Richard Lee Primary

Relationships and Sex Education (RSE) Policy

Local Level Policy

Date effective	December 2025
Review Cycle	Every year
Review Date	December 2026
Date of Approval by Governors	December 2025
Committee approved by	Richard Lee Local Governing Body
Author	Mrs Jenny Stafford

Part of the Castle Phoenix Trust
Leading Learning and Excelling Together

Contents

Rationale....2
1. Introduction....2
2. Aims....3
3. Policy development....3
4. Curriculum....3
5. Withdrawal rights and procedures....4
6. Roles and responsibilities....4
7. Staff training....4
8. Monitoring....4
9. Appendices....5

Rationale

At Richard Lee Primary School, we are committed to maximising the outcomes of every child by providing opportunities for them to acquire the knowledge, understanding, skills, attitudes and attributes necessary for them to positively manage their lives – now and in the future. We also have the statutory responsibilities of ensuring pupil well-being and safeguarding (Children's Act, 2004) and promoting community cohesion (Education Act, 2006). One way in which we intend to fulfil these duties is through delivering a comprehensive programme of Relationships and Sex Education (RSE) within our current Personal, Social, Health and Economic (PSHE) Education programme of study.

1. Introduction

1.1 An amendment to the Children and Social Work Act 2017 made Relationships and Health Education at primary age statutory subjects. This became active from the beginning of the Summer Term, April 2021.

1.2 We have based our school's RSE policy on the Department for Education's guidance document: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

1.3 RSE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. It is also about understanding the importance of family life, stable relationships, respect and care.

1.4 RSE involves a combination of sharing information and exploring issues and values in an age appropriate manner and with due consideration for individual pupil needs. Our RSE curriculum considers the cultural and religious values as well as the feelings of all pupils and families within our school community.

1.5 RSE is **not** about the promotion of sexual activity or any form of sexual orientation.

2. Aims

2.1 The aims of RSE at our school are to:

- Provide knowledge of how stable, caring families and relationships, which may be of different types, are essential for children's security as they grow up.
- Create a framework and climate in which sensitive discussions can take place.
- Promote the importance of respecting others, even when they are very different from oneself.
- Encourage celebrating diversity and avoiding prejudice and stereotyping.
- Advise children on which sorts of boundaries are appropriate in friendships with peers and others - including in a digital context.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Provide knowledge of human reproductive processes.
- Inform children on matters of personal hygiene.
- Support children in keeping safe and the recognition and management of risk.

3. Policy development

3.1 This policy has been developed in consultation with staff, pupils, parents and governors.

3.2 The consultation and policy development process involved the following steps:

1. **Review** – the PSHE leader together with SLT, attended training and brought together all relevant information including national and local guidance and relevant resources.
2. **Staff consultation** – all school staff were given the opportunity to receive training in this area and to consider the policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and any interested parties were consulted (virtually, due to school closures during the National Lockdown) about the policy.
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE.
5. **Ratification** – once amendments are made, the policy will be shared with governors and with the intention to achieve ratification.

4. Curriculum

4.1 As stated above, Relationships and Health Education are statutory subjects for children of primary age. Our Relationships and Health Education curriculum is set out as below and will be taught as part of our PSHE Curriculum.

4.2 Relationships Education will cover:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships'
- Being safe.

4.3 Health Education will cover:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness

- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

4.4 Whilst Sex Education is not a statutory requirement, the DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils'. At Richard Lee Primary, we feel that it is important to deliver a positive programme of study in a safe and inclusive environment, allowing our children to gain a factual understanding about human reproduction before they leave primary school.

4.5 Some elements of Sex Education are statutory as part of the Science National Curriculum. These curriculum objectives are set out as below and parents do not have the right to withdraw their children from this programme of study.

4.6 The non-statutory elements of Sex Education that are not included in the National Science Curriculum will be delivered as part of our PSHE Curriculum. These curriculum objectives are set out as below and parents do have the right to withdraw their children from this programme of study.

4.7 RSE will be taught to the children by their class teacher. However, pupils may also receive educational sessions delivered by a trained health professional.

[See Appendix 1: RSE Education – DfE Guidance]

[See Appendix 2: KAPOW Content Overview]

[See Appendix 3: Statutory elements of Sex Education as part of the National Science Curriculum]

5. Withdrawal rights and procedures

5.1 Whilst parents/carers do not have the right to withdraw their children from RSE or Science lessons, they are encouraged to share their concerns with the class teacher.

5.2 The school will inform parents/carers of their right to withdraw from non-statutory Sex Education lessons by providing a participation letter for completion before the lesson takes place. Parents/carers are encouraged to share their concerns with the class teacher before they exercise their right to withdraw.

