THE PERSE
SCHOOL
CAMBRIDGE

Relationships Education and Relationships and Sex Education Policy

The Perse School

September 2026

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1 Introduction

1.1 The School believes that effective, high quality, evidence-based relationships education and relationships and sex education is essential for young people to make responsible and well-informed decisions throughout their lives. The aim of relationships education and relationships and sex education is to help prepare pupils for the opportunities, responsibilities, and experiences of adult life, supporting pupils to develop safe, respectful and healthy relationships, understand and maintain their physical and mental health and to recognise, prevent and respond to harm, including abuse and exploitation. The School recognises that to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed, responsible and ethical decisions about their wellbeing, health and relationships and to build resilience and know how and when to ask for help, and access support.

1.2 This policy sets out the School's approach to relationships education and relationships and sex education which forms part of the School's Personal, Social, Health and Economic (PSHE) provision.

1.3 The School is committed to delivering relationships education and relationships and sex education in a way that supports pupils' moral, social, emotional and physical development, and promotes a culture of respect, safety and inclusion.

1.4 The School's relationships education and relationships and sex education programme is developed in accordance with the following principles:

1.4.1 engagement with pupils;

1.4.2 engagement and transparency with parents;

1.4.3 positivity;

1.4.4 careful sequencing;

1.4.5 relevant and responsive;

1.4.6 skilled delivery of participative education; and

1.4.7 a whole school approach.

1.5 The School recognises that the role of parents in the development of their children's understanding about relationships is vital. Parents are first teachers of their children. They have the most significant influence in enabling their children to grow to maturity and to form healthy relationships. The School's relationship education and relationships and sex education programme is intended to complement and support the role of parents and carers in educating their children about sexuality and relationships.

1.6 The School recognises it has a crucial role in preventative education in respect of safeguarding and sexual violence and sexual harassment. The most effective preventative education programme will be through a whole school approach that prepares pupils for life in modern Britain and creates a culture of zero tolerance for sexism, misogyny/misandry, homophobia, biphobia, transphobia and harmful sexual behaviour, sexual violence/harassment.

1.7 The School has a clear set of values and standards upheld and demonstrated throughout all aspects of school life. These are underpinned by the School's *Behaviour and Discipline Policy* and pastoral and support systems as well as by a planned programme of evidence-based

relationships education and relationships and sex education programme delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

1.8 The School recognises the central role that the relationships education and relationships and sex education programme plays in key regulatory standards; for example, through the School's accountability to its inspectors' consideration of pupils' personal development, behaviour, and welfare; pupils' spiritual, moral, social and cultural development and leadership and management.

1.9 The School recognises the role of the pupil voice and the benefits of hearing the lived experience of pupils, in creating, developing, and reviewing the relationships education and relationships and sex education programme and school culture.

1.10 The School's relationships education and relationships and sex education programme reflects and supports the School's vision and values, including the value to 'value one another and our environment'.

2 Scope and application

2.1 This Relationships Education and Relationships and Sex Education Policy applies to the primary (Pelican Nursery and Pre-Preparatory School and Perse Preparatory School) and secondary (Perse Upper School) age phases of the School.

2.2 The policy applies to all staff (including employees, fixed term, part-time, temporary, and voluntary staff, and helpers) and pupils of the School.

3 Regulatory framework

3.1 This policy has been prepared to meet the School's responsibilities under:

3.1.1 Education (Independent School Standards) Regulations 2014;

3.1.2 Early years foundation stage statutory framework for group and school-based providers (EYFS) (DfE, September 2026);

3.1.3 Education and Skills Act 2008;

3.1.4 Education Act 2002;

3.1.5 Children Act 1989;

3.1.6 Equality Act 2010;

3.1.7 Children and Families Act 2014;

3.1.8 Children and Social Work Act 2017;

3.1.9 Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.

3.2 This policy has regard to the following guidance and advice:

3.2.1 Relationships Education, Relationships and Sex Education and Health Education guidance (DfE July 2025 and effective from 1 September 2026)[1]

[1] *Schools will need to fully understand and prepare for the implementation of this statutory guidance to meet the implementation deadline of 1 September 2026. It is recommended schools start this preparation by the end of 2025.*

3.2.2 Keeping children safe in education (DfE, September 2026) (**KCSIE**);

3.2.3 Working together to safeguard children: statutory guidance (DfE, March 2026);

3.2.4 Behaviour in schools: advice for headteachers and staff (DfE, February 2024)

3.2.5 Sharing nudes and semi-nudes: advice for education settings working with children and young people (UKCIS, March 2024);

3.2.6 Searching, screening and confiscation: advice for schools (DfE, September 2022, updated July 2023);

3.2.7 Relationships, sex, and health education: guide for schools (DfE, June 2019), DfE guide for parents that schools can use to communicate about teaching relationships and health education;

3.2.8 Respectful School Communities: Self-Review and Signposting Tool (DfE);

3.2.9 Tom Bennett's Independent review of behaviour in schools (March 2017, updated September 2020);

3.2.10 Plan your relationships, sex, and health curriculum (DfE, February 2022);

3.2.11 Teaching about relationships, sex, and health (DfE, March 2021);

3.2.12 Teaching online safety in schools (DfE, January 2023);

3.2.13 Review of sexual abuse in schools and colleges (Ofsted, June 2021);

3.2.14 Political impartiality in schools (DfE, February 2022);

3.2.15 Technical guidance for schools in England (EHRC, updated September 2025);

3.2.16 SEND code of practice: 0 to 25 years (DfE and DHSC, updated September 2024);

3.2.17 Mental health and behaviour in schools (DfE, updated November 2018);

3.2.18 Promoting children and young people's mental health and wellbeing (DfE, updated November 2023);

3.2.19 Preventing Bullying (DfE, updated July 2017);

3.2.20 Domestic Abuse Statutory Guidance (Home Office, July 2022);

3.2.21 EHRC Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts); and

3.2.22 SMSC requirements for independent schools (DfE, update August 2019).

3.2.23 Freedom from Violence and Abuse: a cross-government strategy to build a safer society for women and girls Volume 1 Strategy (UK Gov, December 2025)

