



Relationships, Sex and Health Education Policy

(Whole School Including EYFS)

First Issued:	Summer Term 2020	Next Review:	Spring Term 2028
Last Reviewed:	Spring Term 2026	Version:	3.0
Responsible:	Deputy Head Pastoral		

1. Safeguarding Statement

At Orley Farm School, we respect and value all children and are committed to providing a safe, welcoming and nurturing environment where every pupil can learn and thrive. We believe every child has the right to participate fully in school life, free from harm, neglect, abuse and discrimination.

Safeguarding and promoting the welfare of children is a legal responsibility shared by every adult working or volunteering in our school, including staff, governors, contractors and visitors. We are committed to a culture of vigilance where the best interests of the child come first, and where early help and timely intervention prevent harm from occurring.

In line with *Keeping children safe in education*, our policies and practice aim to protect children from all forms of abuse and neglect, including physical abuse, sexual abuse, emotional abuse, neglect, child-on-child abuse, exploitation, online abuse and exposure to extremist views. We work in partnership with pupils, parents, carers and other agencies to ensure that every child feels safe, supported and able to achieve their full potential.

This policy will be reviewed every two years.

2. Policy Statement

- a. Relationships, Sex and Health Education (RSHE) is lifelong learning for all young people in school, irrespective of their gender, ethnicity or ability. It is about physical, moral and emotional development, the understanding of the importance of family life, stable and loving relationships, respect, love and care.
- b. Relationships Education provides an excellent forum to provide pupils with life-skills that will enable them to make informed decisions and protect themselves against harmful and exploitative situations. Relationships Education is therefore a tool to safeguard children.
- c. In Years 7 & 8 (Key Stage 3) RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- d. RSHE should enable students to make informed and appropriate choices as they become young adults and to develop responsible attitudes to sexual activity and the development of their own stable, loving relationships.
- e. RSHE contributes to the foundation of PSHE, Citizenship and Spiritual, Moral, Social and Cultural (SMSC) development and offers a valuable vehicle for promoting equality between individuals and groups. It involves an exploration of human and social diversity, and a fostering of self-worth whilst recognising, accepting and respecting differences.

3. Aims

Our RSHE programme aims to:

- i. be an integral part of the lifelong learning process, beginning in early childhood and continuing into adult life.
- ii. be an entitlement for all young people, including those with additional learning and language needs.
- iii. be set within the wider school context and support family commitment and love, respect and affection, knowledge and openness.

- iv. recognise that family is a broad concept; and that families occur in many forms and provide nurturing environments for children, and without promoting any one family structure
- v. encourage pupils and teachers to share and respect each other's views with cultural awareness and sensitivity.
- vi. ensure pupils are aware of different approaches to sexual orientation
- vii. recognise that parents/carers are the key people in teaching their children about relationships, sex, growing up.
- viii. work in partnership with parents/carers and pupils, inviting feedback about the content of RSHE learning.

It is not the aim of RSHE Policy to:

- i. encourage pupils to become sexually active at a young age.
- ii. promote a sexual orientation.

4. Statutory Requirements

From September 2026, we will incorporate the updates provided by the RSHE 2025 guidance, which expands on the requirements for sex education, mental health and wellbeing, and online safety. This includes enhanced provisions for:

- a. Mental Health – Actively promote emotional wellbeing and positive mental health.
- b. Online Safety – Reinforcing safeguarding in the digital space, with a focus on protecting pupils from online harms, including cyberbullying, and self-produced sexual imagery (sexting).
- c. Diverse Relationships – Expanding the inclusion of diverse sexual orientations, gender identities, and family structures within the curriculum

We are committed to ensuring that our RSHE programme evolves in line with the new statutory guidance, equipping our pupils with the knowledge and skills they need to thrive in a complex and ever-changing world.

RSHE is taught at Orley Farm School as set out in this policy.