5.3 It is the school's duty to provide an alternative learning task for children who have been withdrawn from lessons. In the event of a child being withdrawn from a lesson, the child must still remain in school and will be assigned to another class or working space until the RSE lesson is over.

6. Roles and responsibilities

6.1 **The governing body** – Once the governing board has approved this policy, they will hold the headteacher to account for its implementation.

6.2 **The headteacher** – The headteacher is responsible for ensuring that RSE is taught positively, confidently and consistently across the school.

6.3 **Staff** – RSE will be taught, adapted and monitored by class teachers in a sensitive, inclusive, age appropriate manner. Staff members will not be able to withdraw from teaching RSE and are encouraged to share their concerns with the headteacher.

6.4 **Pupils** – Pupils will be expected to adhere to their class charter in order to participate respectfully during each session.

7. Staff training

7.1 Members of staff have received (and will continue to receive as necessary) high quality training to support the planning, delivery and relevant adaptation of RSE lessons as part of the school's continuing professional development programme.

7.2 Subject advocates attend further training and distribute relevant information, present effective teaching and learning strategies and provide additional guidance aimed at building teachers' confidence and competence.

8. Monitoring

8.1 The governing body will monitor this policy on an annual basis. The committee will report its findings and recommendations as necessary if the policy needs modification.

8.2 Governors will give serious consideration to any comments from parents about the PSHE (RSE) programme, and will make a record of all such comments.

8.3 Governors will scrutinise and ratify teaching materials to check if they are in accordance with the school's ethos.

8.4 Quality assured processes within school (which may include, planning scrutiny, learning walks and staff discussion) will ensure the review and monitoring of this curriculum area.

9. Appendices

Appendix 1 - RSE Education – DfE Guidance

Relationships Education - By the end of primary school:

Families and people who care for me	Pupils should know • that families are important for children growing up because they can give love, security and stability. • the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. • that others' families, 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. 21 • that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.

	• that marriage13 represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • 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	Pupils should know • how important friendships are in making us feel happy and secure, and how people choose and make friends. • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. • that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.
Respectful relationships	Pupils should know • the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. • practical steps they can take in a range of different contexts to improve or support respectful relationships. • the conventions of courtesy and manners. • the importance of self-respect and how this links to their own happiness. • that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. •about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. • what a stereotype is, and how stereotypes can be unfair, negative or destructive. • the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	Pupils should know • that people sometimes behave differently online, including by pretending to be someone they are not. • that the same principles apply to online relationships as to face-toface relationships, including the importance of respect for others online including when we are anonymous. • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • how information and data is shared and used online.
Being safe	Pupils should know • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • how to respond safely and

	appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • how to recognise and report feelings of being unsafe or feeling bad about any adult. • how to ask for advice or help for themselves or others, and to keep trying until they are heard. • how to report concerns or abuse, and the vocabulary and confidence needed to do so. • where to get advice e.g. family, school and/or other sources.

Health Education - By the end of primary school:

Mental wellbeing	Pupils should know • that mental wellbeing is a normal part of daily life, in the same way as physical health. • that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 33 • how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • where and how to seek support (including recognising the triggers for seeking support), including whom 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). • it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	Pupils should know • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing 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. • how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. • why social media, some computer games and online gaming, for example, are age restricted. • that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • where and how to report concerns and get support with issues online.

Physical health and fitness	Pupils should know • the characteristics and mental and physical benefits of an active lifestyle. • the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • the risks associated with an inactive lifestyle (including obesity). • how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know • what constitutes a healthy diet (including understanding calories and other nutritional content). • the principles of planning and preparing a range of healthy meals. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	Pupils should know • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	Pupils should know • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic first aid	Pupils should know: • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	Pupils should know: • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix Two: KAPOW Units of work for RSE and PSHE

Introductory lesson	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
	Self-regulation: My feelings	Building relationships: Special relationships	Managing self: Taking on challenges	Self-regulation: Listening and following instructions	Building relationships: My family and friends	Managing self: My wellbeing
Y1 Introduction: Setting ground rules for RSE & PSHE	Y1 Families and relationships	Y1 Health and wellbeing	Y1 Safety and the changing body	Y1 Citizenship	Y1 Economic wellbeing	Y1 Transition lesson
Y2 Introduction: Setting ground rules for RSE & PSHE lessons	Y2 Families and relationships	Y2 Health and wellbeing	Y2 Safety and the changing body	Y2 Citizenship	Y2 Economic wellbeing	Year 2: Transition lesson
Introduction: Setting ground rules for RSE & PSHE lessons	Y3 Families and relationships	Y3 Health and wellbeing	Y3 Safety and the changing body	Y3 Citizenship	Y3 Economic wellbeing	Year 3: Transition lesson
Introduction: Setting ground rules for RSE & PSHE lessons	Y4 Families and relationships	Y4 Health and wellbeing	Y4 Safety and the changing body	Y4 Citizenship	Y4 Economic wellbeing	Year 4: Transition lesson
Introduction: Setting ground rules for RSE & PSHE lessons	Y5 Families and relationships	Y5 Health and wellbeing	Y5 Safety and the changing body	Y5 Citizenship	Y5 Economic wellbeing	Year 5: Transition lesson
Introduction: Setting ground rules for RSE & PSHE lessons	Y6 Families and relationships	Y6 Health and wellbeing	Y6 Safety and the changing body	Y6 Citizenship	Y6 Economic wellbeing	Year 6: Transition lesson