3.3 The following School policies, procedures, documents, and resources material are relevant to this policy:

3.3.1 Safeguarding and Child Protection Policy;

3.3.2 Behaviour and Discipline Policy;

3.3.3 Risk Assessment Policy for Pupil Welfare;

3.3.4 Anti-Bullying Policy;

3.3.5 Disability Policy;

3.3.6 Learning Difficulties Policy;

3.3.7 Inclusion, Equality and Diversity Policy;

3.3.8 Online Safety Policy;

3.3.9 Acceptable Use of ICT Policy for Pupils;

3.3.10 Curriculum Policy;

3.3.11 Pelican School Personal, Social, Health Education and Citizenship Statement; and

3.3.12 Prep School Handbook on Personal, Social, Health and Economic Education (PSHE), Upper School Handbook on Personal, Social, Health and Economic Education (PSHE), Relationships and Sex Education (RSE), Emotional Wellbeing (EW) and Spiritual, Moral, Social and Cultural Education (SMSC).

4 Publication and availability

4.1 This policy is published on the School's website and on the parent portal.

4.2 This policy is available free of charge in hard copy on request from the School Office.

4.3 A copy of this policy is available for inspection from the School Office during the School day.

4.4 This policy can be made available in large print or other accessible format if required.

5 Definitions

5.1 Where the following words or phrases are used in this policy:

5.1.1 references to the proprietor mean references to the Board of Governors.

5.1.2 references to the Head mean the Head of the Perse Upper School, Perse Preparatory School or Pelican Nursery and Pre-Preparatory School as appropriate.

5.1.3 references to Parent or Parents means the natural or adoptive parents of the pupil (irrespective of whether they are or have ever been married, with whom the pupil lives, or whether they have contact with the pupil) as well as any person who is not the natural or adoptive parent of the pupil, but who has care of, or parental responsibility for, the pupil (e.g. legal guardian).

6 Responsibility statement and allocation of tasks

6.1 The Board of Governors has overall responsibility for all matters which are the subject of this policy including the approval of this policy.

6.2 The Board of Governors is required to ensure that all those with leadership and management responsibilities at the School actively promote the well-being of pupils. The adoption of this policy is part of the Board of Governors' response to this duty.

6.3 The School will take a whole school approach to relationships education and relationships and sex education. However, the Upper School, Prep School and Pelican School will each appoint an appropriate senior teacher in a leadership role with dedicated time to lead specialist provision (i.e. the Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School)) with responsibility for the curriculum area. The subject leader will hold regular meetings with representatives of their school's pupil body, the Executive / Senior Leadership Teams and other members of staff with pastoral responsibilities to ensure the subjects will sit within the context of the School's broader culture, ethos and approach to developing pupils socially, morally, spiritually and culturally, as well as its pastoral care system.

6.4 To ensure the efficient discharge of its responsibilities under this policy, the Board of Governors has allocated the following tasks:

Task	**Allocated to**	**When / frequency of review**
Keeping the policy up to date and compliant with the law and best practice	Deputy Head (Pupil Development and Welfare) – Upper School Deputy Head – Prep School Deputy Head – Pelican School	As required, and at least annually
Monitoring the implementation of the policy, relevant risk assessments and any action taken in response and evaluating effectiveness	Deputy Head (Pupil Development and Welfare) – Upper School Assistant Head (Pastoral) – Prep School Deputy Head – Pelican School	As required, and at least termly
Maintaining up to date records of all information created in relation to the policy and its implementation as required by the UK GDPR	Deputy Head (Pupil Development and Welfare) – Upper School Assistant Head (Pastoral) – Prep School Deputy Head – Pelican School	As required, and at least termly
Seeking input from interested groups (such as pupils, staff, Parents) to consider improvements to the School's processes, curriculum, and resources under the policy	Head of PSHE – Upper School Assistant Head - Pastoral – Prep School Deputy Head – Pelican School	As required, and at least annually

Task	Allocated to	When / frequency of review
Formal annual review	Board of Governors	Annually

7 Definition of relationships education and relationships and sex education

7.1 Relationships education for primary education and relationships and sex education for secondary education is part of the PSHE curriculum in the context of a broad and balanced curriculum, intended to provide what children and young people need to know about how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. It comprises learning about the nature of marriage and civil partnership and their importance for family life and the bringing up of children; safety in forming and maintaining relationships; the characteristics of healthy relationships and how relationships may affect physical and mental health and wellbeing as well as signposting sources of support for those pupils who have any concerns about relationships. The education provided is fully inclusive and developed to be age and stage of development appropriate and developmentally appropriate and is taught sensitively and inclusively, with respect to the backgrounds and beliefs, needs and vulnerabilities of pupils and parents, with the aim of providing pupils with the knowledge they need.

7.2 Sex education, as part of relationships and sex education in secondary schools will build on the foundations of primary relationships education and will support pupils in developing healthy, safe, and nurturing relationships of all kinds. It includes also the teaching about intimate and sexual relationships, including sexual health, healthy sexual relationships and mutual respect, personal privacy, and gender stereotypes. It also includes what the law says about sex, relationships, consent, and young people, as well as pornography, broader safeguarding issues and using technology.

7.3 Sex education is not compulsory in primary schools. The School science curriculum policy[2] includes reference to the subject coverage in related areas including the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals. In addition, the School delivers sex education for primary age pupils as set out in Appendix 1[3].

8 Curriculum content

8.1 By the end of primary education, relationships education will include teaching about families and people who care; caring friendships; respectful relationships; online safety and awareness and being safe. The Pelican School PSHE Curriculum and the Prep School PSHE and SMSC Overview detail what each topic covers and when each topic is taught. See Appendix 1 for a broad overview of the curriculum map.