5. Policy Development

This policy has been developed in consultation with governors, staff, pupils, and parents, following these steps:

- a. Review & Design – A working group compiled relevant national and local guidance on RSHE.
- b. Staff Consultation – Staff reviewed the draft policy and provided feedback.
- c. Parent/Carer Consultation – Parents/carers were invited to discuss and comment on the draft policy.
- d. Pupil Consultation – Pupil views were sought to understand their needs and preferences.
- e. Ratification – The policy was reviewed and ratified by the Governing Body.

6. Equal Opportunities

Orley Farm School will ensure RSHE will be taught to all its pupils, regardless of protected characteristics such as gender, race or disability, so giving equal opportunities and avoiding

discrimination.

The planning and organising of teaching strategies will be periodically reviewed to ensure that no pupil is disadvantaged.

7. Definition

Relationships, Sex, and Health Education (RSHE) is the teaching of emotional, social and physical development. The RSHE curriculum focuses on helping children understand relationships, personal well-being, sexual health, healthy lifestyles, diversity and personal identity. It encourages exploration of values and issues in a safe, respectful environment, supporting pupils in making informed, positive choices. The curriculum aims to foster an understanding of relationships and personal health, not to promote sexual activity. RSHE is designed to develop students' self-esteem, respect for others and their ability to navigate the complexities of relationships in a responsible and informed way.

Up to and including Key Stage 2, we define Relationships Education as learning about caring friendships, families and people who care for me, respectful relationships, online relationships, being safe, growing up, puberty and mental well-being.

Sex Education is also covered in Relationships Education as well as aspects of sex education being covered in the National Science Curriculum. Sex education is defined as preparing boys and girls for the changes that adolescence brings, and the scientific process of how a baby is conceived and born.

8. Curriculum

See Appendix 1 for our school's RSHE curriculum. This is adapted as and when necessary.

Our RSHE curriculum is designed to be developmentally appropriate, sequential and based on the needs of our pupils. We work closely with parents, governors and external agencies to ensure the curriculum meets the needs of all students.

Relationships Education will cover:

- a. Families and Relationships – Understanding the different types of families and relationships, including same-sex families and blended families.
- b. Friendships and Social Skills – The importance of friendships, how to build and maintain positive friendships, and how to deal with conflict
- c. Self-Esteem and Self-Care – Developing a positive sense of self-worth and learning to take care of mental, emotional and physical health.
- d. Emotions and Feelings – Understanding and expressing emotions, managing difficult emotions and developing empathy.
- e. Healthy and Unhealthy Relationships – Recognising the difference between healthy and unhealthy relationships and learning how to navigate both.
- f. Respectful Behaviour – The importance of respectful, consensual behaviour and manners in relationships.

- g. Staying Safe Online and Offline – Teaching about online safety, including protecting personal information and understanding cyberbullying.
- h. Sex Education (taught as part of the Science Curriculum and covered briefly under puberty education):
 - The changes during puberty and their impact on both boys and girls.
 - Basic understanding of the conception and birth process as part of the family life education.
 - Understand that there are ways to prevent pregnancy and their efficacy. (KS3 only)

The above points are covered in an age-appropriate way from EYFS to Year 8. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (e.g., looked after children or young carers).

We will not teach explicit sexual activity or anything beyond the scope of this curriculum for primary-age children (KS2).

NB - We will teach Health and responsible, consensual behaviour in intimate and sexual relationships (KS3) to only Years 7 and 8.

9. Language

Children should be introduced, at appropriate stages, to the correct terminology in their programme of RSHE. It is important that acceptable and unacceptable terminology is clarified. After initial discussion, correct biological terms will be always used for teaching.

Anatomical terms

It is good practice to use anatomical terms for genitalia and sexual parts of the body. (See Appendix 4) Having the right language to describe the private parts of their body and knowing how to seek help if they are being abused, are vital for a child's safeguarding. Ofsted provides full support for this approach (2013) and have raised concerns that some primary schools fail to teach this vocabulary, and this leaves children unable to describe abusive behaviours.

