYFS with opportunities to address class or specific needs during dedicated class worship time at least once a week. Nursey provision at Coton-in-the-Elms CE Primary school will also be supported by the DCC PSHE Matters resource and receive access to whole school wellbeing opportunities such as reading for empathy.

For Key Stages 1 and 2, Personal Development is followed, and is mapped and planned effectively to fit into termly cross curricular themes where possible. The school delivery model of Personal Development is weekly lessons per class. The Personal Development modules are constructed around 4 age groups, EYFS, Key Stage 1, Lower Key Stage 2 and Upper Key Stage 2. There are 12 learning modules in all for EYFS and which are taught over a two-year rolling programme for KS1, LKS2 and UKS2.

These 12 modules are:

- 1) **Drug Education** - including how to manage risk and peer influences
- 2) **Exploring Emotions** - including how to recognise and manage feelings and emotions
- 3) **Being Healthy** - including the importance of looking after our mental health
- 4) **Growing up** - including the Sex Education element
- 5) **Changes** - including loss
- 6) **Bullying Matters** - including how to ask for help
- 7) **Being Me** - including identity and community
- 8) **Difference and Diversity** - including challenging stereotypes

- 9) **Being Responsible** - including looking after the environment
- 10) **Being Safe** - particularly featuring cyber, gaming and CSE
- 11) **Relationships** - including what is a healthy relationship
- 12) **Money Matters** - including enterprise

See Appendix 3 for full curriculum content

8. Monitoring and assessment

In order to plan and assess effectively, all staff will:

- Have the same high expectations of the quality of pupils' work in personal development as for other curriculum areas and build on the knowledge pupils have previously acquired.
- Use a number of age- related assessments in personal development to recognise and evidence progress and attainment in knowledge, understanding and skills of the Personal Development curriculum we deliver. These include, but are not limited to:
 - ❖ Draw and talk starter task at the beginning of a unit to assess children's knowledge and understanding in order to plan appropriately.
 - ❖ Use of a self-reflection question (as a class in KS1, individually in KS2)
 - ❖ Use of scrapbook to gather evidence of the impact of learning on the class as a whole, including self-reflection statements.
 - ❖ Use of EYFS observation, recording and evidence gathering tools
 - ❖ Assessment wheels colour coded to show progress throughout the topic area in KS2.
 - ❖ Use of Diamond 9, mind maps and other pre-unit assessments to identify what students already know, enabling effective teacher planning for each unit.
 - ❖ Discussion and debate, teaching the skills required to facilitate these in early years.
 - ❖ Pupil Voice

Monitoring and Evaluation

The programme is regularly evaluated by the Personal Development lead. This takes place through a variety of methods, including work sampling, teacher and pupil feedback. The views of those teaching staff who deliver the programme will be used to make changes and improvements to the programme on an ongoing basis. The needs assessment is built into the lessons and will also inform any changes to the curriculum. Any supplementary lessons to the Personal Development curriculum overview, as identified by the class teacher will be discussed with the Personal Development lead beforehand and recorded in the scrapbook.

9. Consultation, Policy Development and Review

In order for everyone to be consulted effectively, it may be necessary to ensure that governors and parents receive awareness training and/or information about RSHE on occasions.

This policy document was produced in consultation with the entire school community. This policy has been approved by governors. This document is freely available to the entire school community on request at the school office. It has also been made available on the school website. It will be reviewed on an annual basis.

10. Further reading and resources

<https://observatory.derbyshire.gov.uk/>

<https://viewyourdata.education.gov.uk/>

<https://www.sexeducationforum.org.uk/>

[Relationships and Sex Education \(RSE\) - Derbyshire Local Offer](#)