8.2 In addition to relationships education, the School will teach sex education including teaching contained in the science curriculum policy about the main external body parts, the human body as it grows from birth to old age (including puberty) and the reproduction in some plants and animals and all aspects of reproductive health education and relevant topics outlined in the Upper PSHE, RSE, EW SMSC handbook.

[2] For each school to set out the science curriculum coverage notwithstanding the National Curriculum status.
[3] The DfE guidance requires primary schools that teach additional sex education to define any sex education they choose to teach other than that covered in the science curriculum.

8.3 By the end of secondary education, relationships and sex education will include teaching to develop knowledge on the topics specified for primary education. In addition, the curriculum provision will include teaching about families; respectful relationships, including friendships; online safety and awareness; being safe and intimate and sexual relationships, including sexual health.

8.4 By the end of secondary education, pupils should be made aware of the relevant legal provisions when relevant topics are being taught, including (but not necessarily limited to): marriage including forced marriage and civil partnerships; consent, including the age of consent; domestic abuse, stalking, rape, sexual offences, female genital mutilation (FGM), 'virginity testing' and hymenoplasty; sexual abuse, harassment and exploitation, including public sexual harassment and harmful sexual behaviour; the Online Safety Act; online behaviours including image and information sharing (including making or sharing nude and semi-nude images); pornography; abortion; protected characteristics; alcohol, smoking, vaping and nicotine products and illicit drug abuse; gambling; carrying knives and weapons; extremism / radicalisation; grooming or exploiting children into criminal activity, which can include gang involvement and county lines drug running; hate crime; the age of criminal responsibility and medical consent, Gillick competence and parental responsibility.

8.5 The School will deliver relationships and sex education to sixth form pupils in formal taught lessons. The School will deliver content including:

8.5.1 how to recognise and challenge prejudice and discrimination and understand rights and responsibilities with regard to inclusion;

8.5.2 understanding of the moral and legal responsibilities that someone seeking consent has, and the importance of respecting and protecting people's right to give, not give, or withdraw their consent (in all contexts, including online;

8.5.3 understanding of their rights in relation to harassment (including online), stalking, and coercive control how to respond and how to access support;

8.5.4 understanding of how to manage personal safety in new relationships, including online activity or when meeting someone for the first time whom they met online; and

8.5.5 understanding of how to develop and maintain healthy, pleasurable relationships and explore different levels of emotional intimacy.

These principles will be delivered as they are helpful, especially in supporting pupils in the transition to Higher Education.

9 Equality

9.1 The School will ensure that it considers the makeup of the pupil body, including the gender and the age range of the pupils and take this into account in the design and teaching of inclusive relationships education and sex and relationships education. The School will consider whether it is appropriate or necessary to put in place additional support for pupils with particular protected characteristics. This may include positive action to support girls, as although anyone can experience sexual harassment and violence, research indicates that girls are disproportionately affected. Both within and beyond the classroom, staff should be conscious of everyday sexism, misogyny, homophobia and stereotypes, and should take action to build a culture where prejudice is identified and tackled. Where misogynistic ideas

are expressed at school, staff should challenge the ideas, rather than the person expressing them.

9.2 The School will be alive to and address issues such as harmful sexual behaviour, sexual violence and sexual harassment, sexism, homophobia, and stereotypes and will take positive action to build a culture of respect where such issues will not be tolerated and any incidences are identified and tackled. As part of this whole school approach, the School (including through the Head of PSHE (Upper), Assistant Head – Pastoral (Prep) and Deputy Head (Pelican), and Executive/Senior Leadership Teams) will meet or otherwise consult with representatives of the pupil body in order to seek pupil views on addressing these issues through the relationships education and relationships and sex education programme and / or School culture.

9.3 **Addressing sexual harassment and sexual violence**: The School's approach to harmful sexual behaviour, sexual harassment and sexual violence is set out in the School's safeguarding and child protection policy.

9.4 The School recognises the importance of supporting pupils to develop positive and respectful attitudes towards others, an understanding of healthy masculinity and femininity, including the role of positive role models and the skill to challenge harmful beliefs and behaviours in themselves and others.

9.5 The School also recognises that pupils may be exposed to harmful online content, including material which normalises sexual harassment, abuse or misogyny. Teaching will support pupils to critically evaluate such content and understand its potential impact.

9.6 Through the RSHE curriculum, pupils are taught that:

9.6.1 respectful relationships require kindness, care, attention to the needs of others and awareness of power dynamics, and go beyond consent alone;

9.6.2 harmful behaviour is unacceptable in all contexts, including online;

9.6.3 they have a responsibility to treat others with dignity and respect and to challenge harmful behaviour where it is safe to do so.

9.7 **Religion and belief**: The School's relationships education and relationships and sex education programme is sensitive to the religious background of pupils and complies with the relevant provisions of the Equality Act 2010, under which religion and belief are amongst the protected characteristics.

9.8 **Pupils with special educational needs and disabilities (SEND):** relationships education and relationships and sex education will be accessible for all pupils, including those with SEND and other vulnerabilities, and to ensure this, teaching will be differentiated and personalised. The School is aware that some pupils are more vulnerable to harmful sexual behaviour, sexual abuse, exploitation, violence, bullying and other issues due to the nature of their SEND and will take this into consideration when designing and teaching these subjects.

9.9 **Lesbian, Gay, Bisexual, Transgender (LGBT+):** The School encourages pupils to respect others , and to understand the importance of equality, dignity and respect, paying particular regard to the protected characteristics set out in the Equality Act 2010, including sexual orientation and gender reassignment.

9.10 The School recognises that children who are perceived to be LGBT+ may be at increased risk of bullying or discrimination and is committed to preventing and addressing homophobic, biphobic and transphobic behaviour.

9.11 LGBT+ content forms part of the statutory relationships education and relationships and sex education curriculum and the School ensures that:

9.11.1 teaching is age appropriate, sensitive and inclusive;

9.11.2 content is fully integrated into programmes of study, rather than delivered as a standalone unit;

9.11.3 pupils have the opportunity to learn about different types of relationships, including same-sex relationships, in a respectful and factual manner.