As a result, pupils will be taught the anatomical terms for body parts from Reception where applicable to that subject area. Slang or everyday terms used in certain social circles will be discussed when appropriate; this will surround discussion about what is and is not acceptable language to use.

Respectful Language

The use of respectful language which challenges sexism, homophobia and other forms of prejudice is established in our school rules and our ethos. This has benefits for the whole school community – both in and out of lessons, it helps to ensure we are a happy and healthy place to learn. Ofsted found that casual use of homophobic language in schools is often unchallenged (2013), but we always challenge it. We are committed to ensuring that children need to know that using the word 'gay' in a derogatory or insulting way is wrong. (To tackle this, staff might say: 'You've used the word 'gay', but not in the right way.')

As a result, pupils will hear references to

'gay' and 'straight' as part of teaching and assemblies, for example when we talk about rights, respect or relationships.

10. Teaching Methods and Delivery

RSHE will usually be delivered by a member of school staff, usually the child's tutor. If an external visitor is delivering all or aspects of RSHE, parents will be informed in advance. The school uses Knowledge is Power Education when this is necessary. Staff members are present during these sessions

RSHE is usually delivered in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single gender groups.

Relationships Education will be assessed as part of the wider PSHE curriculum.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils can form their own, informed opinions but also respect others who may have a different opinion.

Both formal and informal RSHE questions arising from pupils are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the DSL if they are concerned.

The following are protocols teachers follow for discussion ('Ground Rules'):

- No one (teacher or pupil) will have to answer a personal question
- No one will be forced to take part in a discussion
- Only correct/agreed names for body parts will be used
- Meanings of words will be explained in a sensible and factual way
- The use of a question box may help to lessen embarrassment of asking questions
- Teachers may use their discretion in responding to questions and may say (for example):
 - The appropriate person to answer that question is your parent
 - The question can be discussed with the individual at more appropriate time
 - The topic will be covered at a later stage in their Relationships Education

The Deputy Head Pastoral / Head of PSHE and YGL's are the members of staff who monitor the implementation of RSHE. Monitoring is done through book scrutiny, lesson observations, pupil conferencing sessions and staff focus groups.

11. Use of Resources

All resources used in our RSHE programme will be carefully selected to ensure they meet the following criteria:

- Alignment with the statutory RSHE guidance and curriculum requirements.
- Support for pupils in applying their knowledge in different contexts and real-life situations.
- Appropriateness for the age, developmental stage, and background of our pupils.
- Evidence-based content, with robust facts and statistics.
- Compatibility with our school's curriculum plan and educational objectives.

- Credibility, ensuring resources come from trusted, reputable sources.
- Consistency with our school's teaching approach and values.
- Sensitivity to the diverse experiences and cultural identities of our pupils.

These considerations ensure that all resources are suitable, relevant, and supportive of a safe and inclusive learning environment.

12. Safeguarding and Confidentiality

RSHE will be taught in accordance with the school's safeguarding policy. If any pupil discloses information that suggests they are at risk of harm, staff will follow the safeguarding procedures.

Teachers will explain to pupils that while they can ask questions during lessons, any concerns they raise that involve safeguarding or potential harm will be addressed in line with school policy.

Use of external organisations and materials

When our school engages external organisations or uses materials produced by these organisations to support the delivery of the RSHE curriculum, we ensure that:

Appropriateness: All materials are aligned with our legal duties and responsibilities, particularly around political impartiality.

British Values: We are committed to upholding the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs. Any external input must support these values.

Therefore, the school will:

- i. Conduct appropriate checks on external agencies to ensure that their approach to teaching RSHE is balanced, and that their materials are:
 - Age-appropriate.
 - In line with the developmental stage of the pupils.
 - Compliant with:
 - This policy.
 - The Teachers' Standards.
 - The Equality Act 2010.
 - The Human Rights Act 1998.
 - The Education Act 1996.
- ii. Ensure that only external agencies in which the school has complete confidence are used.
- iii. Ensure that all external speakers and resources align with the intended curriculum outcomes.
- iv. Have clarity on the content of any external contributions, including the position of speakers on relevant issues.
- v. Review all materials before use to ensure suitability and alignment with the policy.