NSPCC

Derbyshire County Council Personal Development June 2026

Twinkl RSE

11. Policy Links

Wellbeing

Drugs Education

Safeguarding

Confidentiality

Science

External Contributors

Anti-Bullying

Appendix 1

Characteristics	Definition	Where it is covered EYFS	Where it is covered KS1	Where it is covered LKS2	Where it is covered UKS2
Age	Where this is referred to, it refers to a person belonging to a particular age (for example, 32-year-olds) or range of ages (for example, 18- to 30-year olds).	Growing up- - Do I know babies grow into adults? - Do I know the difference between young and old? - Do I know what we need to grow? - Can I recognise how young and old are similar and different Changes- how we change as we get older Small world toys showing different stages of life from baby, toddler, teenager, adult and older adult. Being me- Talk about who they are and what makes them special and unique. Kindness @ Coton – visit to Greenacre Park (retirement site)	Changes – how our needs and bodies change as we get older. Keeping Safe – rules and age restrictions Being Me – explore becoming physically different and the meaning of identity as they get older. Kindness @ Coton – visit to Greenacre Park (retirement site)	Keeping safe – rules and age restrictions. Difference and Diversity – What do we mean by 'hate', 'discrimination' and what are the consequences of discrimination? Kindness @ Coton – visit to Greenacre Park (retirement site)	Changes - memories and different experiences of different ages Being me – 9 protected characteristics of discrimination. Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community. Kindness @ Coton – visit to Greenacre Park (retirement site) Year 5 – Science Animals & humans: describe the changes as humans develop to old age
Gender reassignment	The process of transitioning			Bullying matters – bailey enjoys wearing dresses	Difference and Diversity – understanding that for some people gender

	from one gender to another			R21 – Discussing what discrimination means and how to challenge it Difference and Diversity – What do we mean by ‘hate’, ‘discrimination’ and what are the consequences of discrimination?	identity does not correspond with their biological sex. Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community. Explore language associated with gender identity and sexual orientation Being me – 9 protected characteristics of discrimination Twinkl RSE alternative resource UKS2 lesson 4 <i>relationships & families: gender changes</i>
Being in a marriage or civil partnership	Marriage is no longer restricted to a union between a man and a woman but now includes a marriage between a same-sex couple.	Difference and Diversity- All families are different. Relationships- Explore different family members in a family. Use Love makes a family book. RE curriculum	Changes – divorce, new family	Relationships – recognising and respecting that there are different family structures. Recognising the characteristics of healthy family life. Difference and Diversity – What do we mean by ‘hate’, ‘discrimination’ and	Relationships – recognising that there are different types of relationship. Understanding what marriage and civil partnership means. Recognising different types of committed relationships

	Same-sex couples can also have their relationships legally recognised as 'civil partnerships'. Civil partners must not be treated less favourably than married couples (except where permitted by the Equality Act).			what are the consequences of discrimination?	Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community. <i>Twinkl RSE alternative resource UKS2 lesson 4 relationships & families</i>
Being pregnant or on maternity leave	Pregnancy is the condition of being pregnant or expecting a baby. Maternity refers to the period after the birth, and is linked to maternity leave in the employment context. In the nonwork	Growing up- New baby visit or baby clinic set up in continuous provision to understand how to care for babies.	Growing up – understand that babies grow in their mother's bodies.	Growing up – pregnancy – how adults care for babies before and after birth Difference and Diversity – What do we mean by 'hate', 'discrimination' and what are the consequences of discrimination?	Growing up – privacy, consent, human reproduction naming all parts of body. Reflect on responsibilities of being a parent or carer. Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community.

	context, protection against maternity discrimination is for 26 weeks after giving birth, and this includes treating a woman unfavourably because she is breastfeeding.				Twinkl RSE alternative resource UKS2 lesson 6 human reproduction Year 5 – Science - Animals & humans: describe the changes as humans develop to old age - Living things & their habitats: Describe the life cycle of a mammal and process of reproduction in an animal
Disability	A person has a disability if she or he has a physical or mental impairment which has a substantial and long-term adverse effect on that person's ability to carry out normal day to-day activities	Difference and Diversity – Linked to disability. Talk to the children about why they are special. Help children to identify that we are all different and that is ok. Discuss how we can include others. Talk about ways we can learn from each other. Discuss the importance of respecting each other's differences.	Being me - Identifying the ways in which we are all unique. Similarities and differences Difference and Diversity – 'same but different' School visitor – <i>Breaking Limits</i> visit Bartholomew Gee	Being Me – visible and invisible differences (Down's) Difference and Diversity – What do we mean by 'hate', 'discrimination' and what are the consequences of discrimination? School visitor – <i>Breaking Limits</i> visit Bartholomew Gee	Being me – recognising behaviours actions which discriminate against other and ways of responding to it if witnessed or experienced. Discuss diversity; what it means; the value of living in a diverse community; how we value diversity within our communities Visible and Invisible differences 'Autism' Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice

		Discuss with the children why people might be treated unfairly. School visitor – <i>Breaking Limits visit Bartholomew Gee</i>			Discussing diversity; what it means; the benefits of living in a diverse community. School visitor – <i>Breaking Limits visit Bartholomew Gee</i> Twinkl RSE alternative resource <i>UKS2 lesson 3 differences and being an individual</i>
Race including colour, nationality, ethnic or national origin	Refers to the protected characteristic of Race. It refers to a group of people defined by their race, colour, and nationality (including citizenship) ethnic or national origins	Being me- Talk to children about who they are, what makes them unique etc. Encourage children to dress up and pretend to be someone else. Ask questions such as, 'How does that feel?' Difference and Diversity – Linked to race including colour, nationality, ethnic or national origin Talk to the children about why they are special. Help children to identify that we are all different and that	Being me - Identifying the ways in which we are all unique. Similarities and differences Difference and Diversity – 'same but different' and 'my hair' national origins. Traveller culture & celebrations – <i>respected, supported and/or shared by school on a family by family basis</i> Black History Month – <i>celebrates black people across art, sport, politics, activists for change as children progress through school (Jessie Owens Year 1 & Mary Seacole year 2)</i>	Being Me – discrimination – what it means to be discriminated against. What is your identity Difference and Diversity – refugees. Recognise behaviours/ actions which discriminate or stereotype against others. Difference and Diversity – What do we mean by 'hate', 'discrimination' and what are the consequences of discrimination?	Being me – recognising behaviours actions which discriminate against other and ways of responding to it if witnessed or experienced. Discuss diversity; what it means; the value of living in a diverse community; how we value diversity within our communities Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community including refugees

		is ok. Discuss how we can include others. Talk about ways we can learn from each other. Discuss the importance of respecting each other's differences. Discuss with the children why people might be treated unfairly. Traveller culture & celebrations – respected, supported and/or shared by school on a family by family basis Black History Month – celebrates black people across art, sport, politics, activists for change as children progress through school (EYFS Alma Thomas)	History: Mary Seacole (year 2 -nurses)	Traveller culture & celebrations – respected, supported and/or shared by school on a family by family basis Black History Month – celebrates black people across art, sport, politics, activists for change as children progress through school (Martin Luther King Year 3 & Nelson Mandela Year 4)	Traveller culture & celebrations – respected, supported and/or shared by school on a family by family basis Twinkl RSE alternative resource UKS2 lesson 3 differences and being an individual Black History Month – celebrates black people across art, sport, politics, activists for change as children progress through school (Rosa Parks Year 5 & Sam King and the Windrush Generation Year 6) History: The impact of colonisation on Native Americans (year 5) History: World War II & Hitler's political ideals (year 6)
Religion, belief or lack of religion/ belief	Religion has the meaning usually given to it but belief includes	RE curriculum Agreed syllabus: stories from Islam, Hindu & Christian cultures, ceremonies from Islam,	RE curriculum Year 1: sacred places, special celebrations, Muslims,	Being Me – discrimination – what it means to be discriminated against. What is your identity	Being me – recognising behaviours actions which discriminate against other and ways of responding to

	religious and philosophical beliefs including lack of belief (such as Atheism). Generally, a belief should affect your life choices or the way you live for it to be included in the definition	<i>Hinduism & Christianity, Understanding Christianity</i>	<i>Understanding Christianity Year 2: faith, sacred books, Jewish beliefs, Understanding Christianity</i>	Difference and Diversity – What do we mean by ‘hate’, ‘discrimination’ and what are the consequences of discrimination? RE curriculum <i>Year 3: Hindus, Understanding Christianity</i> <i>Year 4: festivals, humanism, Understanding Christianity</i>	it if witnessed or experienced. Discuss diversity; what it means; the value of living in a diverse community; how we value diversity within our communities Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community. Twinkl RSE alternative resource UKS2 lesson 3 <i>differences and being an individual</i> History: <i>Stone age (year 3)</i> <i>Ancient Egypt (Year 3)</i> <i>Ancient Maya (year 5)</i> <i>The impact of colonisation on Native Americans (year 5)</i> <i>Crime & punishment (year 6)</i> Derby Multi-faith tour (year 5 & 6) RE curriculum
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					<i>Year 5: Places of worship, humanism, Understanding Christianity</i> <i>Year 6: Muslims, Understanding Christianity</i>
Sex	A man or a woman	Difference and Diversity- dolls and books which challenge gender stereotyping.	Growing up – naming parts of the body. Recognising the difference between boys’ and girls’ bodies. Bullying matters – using fairy tales – princess smarty-pants and Cinderella etc challenge gender stereotypes and look at who is being bullied and why? Being me – identifying ways in which we are all unique Difference and Diversity – what does equal mean? Boys and girls; gender stereotypes	Growing up – exploring changes through puberty Egg and sperm. Name external genitalia Difference and Diversity – What do we mean by ‘hate’, ‘discrimination’ and what are the consequences of discrimination?	Growing up – Naming the external and internal reproductive organs. Money Matters – exploring what is meant by gender stereotypes and discrimination Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community. Twinkl RSE alternative resource UKS2 lesson 1-5 on differences between men and women, relationships, differences and being an individual Year 5 – Science Animals & humans: describe the changes as humans develop to old age