9.12 Pupils are taught the facts and the law relating to biological sex, gender reassignments as a protected characteristic and the legal protections against discrimination afforded to individuals under the Equality Act 2010.

9.13 Teaching will make clear that people with the protected characteristic of gender reassignment must be treated with respect and dignity and that individuals have legal rights based on biological sex and gender reassignment, and these may differ in certain contexts.

9.14 In delivering this content, the School will:

9.14.1 ensure that teaching is factual, balanced and does not promote or endorse any particular viewpoint where there is significant debate;

9.14.2 avoid presenting contested beliefs as fact;

9.14.3 avoid language or activities that reinforce harmful gender stereotypes;

9.14.4 avoid suggesting that social transition is a simple solution to feelings of distress.

9.15 The School encourages pupils to express their views in a respectful and considered way, understand that others may hold different views and recognise that bullying, discrimination or disrespectful behaviour is never acceptable.

9.16 Where external resources are used, the School will ensure that materials are accurate, age-appropriate and balanced, do not oversimplify complex issues and do not promote stereotypes or encourage pupils to question their identity inappropriately. All materials are made available to parents on request in accordance with Section 12 below.

9.17 Staff will seek to create an environment in which all pupils feel safe to speak, ask questions and seek support where needed.

10 Curriculum delivery

10.1 The School will ensure sufficient and regular time is allocated within the curriculum to deliver the relationships education and relationships and sex education curriculum effectively, and in a manner designed to facilitate meaningful discussion.

10.2 Curriculum content and curriculum delivery will be underpinned by the School's *Behaviour and Discipline Policy* and pastoral support system, as well as by a planned programme of evidence-based relationships education and relationships and sex education, delivered in regularly timetabled lessons and reinforced throughout the whole curriculum.

10.3 Teachers take care to ensure a safe environment for the teaching of sensitive material.

10.4 Pupils will be taught the role of consent, including in romantic and sexual relationships. Pupils will be taught that ethical behaviour goes beyond consent and involves kindness, care, attention to the needs and vulnerabilities of the other person.

10.5 The School often invites visiting speakers to the School to help enhance and enrich the curriculum. The School will ensure that the arrangements for all visiting speakers, including any resources they use, are suitably assessed before the visit takes place and that clear protocols are followed to ensure that those visiting speakers and any resources used are suitable, compatible with the School's duties, age-appropriate and aligned to the developmental stage of the pupils being taught. This includes following the School's *Visitors and Visiting Speakers Policy*. The School will ensure any visiting speaker is appropriately supervised when on School premises. In the unlikely event that the content, resources, or delivery falls outside the School's expectations, or is deemed inappropriate, the School will take appropriate action, which could include stopping the presentation immediately.

10.6 The content of the relationships and sex education curriculum is delivered through the curriculum areas of science, PSHE and other relevant departments (e.g. Philosophy, Ethics and Religion – PER, Emotional Wellbeing, Digital Literacy) and is also delivered in the following ways:

Pastoral programme:

- tutor time delivered by form tutors;
- assembly delivered by members of staff and / or external agencies;
- collapsed timetable sessions delivered by members of staff and / or external agencies.

The PSHE, science, PER curriculum (see curriculum map at Appendix 1).

11 Assessment and Pupil Progress

11.1 Teachers are expected to plan, teach, and assess the subject and measure pupil progress in accordance with the high expectations across the School in other subject areas. This will be regularly monitored and reviewed by the Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School).

12 Resources

12.1 All resources will be reviewed to ensure they are suitable, accurate, compatible with the School's duties including safeguarding and equality obligations, age-appropriate and aligned to the developmental stage of the pupils being taught and balanced and not unduly influenced by partisan, commercial or ideological perspectives.

12.2 The School will regularly assess the resources it intends to use prior to delivery of the programme and will keep the resources under review.

12.3 The School will share examples of resources with parents as part of its consultation and review processes and provide access to all resources and teaching materials on request.

12.4 All resources shared will comply with copyright law, with appropriate safeguards in place such as parent portals or presentations. Parents will be asked to agree not to copy or further distribute materials, respecting intellectual property while ensuring transparency in curriculum provision.

12.5 The Head of PSHE (Upper School), Assistant Head - Pastoral (Prep School) and Deputy Head (Pelican School) will lead the review, collation, assessment and use of these resources and work with colleagues from other subjects to ensure cross-curricular planning and delivery complements other subjects and avoids duplication of the curriculum.

13 Pupil questions

13.1 The School appreciates that pupils may ask their teachers or other adults questions pertaining to sex or sexuality which go beyond the School's curriculum. The School's approach is to ensure that teachers are confident to deal with such questions in an age-appropriate manner, recognising that children whose questions go unanswered may turn to inappropriate sources of information and that such questions may indicate a safeguarding response may be appropriate. INSET and other training will seek to include information on how teachers can respond.

14 Safeguarding, reports of abuse and confidentiality

14.1 The School will follow *Keeping Children Safe in Education* (**KCSIE**) and will ensure children are taught about safeguarding, including about how to stay safe online and respectful relationships. Appropriate open forums to discuss potentially sensitive issues will be made available to children. Children will also be made aware of how to raise concerns or make a report and how any report will be handled. The School recognises that a one size fits all approach may not be appropriate for all children, and a more personalised or contextualised approach for more vulnerable children, victims of abuse and some SEND children might be needed or to respond to the incidents or any patterns identified by the School, for example in particular cohorts.

14.2 Teachers will follow the School's policy on confidentiality between themselves and pupils and manage an appropriate level of confidentiality. Pupils should be reassured that their best interests will be maintained, but teachers cannot offer or promise absolute confidentiality. Teachers will follow the School's *Safeguarding and Child Protection Policy* if a child protection issue is raised.