- vi. Ensure that the school is aware of the individuals presenting, and that all safeguarding procedures for these individuals are followed.
- vii. Check the agency's protocol for the use of photographs or personal data gathered during sessions.
- viii. Remind teachers that they have the right to stop a session at any time if they are uncomfortable with the content or delivery.
- ix. Ensure that a teacher is always present during sessions with external speakers to maintain oversight and ensure safety.
- x. The school will not engage or collaborate with external agencies that produce materials that are not aligned with the school's values, even if the content itself does not seem extreme.

This ensures that external contributions to the curriculum are properly vetted, appropriate for our pupils, and in alignment with our safeguarding and educational principles.

13. Roles and Responsibilities

a. All teachers / Teaching Assistants will:

- i. ensure that they are up to date with this RSHE policy and curriculum requirements regarding relationships and sex education.
- ii. report back to YGLs and Deputy Head Pastoral/Head of PSHE on any areas that they feel are not covered or inadequately provided for in the school's RSHE provision.
- iii. attend and engage in professional development training around relationships and sex education provision, when appropriate.
- iv. follow the school's reporting systems if a pupil comes to a member of staff with an issue that they feel they cannot deal with alone.
- v. ensure that their personal beliefs and attitudes will not prevent them from providing balanced RSHE in school.
- vi. tailor their lessons to suit all pupils in their class, across the whole range of abilities, faiths, beliefs and cultures, including those pupils with special educational needs, asking for support in this from the YGL, should they need it.
- vii. promote child welfare.

b. The Head of PSHE / Deputy Head Pastoral will:

- i. develop this school policy and ensure it is reviewed every two years.
- ii. provide support to staff members who feel uncomfortable or ill-equipped to deal with the delivery of RSHE to pupils.
- iii. ensure that RSHE is age appropriate and needs-led across all year groups; this means ensuring that the curriculum responds to pupils' needs.
- iv. ensure that the information regarding RSHE, to which all pupils are entitled, is provided in a comprehensive way.
- v. support parent/carer involvement in the development of the RSHE curriculum.
- vi. ensure that personal beliefs, values and attitudes will not prevent them from providing balanced RSHE in school.
- vii. communicate freely with staff, parents/carers and the governing body to ensure that everyone understands the school policy and curriculum for RSHE, and that any concerns or opinions regarding the provision at the school are listened to, considered and acted on appropriately.

- viii. ensure that members of staff are given enough training, so that they can teach effectively and handle any difficult issues with sensitivity.
- ix. monitor this policy on a regular basis and report to governors on the effectiveness of the policy.

c. All Pupils:

- i. are expected to engage fully in RSHE and, when discussing issues related to this topic treat others with respect and sensitivity.
- ii. will be asked for feedback on the school's RSHE provision opinions on provision and comments will be reviewed by the YGLs and taken into consideration when the curriculum is prepared for the following year's pupils.

d. Parents/Carers:

The school will:

- i. keep parents/carers informed about all aspects of the RSHE curriculum, including when specific, discrete lessons around sex education will be delivered, and advise them to read this policy.
- ii. provide access to resources and information being used in class in a timely fashion and do everything to ensure that parents/carers are comfortable with the education provided to their children in school by ensuring they are aware they can contact the Head of PSHE.
- iii. expect parents/carers to share the responsibility of RSHE and support their children's personal, social and emotional development.
- iv. encourage parents/carers to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through RSHE.

e. Governors:

Overseeing the provision around RSHE is the responsibility of this committee, which will provide appropriate challenge and agree on the content of this policy. The governor responsible is Dr Mary Short.

f. The School Nurse and Welfare Officer:

RSHE includes learning about being healthy and seeking help from health services if needed. Due to limited capacity, the school nurse does not contribute to RSHE. However, if necessary, the school nurse and welfare office are available to:

- i. support teachers with suitable vocabulary and resources.
- ii. check sexual health information is up-to-date, medically accurate and comprehensive.

g. The Role of the Headteacher:

The Headteacher is responsible for ensuring RSHE is delivered consistently and meets the needs of all pupils. The Headteacher will also manage requests from parents to withdraw pupils from sex education (as per statutory guidelines).