EYFS

Introductory lesson	No Introductory lesson for Early Years	**Unit 1**	Self-regulation: My feelings 6 lessons In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.
Unit 2	Building relationships: Special relationships 6 lessons In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.	**Unit 3**	Managing self: Taking on challenges 6 lessons In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.
Unit 4	Self-regulation: Listening and following instructions 6 lessons In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.	**Unit 5**	Building relationships: My family and friends 6 lessons In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.
Unit 6	Managing self: My wellbeing 6 lessons In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.		

Year 1

Introductory lesson	Y1 Introduction: Setting ground rules for RSE & PSHE 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y1 Families and relationships 8 lessons Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair
Unit 2	Y1 Health and wellbeing 9 lessons Exploring personal qualities, strategies to manage feelings, the impact of sleep and relaxation on wellbeing, the importance of hand washing and sun protection, identifying and dealing with allergic reactions, people in the community who keep us healthy	**Unit 3**	Y1 Safety and the changing body 9 lessons Learning how to respond to adults in different situations; distinguishing appropriate and inappropriate physical contact; understanding what to do if lost and how to call the emergency services; identifying: hazards in the home and people in the community who keep us safe
Unit 4	Y1 Citizenship 7 lessons Learning about: the importance of rules and consequences of not following them; caring for the needs of babies, young children and animals; exploring our similarities and differences and an introduction to democracy	**Unit 5**	Y1 Economic wellbeing 7 lessons Please note: This unit is replacing the *Archived (pre 2024) Year 1 Economic wellbeing* unit Learning about a range of money and bank functions including cash safety, spending, saving and jobs.
Unit 6	Y1 Transition lesson 1 lessons Helping Year 1 pupils with the transition to a new year and the changes that come with it		

Year 2

Introductory lesson	Y2 Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y2 Families and relationships 8 lessons Learning that families are composed of different people who offer each other care and support. Learning how other people show their feelings and how to respond to them. Looking at conventions of manners and developing an understanding of self-respect.
Unit 2	Y2 Health and wellbeing 8 lessons Learning: about the benefits of exercise and relaxation on physical health and wellbeing; strategies to manage different emotions, setting goals and developing a growth mindset and understanding dental hygiene	**Unit 3**	Y2 Safety and the changing body 10 lessons Lesson collection: Developing understanding of safety: roads, medicines and an introduction to online safety; distinguishing secrets from surprises; naming body parts and looking at the concept of privacy.
Unit 4	Y2 Citizenship 8 lessons Lesson collection: learning about rules outside school; caring for the school and local environment; exploring the roles people have within the local community; learning how school council works; giving an opinion.	**Unit 5**	Y2 Economic wellbeing 7 lessons Learning about financial literacy including how adults get money, wants and needs, using skills and talents and inclusive environments.
Unit 6	Year 2: Transition lesson 1 lessons Helping Year 2 pupils with their transition to Year 3 and the changes that may come with this move.		

Year 3

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons.	**Unit 1**	Y3 Families and relationships 9 lessons Learning: how to resolve relationship problems; effective listening skills and about non-verbal communication. Looking at the impact of bullying and what action can be taken; exploring trust and who to trust and that stereotyping can exist
Unit 2	Y3 Health and wellbeing 8 lessons Understanding that a healthy lifestyle includes physical activity, a balanced diet, and rest and relaxation; exploring identity through groups we belong to, and how our strengths can be used to help others; learning how to solve problems by breaking them down into achievable steps.	**Unit 3**	Y3 Safety and the changing body 9 lessons Learning about: cyberbullying and how to be good digital citizens; first aid, bites and stings and how to be safe near roads. Pupils also think about choices and influence
Unit 4	Y3 Citizenship 8 lessons Learning about children's rights; exploring why we have rules and the roles of local community groups, charities and recycling and an introduction to local democracy	**Unit 5**	Y3 Economic wellbeing 7 lessons Introduction to budgeting, learning about the different paying methods, the emotional impact of money, the ethics of spending, potential jobs and careers and learning that anyone can aspire to anything.
Unit 6	Year 3: Transition lesson 1 lessons Helping Year 3 pupils prepare for the transition to Year 4 and the changes that come with this		