14.3 In addition, but not alternatively to following the School's *Safeguarding and Child Protection Policy*, teachers will also consider whether any anti-bullying and/or disciplinary issues arise following any pupil concerns and will follow the School's *Behaviour & Discipline Policy* and/or the School's *Anti-Bullying Policy* as appropriate.

14.4 The School will encourage pupils to talk to their parents or carers and support them to do so. The School will also inform pupils of sources of confidential help, for example, the School nurse, counsellor, GP, or local young person's advice service.

14.5 Where the school invites external agencies to support the delivery of these subjects, the School will agree in advance of the session how a safeguarding report will be dealt with by the external visitor.

15 Parents' and carers' participation

15.1 The School recognises that parents and carers are the first teachers of their children and that they play a vital role in:

15.1.1 teaching their children about relationships and sex;

15.1.2 maintaining the culture and ethos of the family;

15.1.3 helping their children cope with the emotional and physical aspects of growing up;

15.1.4 preparing them for the challenges and responsibilities that sexual maturity brings.

15.2 The School is committed to actively engaging parents in Relationships Education and, Relationships and Sex Education through transparent communication and consultation. The School will consult with parents and carers in the development and review of this policy and on the content of the relationship education and relationship and sex education programmes.

15.3 The School will communicate to parents an overview of what will be taught and when in delivering relationships education and relationships and sex education, including a sample of resources to be used. See Appendix 1.

15.4 The school will regularly engage with parents and carers to seek their views on the quality of relationship education and relationships and sex education and on School culture, and will provide opportunities to raise questions.

15.5 The School will support parents in engaging with their children on relationships education and relationships and sex education topics, including providing guidance where appropriate to help parents continue conversations at home. It will also keep in regular contact with parents and carers reinforcing the importance of children being safe online as technology is a significant component in many safeguarding and wellbeing issues, particularly those related to child-on-child abuse.

15.6 Parents and carers of pupils at the Upper School have the right to request that their child be withdrawn from some or all of sex education delivered as part of relationships and sex education at secondary age except for those parts included in the science curriculum

15.7 Before granting any request, the Head or delegated senior member of staff will:

15.7.1 discuss the request with parents and, where appropriate, the pupil;

15.7.2 explain the nature and purpose of the curriculum;

15.7.3 outline the benefits of sex education;

15.7.4 discuss any potential consequences of withdrawal, including social and emotional impacts and the possibility of receiving inaccurate information from peers.]

15.8 A written record of this discussion will be kept.

15.9 Except in exceptional circumstances, the School will respect parental requests up to three terms before the pupil turns 16.

15.10 From three terms before a pupil turns 16, the pupil has the right to opt back into sex education. The School will ensure pupils are aware of this right.

15.11 There may be exceptional circumstances where the Head may want to take a pupil's specific needs arising from their special education needs or disability into account when making this decision. Any discussions and decisions will be documented.

15.12 Where a pupil is withdrawn, the School will provide appropriate, purposeful alternative education.

15.13 Parents of primary-aged pupils may request withdrawal from sex education (other than science content), and such requests will be granted.

15.14 The parents' and carers' right to request that their child be withdrawn from some or all of sex education will be communicated to them by the School. There is no right to withdraw from relationships education or statutory science content.

16 Consultation

16.1 This policy has been produced and will be reviewed in consultation with parents and carers, teachers and pupils and seeks to take into account the views of the School community.

17 Training

17.1 The School will carefully consider the suitability of staff teaching relationships education and relationships and sex education and will ensure that they are committed to the priority the School affords to the subject and to professional development in the subject. The School will provide additional resources to staff who are not specialists in the subject in order that they can successfully implement the curriculum.

17.2 The School will ensure appropriate training for staff on expressing personal opinions and the use of external resources and visiting speakers.

17.3 The School ensures that regular guidance and training is arranged on induction and at regular intervals thereafter so that staff and volunteers understand what is expected of them by this policy and have the necessary knowledge and skills to carry out their roles.

17.4 The level and frequency of training depends on role of the individual member of staff and the need for them to complete risk assessments as part of their role. This will include training of all teaching and pastoral staff in accordance with the Department for Education teacher training materials in respect of relationships education and relationships and sex education. High-quality, specific training will be provided for teachers delivering RSE and the School will review the adequacy of that training at all levels, to ensure that it is fit for purpose.

17.5 The School maintains written records of all staff training.

18 Record keeping

18.1 All records created in accordance with this policy are managed in accordance with the School's policies that apply to the retention and destruction of records.

18.2 All matters arising from this policy involving a child protection issue will be recorded and dealt with under the School's *Safeguarding and Child Protection Policy*, including incidents involving sexual harassment and sexual violence.

18.3 The information created in connection with this policy may contain personal data. The School's use of this personal data will be in accordance with data protection law. The School has published privacy notices on its website which explain how the School will use personal data. In addition, staff must ensure that they follow the School's data protection policies and procedures when handling personal data created in connection with this policy. This includes the School's *Data Protection Policy* and *Information Security and Sharing Data Guidance*.

19 Monitoring, evaluation, and review

19.1 The roles with responsibility for PSHE, science and other relevant subject leaders are as follows:

19.1.1 Upper School: Head of PSHE, Head of Biology, Head of PER, and Section Heads;

19.1.2 Prep School: Head of PSHE and Head of Science; Head of Digital Literacy

19.1.3 Pelican School: Pastoral Lead.

19.2 They will ensure that:

19.2.1 all schemes of work are reviewed on a regular basis to assess the content and that the content as defined within the policy is accurate and conforms to current guidance;

19.2.2 colleagues within their department or staff delivering this curriculum are familiar with this policy and ensure that delivery, assessment, and pupil progress conforms to the guidelines set down in the policy and its appendices;

19.2.3 staff teaching any part of this programme are asked to review content and delivery. The outcomes of this evaluation are used to inform future amendments to the teaching programme, consultation with parents and any training and development needs;

19.2.4 any review of the programme includes an opportunity for the views of teachers, pupils, and parents to be considered;

19.2.5 the content of all outside agencies' presentations is evaluated to ensure that it is in line with this policy and the statutory guidance Relationships Education, Relationships and Sex Education and Health Education (DfE, September 2026).