14. Parents' Right to Withdraw

<u>Education Type</u>	<u>School Level</u>	<u>Parental Right to Withdraw</u>	<u>Notes</u>
Relationships Education	Primary	✗ No right to withdraw	Relationships education is compulsory in all primary schools.
Sex Education (non-science)	Primary	✓ Yes, parents can withdraw	Schools are encouraged to teach sex education, but it is not compulsory .
Science Curriculum (e.g. reproduction)	Primary & Secondary	✗ No right to withdraw	This is part of the national science curriculum and must be taught.
Relationships & Sex Education (RSE)	Secondary	✓ Yes, parents can withdraw from sex education only	Parents can withdraw until three terms before the child turns 16 .
Opt-in Rights for Pupil	Secondary (Age 15+)	✓ Pupils can opt-in to sex education from age 15 , even if previously withdrawn	Schools must allow pupils to receive sex education in one term before age 16
Transparency Rights	All Levels	✓ Parents have the right to see teaching materials used in RSHE	Schools must share resources with parents, regardless of copyright concerns.

If a parent wishes to withdraw their child, they must submit a written request to the Headteacher. The school will provide alternative work for any pupils withdrawn from sex education.

Parents **do not** have the right to withdraw their children from relationships education or the science curriculum, which includes aspects of health and puberty education.

In the rare case where a child has been withdrawn from the sex education elements of PSHE/RSE, the school will ensure that their science teacher and form tutor are informed. During Science lessons, if relationship-based questions arise during the teaching of reproduction, teachers will explain that such topics are explored in greater depth within PSHE. The focus within science will remain solely on the biological aspects. The teacher may then pass on these questions to the child's tutor or YGL.

[Information for Parents and Carers — Orley Farm](#)

15. Arrangements for Monitoring

RSHE delivery is monitored by Year Group Leads, Heads of Section and the Deputy Head Pastoral through:

Learning walks and pupil choice chat sessions

Class teachers monitor pupils' development in RSHE as part of our school's internal assessment systems.

This policy will be reviewed by Matthew King, Deputy Head Pastoral, Head of PSHE and DSL, every 2 years. At every review, the policy will be approved by the governing board.

16. Complaints Procedure

Any complaints about the Relationships and Sex Education programme should be made through the school's complaints procedure and, in the first instance, be directed to the Head of PSHE.

Appendix 1: Curriculum Map

Relationships, sex and health education curriculum map

PSHE and Science [HRSE Overview](#)

By the end of primary school, pupils should know:

JIGSAW HRSE Overview Framework 3-11 - [HRSE Overview Framework — Orley Farm](#)

JIGSAW Overview Map 3-11 [JIGSAW Overview Map — Orley Farm](#)

NB – Some of the topics noted in the curriculum map are taught in other subject areas. Including for example Science of Well Being, Circle time, CONSENT and Science (Reproduction / Puberty)

Appendix 2: National Curriculum

By the end of primary school, pupils should know

Topic	Pupils should know
RELATIONSHIP EDUCATION	
Families and people who care about me	<ul style="list-style-type: none">• That families are important for children growing up because they can give love, security and stability. TPR - Y1, 2• 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. PSHE - Y2• That others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care. PSHE - Y2, PSHE - Y6 Diversity• 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. PSHE - Y5 Support Networks• That marriage represents a formal and legally recognised commitment of two people to each other, which is intended to be lifelong. PSHE - Y2• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Diversity Caring friendships	<ul style="list-style-type: none">• How vital friendships are in making us feel happy and secure, and how people choose and make friends. PSHE - Y2• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. PSHE - Y2, PSHE - Y3, feelings and friendship• That healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded. PSHE- Y5 Self-awareness• 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. PSHE - Y2, PSHE - Y3, feelings and friendship