					• <i>Living things & their habitats:</i> <i>Describe the life cycle of a mammal and process of reproduction in an animal</i>
Sexual Orientation	Whether a person's sexual attraction is towards their own sex, the opposite sex or to both sexes.	Difference and Diversity- All families are different. Linked to same sex marriages. Relationships- Explore different family members in a family. Use Love makes a family book	Difference and Diversity – use stonewall resources to explore the diversity of the people that can love us. What makes a family. Recognising different types of family. Use frog in love book	Difference and Diversity – What do we mean by 'hate', 'discrimination' and what are the consequences of discrimination?	Bullying Matters – Discussing what discrimination means and how to challenge it – homophobic language Being me – 9 protected characteristics of discrimination Difference and Diversity Understanding prejudice Discussing diversity; what it means; the benefits of living in a diverse community. Twinkl RSE alternative resource UKS2 lesson 3 & 4 relationships and being an individual

The protected characteristics

The education inspection framework (EIF) and the school inspection handbook explain that pupils' understanding of the protected characteristics and how equality and diversity are promoted form part of the evidence that inspectors use to evaluate the school's personal development of pupils.

All primary and secondary schools, whether state-funded or independent, should be able to demonstrate that no form of discrimination is tolerated and that pupils show respect for those who share the protected characteristics.

The Equality Act 2010 aims to prevent discrimination. It is illegal to discriminate against people based on nine protected characteristics:

- age
- disability
- gender reassignment
- marriage and civil partnership
- pregnancy and maternity
- race: can refer to colour, nationality, ethnic or national origins
- religion or belief: can refer to religious or philosophical beliefs, including a lack of belief
- sex: refers to a person's gender
- sexual orientation

At Coton-in-the Elms CE Primary school we follow the Derbyshire County Council Personal Development curriculum that enables us to plan and deliver age-appropriate knowledge and understanding to children during their time at the school. Respect and diversity runs throughout our school culture alongside the Personal Development & RSE curriculum. Therefore, learning about the protected characteristics may take place through collective worship, RE, visitors to the school and children working within the community as part of Kindness @ Coton. No form of discrimination is tolerated at Coton in the Elms CE Primary School, but as a small school it is particularly important that children are taught about these protected characteristic groups, raising their awareness of the diverse wider world and the importance of showing respect to people within these groups.

Additional comments:

- Uniform policy allows for pupils to wear clothes that support their needs. Adaptations are made as required.
- Children are supported with their social and emotional needs through nurture groups, drawing & talking and social stories.
- Books on diversity and from diverse authors are available in the school library and form part of the Reading Spine.
- Safer recruitment training is completed by SLT and safeguarding governor.
- Mental health & wellbeing leads in school are available to support staff on a 1:1 basis.
- Risk assessments and policies are available in school for pregnant members of staff.
- The Personal Development and RSE curriculum is supported by the Church of England education office's 2019 document 'Valuing All God's Children' (Guidance for Church of England schools on challenging homophobic, biphobic and transphobic bullying).

Appendix 2

Summary table of resources used for RSHE to clarify statutory teaching (health, wellbeing and relationships) and non-statutory teaching (sex education)

Further RSHE curriculum provision is mapped out through DCC Personal Development scheme. Financial elements are currently non-statutory.