20 Version control

Date of adoption of this policy	3 September 2026
Date of last review of this policy	August 2026
Date for next review of this policy	August 2027
Policy owner (SMT)	Deputy Head (Pupil Development and Welfare)
Authorised by	Jonathan Scott On behalf of the board of governors

Appendix 1: Relationship Education and Relationships and Sex Education curriculum map

PSHE education curriculum overview – The Upper
2026/27

Managing Change	Families	Respectful Relationships	Online Safety Awareness	Being Safe	Intimate sexual relationships	Mental Wellbeing	Wellbeing Online
Healthy Eating	Drugs, Alcohol, Tobacco and Vaping	Health protection and prevention	Developing bodies	Personal Safety	Careers	Economic Wellbeing	Statutory Curriculum Content

Year 7	Year 8	Year 9	Year 10	Year 11	Year 12	Year 13
Managing change 1 **01** What is PSHE education and who are my trusted adults	**Respectful relationships 2** **01** Why are protected characteristics important?	**Online safety awareness 2** **01** Understanding school and professional digital expectations	**Respectful relationships 3** **01** Inclusion, equality and diversity challenging stereotypes	**Careers 1** **01** Connecting with the world of work: how to succeed at interview	**Managing change 3** **01** Introduction to sixth form life: time management	**Personal Safety 3** **01** Managing risk and personal safety
02 Managing the transition to secondary school	**02** How can gender stereotypes be considered harmful?	**02** Keeping my information safe – social media safety and managing how my information is used	**02** How can I engage with politics	**02** Workplace skills – Meeting expectations in the workplace	**Drugs, alcohol, tobacco and vaping 4** **02** Alcohol and the party scene	**Mental wellbeing 6** **02** Mental Health and suicide prevention
Online safety awareness 1 **03** What are my online rights and responsibilities?	**03** How does the UK political system work?	**03** Managing online gaming and gambling addiction	**03** Critical approaches to online media	**03** CV writing, personal branding and building an online profile	**03** Drugs and managing risk and personal safety including study aids	**Intimate sexual relationships 4** **03** Reproductive health
04 Managing online risk, information sharing, blocking and reporting	**04** How do we encourage respect in our community and the rule of law	**04** Cybercrime awareness including the dark web	**04** Tackling radicalism and extremism inc. misogyny	**Intimate sexual relationships 3** **04** Relationship behaviours and managing conflict in relationships	**Economic wellbeing 3** **04** Building economic wellbeing	**04** Contraception and STI prevention
Wellbeing online 1 **05** How does AI work and risks of online addiction	**05** Qualities of healthy friendships on and offline	**05** Understanding the computer misuse act -	**Mental wellbeing 3** **05** Discussing types of mental ill health including depression and anxiety	**05** Challenging abusive relationships including sexual violence, coercive control, fixated behaviour	**Careers 2** **05** Managing the world of work, getting a part time job	**05** Tackling coercive control
Developing bodies 1 **06** How is my body changing physically	**06** Acceptable behaviours in friendships – recognising child on child abuse	**Developing bodies 2** **06** Menstrual health and reproductive health conditions	**06** Discussing online pressure around image inc. gym culture	**06** Pregnancy choices	**Mental wellbeing 5** **06** Accessing and evaluating mental health support	**Healthy eating** **06** Nutrition, food hygiene and allergies
07 How is my body changing emotionally	**07** Communication and conflict resolution in healthy relationships	**Being safe 1** **07** Sexual consent and the law and ethics	**07** Talking about grief	**07** Reproductive health and fertility	**07** Supporting mental wellbeing of others including whole community wellbeing	**Economic wellbeing 5** **07** Financial Planning
08 Understanding menstrual health	**Intimate sexual relationships 1** **08** Understanding healthy intimate relationships - values	**08** Managing risk around image sharing inc. AI gen imagery and sextortion	**Being safe 2** **08** Features of healthy intimate relationships inc. discussing online behaviours	**Families 02** **08** Successful parenting	**Respectful relationships 4** **08** The big conversation: tackling race	**08** University life and shared accommodation

				09 Recognising and dealing with cancer		
10 Tackling bullying (inc. protected characteristics)	**10** Introduction to safer sex	**10** What to do if I am worried about sexual misconduct – the reporting process	**Online safety awareness 3** **10** Challenging pornography and its stereotypes	**10** Self-examination for most common forms of cancer	**10** Recognising unacceptable relationships behaviours and managing break ups	**10** The big conversation: Discussing faith
Families 1 **11** Committed relationships and family life	**Economic wellbeing 1** **11** Money skills: bank accounts, bank statements	**Mental wellbeing 2** **11** What to do when a friend is struggling (inc. discussion of suicidal ideation and self-harm)	**Intimate sexual relationships 2** **11** Contraception and STI prevention options	**Mental wellbeing 4** **11** Overcoming anxietY	**11** The big conversation: Tackling sexual harassment in the workplace	
12 Roles in the family	**12** Learning to save	**Drugs, alcohol, tobacco and vaping 2** **12** Physical and social risks of substance misuse	**12** How to use and access contraception, evaluating STI and contraception choices	**Managing change 2** **12** Managing the transition to life beyond GCSEs	**Economic wellbeing 4** **12** Investments and crypto currency	
Health protection and prevention 1 **13** Healthy sleep habits	**Wellbeing online 2** **13** Building a healthy body image	**13** Alcohol the law and its effects	**13** Understanding STIs and reducing risk		**13** Managing borrowing and debt	
Healthy Eating 1 **14** How to maintain a balanced diet inc. allergies and supporting exercise	**14** Body image in a digital age	**Personal safety 2** **14** Personal safety at home and out on my own	**Drugs, alcohol, tobacco and vaping 3** **14** Drugs and the law including supply and possession			
15 Preparing and budgeting for a balanced diet	**Mental wellbeing 1** **15** Eating disorders, how to identify and where to get support	**15** Managing risk around knife crime	**15** Drugs and risk management: cannabis and smoking and alcohol and snus **16** Managing pressure around substance misuse including county lines gangs			
Personal safety 1 **16** Road Safety	**Drugs, alcohol, tobacco and vaping 1** **16** What do we mean by drugs? Risks of noncontrolled substances	**Health protection and prevention 2** **16** Managing my health inc. registering at a GP and minor health conditions and Gillick competence				
17 Rail and water safety	**17** Vaping: risks and consequences	**Economic wellbeing 2** **17** Learning about tax				
Supported by: **Mich term:** Anti-bullying workshop, Online safety talk **Lent term:** Safer Internet Day tutorial **Summer term:** Nutrition workshop	**Supported by:** **Mich term:** Online Media and the Law talk **Lent term:** Safer Internet Day tutorial	**Supported by:** **Mich term:** Gambling awareness talk **Lent term:** Safer Internet Day tutorial	**Supported by:** **Mich term**: AI generation tutorial **Lent term:** Safer Internet Day tutorial	**Supported by:** **term:** Safer Internet Day tutorial	**Speaker programme:** **Mich term:** Online Media Law, **Lent term:** The law, HIV awareness **Summer term:** Substance misuse	**Speaker programme:** **Mich term:** Gambling addiction **Lent term:** Olly Tayler: Young driver safety