	<ul style="list-style-type: none"> • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, manage conflict, how to handle these situations and how to seek help or advice from others if needed. PSHE - Y3, feelings and friendship, PSHE - Y2
Respectful relationships	<ul style="list-style-type: none"> • 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. All years TPR, PSHE – Y6, diversity, PSHE – Y4, identity, PSHE – Y3, Children’s rights and responsibilities, Edge – Community, PSHE - Year 2 • Practical steps they can take in a range of different contexts to improve or support respectful relationships. PSHE - Year 3, feelings and friendship, PSHE - Year 4 • The conventions of courtesy and manners. PP – daily, Edge - Community • The importance of self-respect and how this links to their own happiness. PSHE - Y5 PSHE, self-awareness • 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. PSHE - Y3, Children’s rights and responsibilities • About different types of bullying (including cyberbullying), the impact of bullying, the responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. PSHE - Y2, IT - Year 4 up with acceptable usage and online comms. Drama - Y6, Issue based theatre ‘Bullying’ • What a stereotype is, and how stereotypes can be unfair, negative or destructive. PSHE - Y6, Diversity, Edge - Community • The importance of permission-seeking and giving in relationships with friends, peers and adults. TPR - Y8
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not. PSHE - Y6, social media • That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, including when we are anonymous. IT - Y2, e-safety • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. PSHE - Y3 e-safety, IT – Y2, e-safety • How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. IT – Online Safety all year groups. Y2, e-safety. Y4, Information & sources, Y6, False identity and photoshopping • How information and data are shared and used online. PSHE - Y5, In the Media
Being safe	<ul style="list-style-type: none"> • About the concept of privacy and its implications of it for both children and adults, including that it is not always right to keep secrets if they relate to being safe. PSHE -Y4 internet safety and keeping safe

	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) PSHE - Y6, social media and body changes/sex education (KIP) • That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. Swimming PANTS - Y2 • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. PSHE - Y5, internet safety • How to recognise and report feelings of being unsafe or feeling bad about any adult. Pastoral Programme – all year groups • How to ask for advice or help for themselves or others and to keep trying until they are heard. Pastoral Programme – all year groups • How to report concerns or abuse, and the vocabulary and confidence needed to do so. Pastoral Programme – all year groups • Where to get advice, e.g. family, school and/or other sources
HEALTH EDUCATION	
Mental Wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. PSHE - Y6, mental health week activities, PSHE - Y2, Science of Wellbeing curriculum Y1 - 8 • 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. PSHE - Y2, PSHE - Y3, feelings and friendship, Science of Wellbeing curriculum Y1 - 8 • 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. Drama - All years, discussing feelings/emotions, PSHE – Y3, feelings and friendship • 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. PSHE - Y2, Edge – cycling, Science of Wellbeing curriculum Y1 - 8 • Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. Edge – yoga, Science of Wellbeing curriculum Y1 - 8 • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. PSHE - Y2 • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. PSHE - Y2, Whole school ‘Cool to be Kind Week’