EYFS / Year 1	Subject to need NSPCC pants rule – private parts of the body	NSPCC	Safeguarding	n/a	
Year 2	Children learn about how boy and girl bodies are different and that certain parts are private. Names of the body to include: nipples, penis, vulva, vagina, scrotum, testicles	Services for education boys and girls	Health	statutory	
Year 3	Children recap names of body parts and learn facts about the menstrual cycle including physical and emotional changes during puberty. Names to the body: penis, vulva, vagina, testicles, scrotum, nipples, ovaries and womb.	Services for education Bits and bobs sweats and spots	Health	statutory	KS2 girls assembly on free period products in school, sanitary bins and support available in school for periods. <i>Health and wellbeing statutory</i>
Year 4	Children recap names for genitals	RHSP scot	Health	Statutory	KS2 girls assembly

	Children explore physical and emotional changes during puberty. Children learn when a sperm and egg meet a baby is made and grows inside a woman's womb and comes out of the vagina. Names of body to include womb, sperm, egg, vagina, umbilical cord. Caring for a baby's needs Human life cycle foetus to old age	Twinkl RSE LKS2 changes to boys, changes to girls lessons only. Services for education Your mummy ate my football DCC Personal Development BBC bitesize	Health Sex education Relationships (<i>caring for a baby</i>) N/A	Statutory Non-statutory Statutory Non- statutory in RSHE (Science Year 5)	
Year 5	Children learn name and function of sexual reproduction body parts in humans. Children explore physical and emotional changes in puberty.	RSHP scot DCC Personal Development Growing up Services for education NHS guide	Sex education (reproductive organs functions) Health (puberty)	Non-statutory Statutory	KS2 girls assembly

	Children learn about menstruation and different period products	Amaze.org	Health	Statutory	Consideration of menstruation lesson separate girls / boys lesson with the same content depending on the cohort.
	Children learn that reproductive body parts come together to make a baby. Includes: human life cycle, sexual intercourse, conception, fertilisation	Services for education boys and girls, men and women DCC Personal Development	Sex education	Non-statutory	
	How babies are born including vagina, caesarean, IVF.		Sex education	Non-statutory	
Year 6	Changing bodies during puberty	Twinkl RSE	Health	Statutory	KS2 girls assembly
	Changing emotions during puberty	Twinkl RSE	Health	Statutory	Separate girls and boys lesson on periods, keeping a healthy body <i>Health statutory</i>
	Personal identity	Twinkl RSE	Wellbeing & wellbeing online	Statutory	
	Different kinds of relationships	Twinkl RSE	Relationships	Statutory	
	Reproductive organs, conception and birth.	Twinkl RSE	Sex education	Non-statutory	
	Sexual relationships, contraception, sexually	Twinkl RSE	Sex education	Non-statutory	

	transmitted infections, safe and unsafe contact Human reproduction including IVF, surrogacy, caesarean, conception to birth. Female genitalia mutilation	National fgmcentre.org.uk (KS2 Resource)	Relationships	Statutory	
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RSHE curriculum content:

Relationships (statutory)

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 feel unhappy or unsafe, and how to seek help or advice from others if needed.

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.

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.

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.

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.

Health and Wellbeing (statutory)

General wellbeing

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.

3. 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 everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.
9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Health protection and prevention

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. 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 ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

Basic first aid

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.

3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Economic wellbeing (non-statutory)

1. Understand what money is used for.
2. Explain there are different ways to pay for things.
3. Understand ways to keep track of spending and saving.
4. Know that people have different attitudes to spending / saving and there are needs, wants and priorities that affect this.
5. Identify the risks associated with gambling and that money can have an impact on a person's wellbeing.
6. Understand how skills can link to jobs and careers. Reflect on their own career ambitions.
7. Explore strategies to challenge stereotypes and understand the impact this can have on aspirations.

Sex education (non-statutory)

1. The difference between male and female bodies.
2. Know that some parts of the body are private. Understand how to give and receive consent.
3. Name and know the function of external and internal reproductive organs of the body (male and female).
4. Know changes that might occur to the body during puberty and these could occur at different times and ages for each person.
5. About conception to birth, the different ways this can occur including in vitro fertilisation (IVF), caesarean and surrogacy. That contraception can be used to prevent pregnancy and sexual transmitted infections.
6. Know what a sexual relationship is and identify when contact is safe and unsafe and how to seek help.
7. Understand that sexual abuse is a crime and that female genitalia mutilation is illegal.