



Thameside Primary School: Relationships, Sex (RSE) and Health Education Guidelines

Approved by Governors:

Review date: ~~May 2025~~



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Appendix 1. Relationship and Information sheet for parents, 2.1. Lesson breakdown —lessons in black are statutory and children cannot be withdrawn from these lessons. <u>Lessons in red are non-statutory and children can be withdrawn from these lessons</u> 3.2. Statutory Requirements for Relationship Education and Health Education – Source: Relationships education (Primary) - GOV.UK 4.3. Compliance checklist for leaders and governors.	

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Policy reviewed by:	Abigail Hitchcock and Ingrid Burton
Key Changes:	- References updated to include the July 2025 DfE statutory RSHE guidance, for implementation from 1 September 2026. - Policy now explicitly sets out how parents can view curriculum materials and representative samples of resources. - Appendix 2 updated to reflect the revised primary Relationships Education and Health and Wellbeing content. - Clearer wording added on statutory Relationships Education, statutory Health Education, national curriculum science and non-statutory primary sex education. - Primary family diversity wording strengthened, including same-sex parents, kinship carers, adoptive and foster families, grandparents and young carers. - Online safety content strengthened, including social media age limits, privacy/location settings, pressure to share images, harmful online contact/content and how to report concerns.



- Health content strengthened, including vaping/nicotine products, sleep and screens, personal safety, allergies/immunisation/vaccination and menstrual products.
- SEND, safeguarding, difficult questions, external visitors/resources and equality sections updated to reflect the 2026 guidance.
- ~~Definition of RSE (page 3) has been updated to follow guidance for primary schools from the Sex Education Forum.~~
- ~~Differentiation between sex education and RSE has been added to explain statutory differences (page 4).~~
- ~~Explanation of integration of Relationship Education and Sex Education has been added (page 4).~~
- ~~Expectation for two members of staff to be present in lesson is made explicit (page 6).~~

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1. Aims and statutory requirements

Thameside Primary School is a Rights Respecting School. This policy respects the UN Convention on the Rights of the Child, including Article 24 (health and health services), Article 29 (goals of education) and Article 34 (protection from sexual exploitation).

Aims

- Provide a safe framework in which sensitive and age-appropriate discussions can take place.
- Support pupils' physical, emotional, social and moral development.
- Prepare pupils for puberty and give them an age-appropriate understanding of health, hygiene, physical development and menstrual wellbeing.
- Help pupils develop self-respect, confidence, empathy, kindness, honesty and respect for others.
- Create a positive culture around consent, boundaries, privacy, respectful relationships and personal safety.
- Teach pupils the correct vocabulary to describe themselves and their bodies, including external genitalia, so that they can communicate clearly and seek help if needed.
- Help pupils recognise safe, unsafe, positive and harmful relationships, including online, and know how to report concerns.
- Prepare pupils for the opportunities, responsibilities and experiences of adult life.

Statutory requirements



- This policy has been updated in line with the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 and the DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education, July 2025, for introduction from 1 September 2026.
- All primary schools must teach Relationships Education. All maintained schools and academies must teach Health Education. Primary schools must also teach the statutory science curriculum, including human growth, life cycles, puberty and reproduction in some plants and animals.
- There is no requirement for primary schools to teach sex education beyond the national curriculum for science. However, the DfE recommends that primary schools teach age-appropriate sex education in Year 5 and/or Year 6, linked to learning about conception and birth and the factual science curriculum.
- At Thameside, non-statutory sex education is clearly identified in Appendix 1. Parents may request withdrawal only from the non-statutory sex education elements. They may not withdraw their child from Relationships Education, Health Education or national curriculum science.

Primary source for statutory requirements: Department for Education, Relationships Education, Relationships and Sex Education (RSE) and Health Education: statutory guidance for introduction 1 September 2026, July 2025. Also read alongside Keeping Children Safe in Education, the Equality Act 2010 and the national curriculum for science.

2. Definitions

Relationships Education

Relationships Education teaches pupils about families, friendships, respectful relationships, online relationships and being safe. It helps pupils to build positive relationships, understand boundaries and privacy, recognise harmful or unsafe behaviour, and know how to seek help. This content is statutory and **is not subject to withdrawal**.