	<ul style="list-style-type: none"> • 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). PSHE - Y5, Circle time • 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. PSHE - Y2, Drama - Y6, bullying, PSHE - Y4, bullying
Internet Safety and Harms	<ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. PSHE - Y6, social media, IT – Y2, e-safety • 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. IT – Y2, e-safety • How to consider the risks of online content and how to keep themselves and others safe online. IT – Y2, e-safety, PSHE – Y4, e-safety • Where and how to report concerns and seek support with issues online. PSHE - Y5, In the media, All year groups, Internet Safety Week
Physical Health and Fitness	<ul style="list-style-type: none"> • The characteristics and mental and physical benefits of an active lifestyle. PSHE – Y4, keeping healthy, Edge – yoga • The importance of building regular exercise into daily and weekly routines and how to achieve this. PSHE - Y2, Victorians and Space topics, Edge cycling • The risks associated with an inactive lifestyle. PSHE - Y2, Victorians and Space topics, Science - Y6
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including the benefits of a varied and balanced diet). PSHE - Y3, balanced diet, Science, Y3, humans and other animals, PSHE - Y4, Keeping healthy, Science -Y6 • The principles of planning and preparing a range of healthy meals. PSHE - Y2, Victorians and Space topics • Understand a balanced diet and unbalanced diet (an unbalanced diet can negatively affect a person’s health and wellbeing in the long term). PSHE - Y2, Victorians and Space topics, Science - Y6
Drugs, Alcohol, and Tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use, and drug-taking. Science - Y6
Health and Prevention	<ul style="list-style-type: none"> • 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. PSHE - Y2, in the summer we discuss importance of hats/cream and shade, Science – Y3, light • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood, and ability to learn. ---

	<ul style="list-style-type: none"> • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. Science - Y4, teeth and eating, Science - Y6 • The benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. Science - Y6
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. PSHE - Y2, fire safety talk, Edge - First aid, Yr 5 (Emergency First Aid PSHE. E.g. the recovery position) • Concepts of basic first aid, for example dealing with common injuries, including head injuries, burns, bleeding, and choking.
Changing Adolescent Body	<ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, including physical and emotional changes. Science - Y5, PSHE (KIP) - Y6, body changes • About menstrual wellbeing. Science - Y5
SEX EDUCATION	
Sexual Reproduction (Science Curriculum)	<ul style="list-style-type: none"> • The basic process of reproduction in humans, including how babies are conceived (egg and sperm meeting). Science – Y5 • The role of male and female reproductive systems in conception. Science – Y5 • Basic understanding of the changes in the body associated with reproduction. Science – Y5
Safe Relationships and Consent	<ul style="list-style-type: none"> • The importance of consent in all relationships, including friendships. • How to ask for and give consent in physical, emotional, and online situations. • How to understand and respect personal boundaries in relationships.

By the end of secondary school, pupils should know:

NB – Not all the following will be covered at Orley Farm because pupils finish at the end of Year 8 and the content is deemed to be too mature (highlighted in red text).

Topic	Pupils should know
Families	<p>a. That there are different types of committed, stable relationships. TPR - Y 8</p> <p>b. How these relationships might contribute to human happiness and their importance for bringing up children. PSHE - Y6, Diversity touch upon different types of relationships</p> <p>c. What marriage is, including their legal status, e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony. --</p> <p>-</p>

	<ul style="list-style-type: none"> d. Why marriage is an important relationship choice for many couples and why it must be freely entered into. --- e. The characteristics and legal status of other types of long-term relationships f. The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting. --- g. How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed. ---
<p>Respectful relationships, including friendships</p>	<ul style="list-style-type: none"> a. The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship. PSHE – Y8 b. Practical steps they can take in a range of different contexts to improve or support respectful relationships. TPR - Y8, PSHE – Y8 c. How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) PSHE - Y7 PSHE, references in media d. 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 people in positions of authority and due tolerance of other people's beliefs. --- e. About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help. PSHE - Y7 f. That some types of behaviour within relationships are criminal, including violent behaviour and coercive control. --- g. What constitutes sexual harassment and sexual violence and why these are always unacceptable. KIP talk - Y8 h. The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal
<p>Online and media</p>	<ul style="list-style-type: none"> a. Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online. PSHE – Y6, social media b. About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of

	<p>removing potentially compromising material placed online. IT – all year groups, harmful material online. Data in Y7 & Y8</p> <p>c. Not to provide material to others that they would not want shared further and not to share personal material which is sent to them. PSHE, Y8</p> <p>d. What to do and where to get support to report material or manage issues online PSHE, Y7</p> <p>e. The impact of viewing harmful content. ---</p> <p>f. That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners. KIP talk - Y8</p> <p>g. That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail. ---</p> <p>h. How information and data is generated, collected, shared and used online – PSHE – Y7</p>
<p>Being safe</p>	<p>a. The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships. PSHE - Y8</p> <p>b. How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) PSHE – Y7</p>
<p>Intimate and sexual relationships, including sexual health</p>	<p>a. How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship. PSHE- Y8, except sex</p> <p>b. That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing. PSHE- Y8, except sex</p> <p>c. The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</p> <p>d. That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</p> <p>e. That they have a choice to delay sex or to enjoy intimacy without sex. PSHE – Y8</p>

	<p>f. The facts about the full range of contraceptive choices, efficacy and options available. Science – Y7</p> <p>g. The facts around pregnancy including miscarriage</p> <p>h. That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) – KIP talk – Y8</p> <p>i. How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing. Science – Y7</p> <p>j. About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment. KIP talk – Y8</p> <p>k. How the use of alcohol and drugs can lead to risky sexual behaviour - PSHE - Y7 & 8, not linked to sex</p> <p>l. How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment. Science - Y7</p> <p>m. PSHE - Y8</p>
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Appendix 3: Parent Information Letters

These letters are sent out via the school bulletin at the END of the Spring Term. Year 6 parents receive their letter at the start of Winter term

- Rec, Year 1 & Year 2 – [LINK](#)
- Year 3 and Year 4 - [LINK](#)
- Year 5 Science Sex Education letter - [LINK](#)
- Year 6 KIP Relationships talk - [LINK](#)
- Year 7 Science Sex Education letter - [LINK](#)
- Year 8 KIP Sex & Relationships talk - [LINK](#)

Appendix 4: Vocabulary List

Year group	
Reception	Boy, Girl, Routine, Clean, Washing, Family, Differences
Year 1	Hygiene, Penis, Vagina, Lifecycle
Year 2	Different, Similar, Testicles, Nipples

Year 3	Differences, Vagina, Womb, Touch, Personal space, Uterus, Puberty, Pubic hair growth, Testicle/penis growth, Breasts growth, Sperm, Ovaries, Eggs, Ovum/Ova
Year 4	Body change, Puberty, Sperm, Eggs/Ovum, Penis, Testicles, Vagina/Vulva, Ovaries, Fertilisation, Conception, Menstruation, Periods, Fallopian tubes
Year 5	Physical changes, Emotional changes, Adolescence, Period/menstruation, Breasts/nipples, Vagina, Pubic hair, Genitals, Penis, Erections, Wet dreams, Pituitary gland, Eggs/Ovum, Fallopian tubes, Sperm, Ejaculation, Sexual Reproduction, Uterus, Cervix, Sexual intercourse, Fertilisation, Pregnancy, Testes, Hormones, Embryo, Foetus, Umbilical cord, Placenta, Amniotic sac and fluid, Labour/birth, Vaginal birth, Caesarean section
Year 6	Reproduction, Puberty, Uterus, Relationships, Positive and negative relationship, Friendship, Fertilisation, Personal information, Keeping safe, Communication, Pregnancy, Consent,
Year 7	Vasectomy, Sending nudes (sexting), Zygote, Oviduct, Semen, Condom/Femidom, Chemical contraception, Barrier contraception
Year 8	Pornography, Sexually transmitted infection (STI), Human immunodeficiency viruses (HIV), Acquired immune deficiency syndrome (AIDS), Gonorrhoea, Chlamydia, Genital warts, Urinary tract infection, Condoms, Contraception, Femidom, Coil, Contraceptive implants, Birth control pills, Ejaculation, Masturbation, Menstruation