Year 4

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y4 Families and relationships 9 lessons Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement
Unit 2	Y4 Health and wellbeing 8 lessons Developing emotional maturity; learning that we experience a range of emotions and are responsible for these; appreciating the emotions of others; developing a growth mindset; identifying calming and relaxing activities; developing independence in dental hygiene	**Unit 3**	Y4 Safety and the changing body 9 lessons Building awareness of online safety and the benefits and risks of sharing information online; identifying the difference between private and public; age restrictions; exploring the physical and emotional changes in puberty; the risks associated with tobacco; knowing how to help someone with asthma
Unit 4	Y4 Citizenship 7 lessons Learning about Human rights and caring for the environment; exploring the role of groups within the local community and appreciating community diversity; looking at the role of local government.	**Unit 5**	Y4 Economic wellbeing 7 lessons Exploring choices associated with looking after money, what makes something good value for money, stereotypes in the workplace, career changes and what influences career choices.
Unit 6	Year 4: Transition lesson 1 lessons Helping Year 4 pupils prepare for the transition into Year 5 and the changes, challenges and opportunities this brings		

Year 5

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y5 Families and relationships 9 lessons Developing an understanding of families, including marriage and what to do if someone feels unsafe in their family; learning that dealing issues can strengthen a friendship; exploring the impact of bullying and what influences a bully's behaviour; learning to appreciate our individual positive attributes.
Unit 2	Y5 Health and wellbeing 8 lessons Learning to take greater responsibility for sleep, sun safety, healthy eating and managing feelings; setting goals and embracing failure; understanding the importance of rest and relaxation	**Unit 3**	Y5 Safety and the changing body 8 lessons Exploring the emotional and physical changes of puberty, including menstruation; learning about online safety, influence, strategies to overcome potential dangers and how to administer first aid to someone who is bleeding.
Unit 4	Y5 Citizenship 7 lessons An introduction to the justice system; how parliament works; and the role of pressure groups; learning about rights and responsibilities, the impact of energy on the planet and contributing to the community	**Unit 5**	Y5 Economic wellbeing 7 lessons Learn to manage money, understand borrowing, be cautious online, challenge workplace stereotypes, and align interests with future careers.
Unit 6	Year 5: Transition lesson 1 lessons Helping Year 5 pupils prepare for the transition to Year 6 and the opportunities and responsibilities this brings.		

Year 6

Introductory lesson	Introduction: Setting ground rules for RSE & PSHE lessons 1 lessons A stand-alone introductory lesson outlining RSE & PSHE as a subject and exploring how to create a successful learning environment for these lessons	**Unit 1**	Y6 Families and relationships 7 lessons Learning: to resolve conflict, through negotiation and compromise; about respect, understanding that everyone deserves to be respected and about grief
Unit 2	Y6 Health and wellbeing 9 lessons Learning about diet, oral hygiene, physical activity and the facts around immunisation. Exploring rest and relaxation and how they affect physical and mental health. Strategies for being resilient in challenging situations and planning for long-term goals	**Unit 3**	Y6 Safety and the changing body 9 lessons Learning about: the reliability of online information, the changes experienced during puberty, how a baby is conceived and develops, the risks associated with alcohol and how to administer first aid to someone who is choking or unresponsive.
Unit 4	Y6 Citizenship 7 lessons Learning about: human rights, food choices and the environment, caring for others, recognising discrimination, valuing diversity and national democracy	**Unit 5**	Y6 Economic wellbeing 7 lessons Explore choices related to navigating feelings about money, keeping money safe, managing finances in secondary school, understanding the risks of gambling, considering careers in various workplaces, and identifying the paths to pursue different careers.
Unit 6	Year 6: Transition lesson 1 lessons Helping pupils prepare for the transition to secondary school, including exploring any worries or anxieties they may have		

Appendix 3: Statutory elements of Sex Education as part of the National Science Curriculum

RSE in the Science Curriculum

Key Stage 1 (age 5-7 years)

Year 1 pupils should be taught to:

Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2 pupils should be taught to:

Notice that animals, including humans, have offspring, which grow into adults.

Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Key Stage 2 (age 7-11 years)

Year 5 pupils should be taught to:

Describe the life process of reproduction in some plants and animals.

Describe the changes as humans develop to old age.

Year 6 pupils should be taught to:

Recognise that living things produce offspring of the same kind, but often offspring vary and are not identical to their parents.