Health Education

Health Education teaches pupils about mental wellbeing, internet safety and harms, physical health and fitness, healthy eating, drugs, alcohol and tobacco, health and prevention, basic first aid, puberty and the changing adolescent body, including menstrual wellbeing. This content is statutory and **is not subject to withdrawal**.

Science curriculum

The national curriculum for science includes related content such as the main external body parts, life cycles, growth, puberty and reproduction in some plants and animals. This content is statutory and is **not subject to withdrawal**.



Sex education in primary

At Thameside, sex education means non-statutory teaching that goes beyond Relationships Education, Health Education and science by teaching pupils, in an age-appropriate way, about human reproduction, conception and birth. This content is identified in red in Appendix 1 and **parents may request withdrawal from it.**

RSE

In this policy, RSE refers to the school's planned programme covering statutory Relationships Education, statutory Health Education, statutory science content and any additional non-statutory sex education.

3. Curriculum organisation and delivery

RSE is taught primarily through the personal, social, citizenship and health education (PSCHE) curriculum. Biological aspects are also taught through science. Teaching is planned progressively so that pupils revisit and build knowledge and skills in an age-appropriate way.

- Learning will be taught by class teachers or other trained members of staff. External visitors may support delivery only where their materials and lesson plans have been checked in advance and approved by the school.
- The school remains responsible for all content taught by external visitors. Visitors must follow the school's safeguarding, confidentiality and behaviour expectations.
- Lessons use agreed ground rules, clear learning objectives, correct vocabulary and age-appropriate resources.
- Teachers will avoid language that normalises harmful behaviour or stereotypes boys, girls, families or protected groups.
- Pupils will be taught how to seek help, how to report concerns and how to keep trying until they are heard.

Skills developed across the curriculum

- Communication and respectful discussion
- Recognising and assessing risk
- Understanding consent, boundaries, privacy and permission-seeking
- Assertiveness and seeking help
- Managing emotions and conflict
- Self-respect and empathy for others
- Critical thinking about online information and relationships
- Knowing how and where to report concerns

4. Inclusion, SEND and accessibility

RSE will be accessible to all pupils, including those with SEND. Staff will adapt teaching, vocabulary, resources and assessment so that pupils can access the learning at an appropriate level and practise skills in a way that is meaningful to them.



- Where a pupil's developmental stage means whole-class learning is not suitable, an adapted approach will be agreed with parents, class staff and the Inclusion Manager/SENDCo.
- Staff will recognise that some pupils with SEND may be more vulnerable to abuse, exploitation, bullying, harmful sexual behaviour or online harms, and may need explicit teaching, repetition and visual supports.
- No pupil will be excluded from statutory Relationships Education, Health Education or science because of SEND. Adjustments will be made to enable access.

5. Responding to children's questions

Before RSE lessons, teachers will establish ground rules to support respectful discussion, reduce embarrassment and prevent inappropriate personal disclosures.

- Teachers will answer questions honestly, factually and in an age-appropriate way, using professional judgement and safeguarding guidance.
- If a question goes beyond the planned curriculum or relates to non-statutory sex education from which a child has been withdrawn, staff may respond individually, defer the answer, encourage the child to speak to parents/carers or a trusted adult, or seek senior/safeguarding advice before responding.
- Where a question suggests a safeguarding concern, staff will follow the school safeguarding policy immediately.
- Teachers will not give personal information or personal opinions about intimate matters.

6. Safeguarding and child protection

RSE is part of the school's safeguarding curriculum. It helps pupils understand safe and unsafe relationships, consent, privacy, online risks, abuse, exploitation and how to get help. Teaching will make clear that being a victim of abuse is never the child's fault.

- All staff must follow Keeping Children Safe in Education and the Thameside safeguarding policy.
- Any disclosure or concern must be reported to the Designated Safeguarding Lead or a deputy DSL without delay.
- For Thameside, the Designated Safeguarding Lead is the Headteacher, Mrs Sophie Greenaway. In her absence, concerns should be reported to Mrs Ingrid Burton, Miss Christina Calvert or Mrs Charlotte Harkins.
- RSE will normally be taught with at least two members of staff present when content is sensitive, to support pupils and protect both pupils and staff.
- Teaching will include clear reporting routes for concerns experienced in real life or online.
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7. Equality and respect for difference



The school will comply with the Equality Act 2010 and the Public Sector Equality Duty when delivering RSE. Lessons will be taught in a way that does not discriminate against pupils or amount to harassment.