THE PERSE PREP SCHOOL

Long term Plans: Curriculum Overview for Years 3-6 (2026-2027)

Year group	Science	PSHE	Emotional Wellbeing Lessons	Other
Year 3	Life cycles & life processes touches on reproduction Maintaining a balanced lifestyle; oral hygiene and dental care.	**Relationships:** • Key people and family relationships; recognising family diversity and managing family change or conflict. • Building and maintaining friendships; recognising and supporting friends' feelings. • Consent and friendship boundaries; resolving difficulties and knowing when to seek help. • Respectful behaviour: kindness, equality, inclusion and how we should treat others. **Living in a Wider World** • Online and offline identities; trust, online bullying and respectful digital behaviour. • Jobs, career choices and skills; challenging job stereotypes, including women in STEM. • Why rules and laws exist; responsible citizenship, children's rights and the role of the police. • Environmental responsibility: global change, waste and active citizenship. **Health and Wellbeing** • Healthy habits and informed choices; physical activity and balanced wellbeing. • Happiness, resilience and contributing to family and community life. • Naming, understanding and managing feelings; self-regulation and help-seeking.	**Self-awareness** - how school supports learning and wellbeing; strengths and challenges; precise emotional vocabulary; intense feelings; growth mindset; mindfulness; hopes and aspirations. **Decision Making skills** - responsibility, choices and consequences; changing responsibilities; values and morals; integrity, courage and assertive choices under pressure. **Relationships** - healthy friendship qualities and boundaries; greetings and small talk; listening and turn-taking; resolving disagreement through negotiation, compromise and adult help. **Social Awareness** - manners and social expectations; social cues and fairness; empathy and perspective-taking; kindness, community wellbeing and appropriate boundaries. **Self-Management** - impulse control; planning and priorities; resilience after setbacks; recognising worry; coping and sensory strategies; knowing when to seek trusted-adult support.	Wellbeing Week, Anti-bullying Week Life Education Bus (‘It’s great to be me’ -organs of the body, impact on the body of cigarettes and alcohol) Online-Safety Day British Values and ‘SMSC Tree’ Assemblies Lodestone House Healthy eating workshops

This curriculum is delivered in PSHE lessons (30mins every week) and through Emotional Wellbeing lessons (30mins every week) across the year. Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver relevant health education topics and blocks of Digital Literacy lessons deliver online safety content.

Year group	Science	PSHE	Emotional Wellbeing Lessons	Other
Year 4	Healthy eating and benefits of exercise	**Relationships:** • Safe and unsafe touch; consent, autonomy and personal boundaries. • Safe and unsafe secrets; responding to hurtful behaviour and knowing when to get help. • Online bullying, positive friendships and safe, respectful online communication. • Respecting differences, valuing inclusion and treating others fairly. **Living in a Wider World** • Responsible spending, keeping track of money and understanding gambling and risk. • Shared responsibility, rights and the law, including understanding hate crime. • Positive role models, goal-setting, aspirations and exploring future opportunities. **Health and Wellbeing** • Risk, dares and challenges; road, local-area, home, electrical, water and railway safety. • Healthy living, influences on choices, physical activity and the impact of technology on health. • Managing worry and anger; coping with loss and bereavement; self-reflection and self-awareness.	**Self-awareness** - character and confidence; levels and shades of emotion; growth mindset, gratitude and realistic positive self-talk; guided mindfulness; aspirations and milestones. **Decision Making skills** - core values and respectful disagreement; deliberate decisions versus reflex or impulsive reactions; pausing before acting; reflection and problem-solving. **Relationships** - friendship expectations and trust; healthy relationships; conversation, listening and questioning skills; negotiation, compromise and fair solutions. **Social Awareness** - social expectations and the reasons for rules; empathy; kindness and compassion; diversity, cultural identity, belonging and varied communication styles. **Self-Management** - self-control and safe responses; recognising worry; calming and regulation strategies; coping plans, courage, resilience and learning constructively from mistakes.	Wellbeing Week Anti-bullying Week Trip to Hazard Alley Safety Centre Online-Safety Day British Values and 'SMSC Tree' Assemblies

This curriculum is delivered in PSHE lessons (30mins every week) and through Emotional Wellbeing lessons (30mins every week) across the year. Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver relevant health education topics and blocks of Digital Literacy lessons deliver online safety content.

Year group	Science	PSHE	Emotional Wellbeing Lessons	Other
Year 5	Human Life-cycle: includes the physical and emotional changes at puberty; external genitalia; support with puberty and menstruation	**Relationships:** • Healthy friendships, inclusion and the power of words; recognising when someone feels left out. • Peer pressure: recognising different types of pressure, resisting influence and making positive choices. • Bullying and hurtful behaviour, including online bullying and pressure; qualities of supportive friends. • Recognising grooming and unsafe situations; maintaining safe online friendships. **Living in a Wider World** • Age restrictions, film and media choices, and understanding how media can influence decisions. • Career stereotypes and influences on career choices; aspirations and future opportunities. • Equality, workplace fairness and the Equality Act; understanding and valuing neurodiversity. **Health and Wellbeing** • Legal drugs: the law, different drugs and their effects, influences on use and resisting pressure. • Screen-time balance, sleep and healthy routines that support wellbeing. • Body image, body positivity, self-esteem and understanding personal strengths and differences.	**Self-awareness** - positive self-talk; brain plasticity and reframing; precise emotional vocabulary; strengths and challenges; growth mindset; grounding; future-self aspirations. **Decision Making skills** - using a deliberate pause; evaluating safety, responsibility, values and consequences; core values; structured problem-solving and ethical decision-making. **Relationships** - friendship benefits and skills; qualities that make or break healthy relationships; trust, communication and respect; conflict resolution and proportionate responses. **Social Awareness** - sportsmanship; perspective-taking; empathy; similarities and differences; celebrating diversity and inclusive behaviour that supports belonging. **Self-Management** - respectful I-statements; rumination and worry; reappraisal and sensory strategies; flexible thinking; study habits and attention; SMART goals and strategic perseverance.	Wellbeing Week Anti-bullying Week, Life Education Bus ('Decisions' - the human body and the effects of drugs, peer influence and individual choice) Online-Safety Day Karl Hopwood Online Safety workshop British Values and 'SMSC Tree' Assemblies Single-sex group talks about growing up, puberty, hormones, self-care, including menstruation

This curriculum is delivered in PSHE lessons (30mins every week) and through Emotional Wellbeing lessons (30mins every week) across the year. Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver relevant health education topics and blocks of Digital Literacy lessons deliver online safety content.

Year	Science	PSHE	Emotional Wellbeing Lessons	Other
Year 6	Human reproduction includes: Male & female reproductive systems Intercourse, fertilisation (including IVF) Implantation Foetal development & childbirth (briefly)	**Relationships:** • Building and maintaining healthy friendships and relationships through trust, communication and empathy. • Consent and respect; unwanted or inappropriate contact, boundaries and personal safety. • Standing up to bullying; assertiveness, managing pressure and conflict, and respectful disagreement. • Group chats, online behaviour and sharing images safely and responsibly. **Living in a Wider World** • Discrimination, racism and allyship; stereotypes, scapegoating, disability inclusion and challenging sexism. • Refugees, belonging, justice, British values, democracy and active citizenship. • Rule of Law, including marriage and weapons; understanding legal frameworks and responsibilities. • Money: banks, budgeting, wellbeing, critical-consumer skills, digital persuasion and loot boxes. **Health and Wellbeing** • Understanding mental health, what may be a concern, and when and how to seek support. • Puberty-related emotional changes and respecting different, healthy relationships. • Transition to secondary school, increasing independence, self-reflection and peer support.	**Self-awareness** - strengths and positive qualities; confidence through personal expertise; core values and character; balanced reframing; growth mindset; mindfulness; self-advocacy. **Decision Making skills** - leadership and responsibility; values and consequences; the Red Brain/Blue Brain model and PAUSE routine; ethical leadership, rights, fairness and responsible judgement. **Relationships** - friends versus acquaintances; trust, privacy and boundaries; reviewing friendship skills; healthy relationships; conversation, listening, conflict resolution and assertiveness. **Social Awareness** - respectful disagreement; identifying and challenging stereotypes; tolerance, acceptance and inclusion; legal adulthood, rights, responsibilities and future planning. **Self-Management** - metacognitive study strategies; managing distractions and refocusing; worry and rumination; stress regulation; strategic perseverance, adaptation, rest and support.	Annual Wellbeing Week Anti-bullying Week Online-Safety Day Karl Hopwood Online Safety workshop British Values Assemblies Single-sex group talks about growing up, puberty, hormones, self-care, including menstruation

This curriculum is delivered in PSHE lessons (30mins every week) and through Emotional Wellbeing lessons (30mins every week) across the year. Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver relevant health education topics and blocks of Digital Literacy lessons deliver online safety content.

This curriculum is delivered in PSHE lessons (30mins every week) and in Emotional Wellbeing Lessons (30mins every week). Additionally, time is allocated to RSE in the assembly programme and in our annual Wellbeing Week. Blocks of science lessons are also used to deliver some of the health education topics.

Overview of the delivery of teaching units coverage across curriculum areas – Pelican Nursery and Pre-Prep School.

The Cambridgeshire PSHE scheme is followed by all year groups. Lessons are tailored to the needs of the children. Nursery will take part in adapted lessons for their age group based upon the foundation stage lessons in the scheme. Within the scheme there are a wealth of activities related to each objective. The PSHE co-ordinator will use their professional judgement to choose the most appropriate activities for the class or the year group.

	AUTUMN 1	AUTUMN 2	SPRING 1	SPRING 2	SUMMER 1	SUMMER 2
Nursery	**Settling in** **Story time and circle time**	**Beginning and Belonging** Nursery specific	**My Emotions** Nursery specific	**Me and My World** Nursery specific	**My Body and Growing Up** Nursery specific	**Healthy Lifestyles** Nursery specific
Reception	**Family and Friends (incl. anti-bullying)** MMR2 FFF	**My Emotions** MMR3 MEF	**Identities & Diversity** Cit1 IDF	**My Body and Growing Up** HSL1 BGF	**Keeping Safe (incl. