



# Relationships and Sex Education (RSE)



Our RSE curriculum has been created with great thought for the needs of our pupils and the concerns of their families using the Peterborough & Cambs curriculum and Discovery Education materials.

Our coverage includes:

Year 1 - Boys' and girls' bodies; naming body parts

Year 2 - Boys' and girls' bodies; body parts and respecting privacy

Year 3 - How babies grow and how boys' and girls' bodies change as they grow older

Year 4 - Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 - Puberty for boys and girls

A more detailed overview of our curriculum progression can be found below. We are happy to answer any questions you have about our curriculum, and we invite you to come in to look at our resources. We believe all parents should be well-informed about what their children are learning.

There are a lot of misconceptions surrounding this subject and we want to reassure you that relationships education is not the same as sex education.

The focus of relationships education is to teach your child about what healthy and unhealthy relationships look like so they can be safe at school, at home and online. We will also teach them about how their friends' families might be different from their own families. Their friends might have different religions, speak different languages at home, or have two parents of the same gender.

The aim of our relationships education is to reinforce the values you're likely to be teaching your child anyway:

- Being kind to others
- Respecting others' differences
- Living in peace with each other

The Department for Education requires that we teach relationships and health education to all pupils, so you won't be able to withdraw your child from this part of our curriculum.

Our sex education programme is tailored to our pupils' age, and physical and emotional maturity. As children get older, they may be confused by changes in their bodies – this confusion can be made worse by misinformation online and from other children. We offer fact-based education to reassure your child that what they're experiencing is normal, and we explain the science behind these changes.

We encourage you to keep your child in this programme and to have conversations at home about this topic. However, you can withdraw your child if you wish. Should you decide to withdraw, please contact your child's class teacher.

The Department for Education has published some resources for parents that explain what they expect pupils to learn in school and why.

- [Relationships education, relationships and sex education \(RSE\) and health education: FAQs](#)
- [Relationships, sex and health education: guides for parents](#)

If you have any concerns, we are always happy to discuss them with you. Please contact the school office to make an appointment with your child's class teacher or our PHSE Leader, Mrs Hannah Breslin.

# Programme progression

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.