- Teaching will promote respect for all pupils and families, including families with same-sex parents, single parents, kinship carers, grandparents, young carers, adoptive parents and foster parents/carers.
- Pupils will learn that families can look different but should be treated with respect when they are characterised by love, care and safety.
- The curriculum will challenge bullying, prejudice, derogatory language, sexism, misogyny, homophobia, racism, ableism and stereotypes.
- Primary teaching about LGBT matters will focus on family diversity, respect, kindness and preventing bullying. It will be age-appropriate and integrated where relevant, not treated as a standalone topic.
- Where topics are sensitive or contested, staff will teach facts and the law in a balanced, age-appropriate way and will not present contested views as fact.

8. Roles and responsibilities

The governing board

- Approves the RSE policy.
- Holds the Headteacher to account for implementation.
- Ensures pupils make progress towards expected outcomes.
- Ensures teaching is accessible to pupils with SEND.
- Ensures parents receive clear information about content, resources, external providers and withdrawal rights.

The Headteacher, deputy headteacher and PSCE Leader

- Ensure RSE is planned and taught consistently.
- Ensure staff are trained and supported.
- Manage requests for withdrawal from non-statutory sex education.
- Ensure resources and external providers are checked for accuracy, age-appropriateness, balance and accessibility.
- Ensure parents are consulted and can view curriculum materials.

Staff

- Deliver RSE in a sensitive, factual and age-appropriate way.
- Model respectful language and attitudes.
- Respond appropriately to pupil questions and disclosures.
- Monitor learning and adapt teaching to meet pupil needs.
- Follow safeguarding procedures. Staff do not have the right to opt out of teaching RSE; concerns should be discussed with the Headteacher or PSCE Leader.

Pupils

- Pupils are expected to engage respectfully with RSE learning and treat others with kindness, respect and sensitivity.

9. Parents, consultation and access to resources



The school recognises that parents and carers are the first educators of their children. Thameside will work in partnership with parents so that pupils receive consistent, safe and age-appropriate messages.

- Parents will be informed and, where appropriate, consulted about RSE learning in advance about RSE learning in advance, normally during the summer term or before the relevant teaching block.
- Appendix 1 will be shared with parents so they can see the learning objectives and which lessons are statutory or non-statutory.
- Parents will be consulted when this policy is developed or reviewed.
- The policy will be published on the school website and provided free of charge on request.
- Parents will be able to view a representative sample of RSE resources before teaching, and may request to view all curriculum materials used to teach RSHE.
- Where resources are subject to copyright, the school will still provide a reasonable way for parents to view them. Parents may be asked not to copy or further share copyrighted materials except as authorised by law.
- If the school needs to respond to an emerging issue by teaching content that differs from the published programme, parents will be informed in advance where appropriate and relevant materials will be made available on request.

10. Parents' right to request withdrawal

- Parents do not have the right to withdraw their child from Relationships Education, Health Education or statutory science content, including puberty or sexual reproduction taught as part of science.
- Parents may request withdrawal from non-statutory primary sex education. In Appendix 1 this content is shown in red.
- Requests for withdrawal should be made in writing to Deputy Headteacher.
- Before confirming withdrawal, a member of the senior leadership team will discuss the request with parents and, where appropriate, the child. This discussion will clarify the nature and purpose of the curriculum and any possible effects of withdrawal.
- In primary school, withdrawal from non-statutory sex education will be granted automatically, except for content that forms part of the statutory science curriculum.
- A record of the request and discussion will be kept.
- Pupils withdrawn from non-statutory sex education will receive appropriate, purposeful alternative education, normally focusing on Relationships Education.

11. Training, monitoring and review

- Staff training about RSE will be included in the continuing professional development calendar.
- The PSCE Leader, with support from the Deputy Headteacher, will ensure new staff know the RSE policy and the content for their year group.
- Monitoring will include planning review, lesson visits where appropriate, pupil voice, teacher assessment and review of resources.



- The policy will be reviewed at least annually during implementation of the 2026 guidance, and sooner if statutory guidance, safeguarding guidance or pupil needs change.

12. Related policies

This policy should be read alongside the following Thameside policies:

- Safeguarding and Child Protection Policy
- Child-on-Child Abuse Policy
- Managing Allegations Against Staff and Adults in School Policy
- Behaviour Policy
- Anti-Bullying Policy
- Online Safety Policy
- SEND/Inclusion Policy
- Equality Information and Objectives
- Science Policy
- PSHE/RSHE Curriculum Overview

~~Development of the guidelines — this is quite old as it was done in 2019 can we just take this out?~~

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~~These guidelines have been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:~~

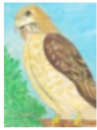
- ~~1. Review — the PSHE lead and Deputy Headteacher pulled together all relevant information including relevant national and local guidance~~
- ~~2. Parent/stakeholder consultation — parents and any interested parties were invited to complete a survey related to the teaching of RSE~~
- ~~3. Staff consultation — school staff were given the opportunity to look at the policy and make recommendations~~
- ~~4. Pupil consultation — we investigated what exactly pupils want from their RSE~~
- ~~5. Ratification — once amendments were made, the policy was shared with governors and ratified~~

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Appendix 1: Information sheets for parents



Year 1

Relationships and Bodies



Hawks

Eagles

Lesson 1

What is a family?

To learn that all families are different and unique.

Lesson 2

To identify things about me that have changed.

To know how our bodies have changed since we were babies.

Lesson 3

To identify parts of the body males and females have in common and those that are different.

To use the correct anatomical names for female and male body parts, vagina, testicles and penis.

To understand which parts of the body are private.

Useful websites/books to help you talk to your child:

The Family Book by Todd Parr - a book looking at different types of families.

Your Mummy Ate a Football by Lynwen Jones-a book about how babies are made.

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule

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Kites

Year 2

Relationships and Bodies



Falcons

Lesson 1

To understand that everyone has a different identity.
To understand that everyone is different, but everyone is equal.

Lesson 2

To know about the process of growing from young to old and understand this is not under my control.
To know there are changes outside my control and be aware of how I feel about it.

Lesson 3

To appreciate ways we are similar and different.

Lesson 4

To know that different people have different bodies.
Children learn about the correct terminology when discussing sex and gender.
Children are taught the meanings of the anatomical words for vagina, vulva, penis and testicles.

Lesson 5

To understand that there are different types of touch and be confident to say which ones I like and which ones I don't like.

Useful websites/books to help you talk to your child:

Hug by Jez Alborough

It's Not the Stork!: A Book about Girls, Boys, Babies, Bodies, Families and Friends by Robbie Harris

Who is in a family by Robert Skutch

www.nspcc.org.uk/preventing-abuse/keeping-children-safe/underwear-rule





Tigers

Year 3

Relationships and Sex



Panthers

Lesson 1

To understand that everyone has a different identity.

This learning involves children understanding that people can be attracted to people that are of different or same gender.

Lesson 2

To recognise that there are different types of families.

To understand that marriage represents a formal and legally recognised commitment of two people.

Lesson 3

To understand that people's bodies need to change so that when they grow up their bodies can make babies.

In this lesson children are introduced to the term puberty.

NB—there is no discussion of how babies are made.

Lesson 4

To identify how people's bodies change on the inside during the growing up process.

In this lesson the anatomical terms penis, testicles, sperm, vagina and womb are used as part of the teaching.

NB—there is no discussion of how babies are made.

Useful websites/books to help you talk to your child:

How Babies Are Made by Alastair Smith

Where Willy Went by Nicholas Allan

www.childnet.com

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Year 4



Leopards

Relationships and Sex



Lions

Lesson 1

To understand that everyone has a different identity.

Lesson 2

To celebrate people with different families in our school.

To help create a welcoming and supportive school for everyone

Lesson 3

To understand what is needed to make a baby.

To identify the male and female parts of the body that are needed to make a baby.

To know that there are different ways to make a baby.

Lesson 4

To understand how a girl's body changes for her to be able to have a baby.

To understand that menstruation is a natural process.

Red = non-statutory

If you would like to withdraw please contact Mrs Burton to discuss this further.

Email - deputy@thamesidereadingsch.uk

Useful websites/books to help you talk to your child:

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie Harris

Where Willy Went by Nicholas Allan

www.childnet.com



Year 5



Relationships and Sex Education

Lesson 1

To understand that everyone has a different identity.

Lesson 2

To understand that people may use different words to describe themselves and others, and that everyone

Lesson 3

To understand **how** relationships change as we age.

Children are taught about respect and age appropriate relationships.

Children are guided to consider how friendships and boyfriend / girlfriend relationships may differ as they ma-

Lesson 4

To understand **what** happens to our bodies during puberty.

These lessons are taught as single sex groups.

The girls session includes information on how hair will develop, how breasts develop, how females will get their period and sanitary products.

The boys session includes information on how hair will develop, how their penis and testes develop, erections and

Red = non-statutory

If you would like to withdraw please contact Mrs Burton to discuss further.

Useful websites/books to help you talk to your child:

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health
by Robbie H Harris

Everything you wanted to ask about periods— by Tricia Kreitman, Dr Fiona Finlay & Dr Rosemary Jones



Sharks

Year 5

Relationships and Sex Education



Dolphins

Lesson 1

To understand that everyone has a different identity.

Lesson 2

To understand the terms trans, non-binary and etc.

To understand the use of the pronouns he, she, they.

Lesson 3

To understand how relationships change as we age.

Children are taught about respect and age appropriate relationships.

Children are guided to consider how friendships and boyfriend / girlfriend relationships may differ as they mature.

Lesson 4

To understand what happens to our bodies during puberty.

These lessons are taught as single sex groups.

The girls session includes information on how hair will develop, how breasts develop, how females will get their period and sanitary products.

The boys session includes information on how hair will develop, how their penis and testes develop, erections and wet dreams.

In these lessons there is reference to masturbation in the context of the normal healthy changes that occur in puberty.

Red = non-statutory

If you would like to withdraw please contact Mrs Burton to discuss further.

Email - deputy@thamesidereadingsch.uk

Useful websites/books to help you talk to your child:

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie H Harris

Everything you wanted to ask about periods- by Tricia Kreitman, Dr Fiona Finlay & Dr Rosemary Jones

www.childnet.com



Year 6 Relationships and Sex Education	
Lesson 1 <i>To consider your own identity. To understand what Pride means.</i>	Lesson 4 <i>To explain how people's bodies change during puberty.</i> <i>This lesson is taught as single sex groups. Children build on their learning from years 4 and 5. The learning includes the use of the terms penis, erection, ejaculation, wet dreams, sperm, semen, breasts, menstruation, vagina, vulva, womb and ovulation.</i> <i>During this learning reference is made to masturbation and is covered as part of teaching about normal healthy changes in puberty.</i> <i>Children are also sensitively introduced to the practice of female genital mutilation, its dangers, and the legal and social implications</i>
Lesson 2 <i>To think about how we can be allies and create an inclusive environment for everyone at school</i>	
Lesson 3 <i>To understand how being physically attracted to someone changes the nature of the relationship To understand consent.</i>	
Lesson 5 <i>To learn how to have healthy relationships online.</i>	Lesson 6 <i>To learn about how to reduce the risks of grooming and child sexual exploitation.</i>

Red = non-statutory

If you would like to withdraw please contact Mrs Burton to discuss further.

Email – deputy@thamesidereadingsch.uk

Useful websites/books to help you talk to your child:

It's Perfectly Normal: A Book about Changing Bodies, Growing Up, Sex and Sexual Health by Robbie H Harris

Everything you wanted to ask about periods- by Tricia Kreitman, Dr Fiona Finlay & Dr Rosemary Jones
www.childnet.com





Appendix 2: Summary of statutory primary Relationships Education and Health Education content for 2026

This appendix summarises the DfE statutory guidance for primary pupils. It is not a verbatim copy of the guidance; staff should use the full DfE document when planning and auditing coverage.

Families and people who care for me

- Families give love, security and stability.
- Families can take many forms, including same-sex parents, single parents, kinship carers, adoptive and foster families and families headed by grandparents.
- Healthy family life includes care, commitment, protection, time together and support in difficulty.
- Marriage is a formal and legally recognised commitment.
- Pupils know how to seek help if family relationships make them feel unhappy or unsafe.

Caring friendships

- Friendships can support happiness and security.
- Healthy friendships include respect, trust, kindness, generosity, loyalty, honesty and support.
- Friendships can have difficulties and these can often be repaired.
- Violence is never right.
- Pupils know when to seek help if a friendship feels unsafe or uncomfortable.

Respectful relationships

- Respect for others, including people with different beliefs, backgrounds, choices and characteristics.
- Courtesy, manners, self-respect and respect for people in authority.
- Different types of bullying and the responsibilities of bystanders.
- Stereotypes can be unfair, negative or destructive.
- Permission-seeking, privacy and boundaries in relationships.
- Derogatory language linked to sex, race, disability or sexual orientation is harmful and should be challenged.



Online safety and awareness

- The same principles of respect apply online and face-to-face.
- People may pretend to be someone else online, including pretending to be a child.
- How to recognise harmful content or contact and report it.
- Minimum age for most social media sites is currently 13.
- Importance of privacy and location settings.
- Pressure to share information or images online, and strategies for resisting pressure.
- Online material can be copied and circulated beyond a child's control.
- Where to get advice if online content is worrying or upsetting.

Being safe

- Boundaries in friendships, including online.
- Privacy and when secrets should not be kept.
- Each person's body belongs to them.
- Appropriate, inappropriate, safe and unsafe contact.
- How to respond safely to adults they know or do not know, including online.
- How to recognise harmful or dangerous relationships.
- How to report abuse, unsafe feelings or concerns, and keep trying until they are heard.

Mental wellbeing

- Mental wellbeing is part of daily life.
- A normal range and scale of emotions.
- Vocabulary for talking about feelings.
- How to judge whether feelings and behaviour are proportionate.
- Benefits of exercise, time outdoors, community participation, service, rest, hobbies and time with family and friends.
- Loneliness, bullying and online issues can affect mental wellbeing.
- Where and how to seek support.

Internet safety and harms

- Benefits and risks of internet use.



- Impact of screen time and online content on wellbeing.
- Respectful online behaviour and privacy.
- Age restrictions for social media, games and online gaming.
- Online abuse, harassment, trolling and bullying.
- How information is ranked, selected and targeted.
- Scams, fraud, financial harms, gambling sites, gaming monetisation and in-game purchases where age appropriate.
- How to report online concerns.

Physical health and fitness

- Characteristics and benefits of an active lifestyle.
- Building regular physical activity into routines.
- Risks of an inactive lifestyle.
- When and how to seek health support.

Healthy eating

- What constitutes a healthy diet.
- Planning and preparing healthy meals.
- Risks linked to poor diet.
- Healthy relationship with food and awareness of influences on eating choices.

Drugs, alcohol, tobacco, vaping and nicotine products

- Facts and risks related to legal and illegal harmful substances.
- Risks of smoking, alcohol use, drug-taking, vaping and nicotine products, including addiction.

Health and prevention

- Early signs of physical illness and unexplained body changes.
- Sun safety.
- Sleep, including effects of poor sleep and screen use in bedrooms.
- Dental health and oral hygiene.
- Personal hygiene and germs.



- Allergies, immunisation and vaccination.
- Personal safety including fire, road, rail and water safety, and reporting incidents rather than filming them.

Basic first aid

- How to make a clear and efficient emergency call.
- Basic first aid concepts including common injuries and head injuries.

Changing adolescent body

- Key facts about puberty, particularly from age 9 to 11.
- Physical and emotional changes during puberty.
- Menstrual wellbeing, the menstrual cycle, period pads and menstrual products.
- Correct vocabulary for body parts, including penis, vulva, vagina, testicles, scrotum and nipples, in the context of privacy, safeguarding and health.



Appendix 3: Compliance checklist for leaders and governors

2

Requirement	Status	Evidence/Action
Written RSE policy published and available free of charge	Included	Yes - this document should be published on the website once approved.
Policy references 2026 DfE statutory guidance	Included	Yes - updated in Section 1.
Subject content, how and when it is taught are clear	Included	Yes - Sections 3 and Appendix 1.
Statutory and non-statutory content differentiated	Included	Yes - Appendix 1.
Parents informed of withdrawal rights	Included	Yes - Sections 9 and 10, Appendix 1.
Parents can view curriculum materials	Included	Yes - Section 9.
SEND accessibility described	Included	Yes - Section 4.
Monitoring and evaluation described	Included	Yes - Section 11.
Policy approval and review arrangements described	Included	Yes - cover page and Section 11.
External visitors/resources checked	Included	Yes - Sections 3 and 9.
Safeguarding and difficult questions covered	Included	Yes - Sections 5 and 6.
Equality and family diversity covered	Included	Yes - Section 7 and Appendix 2.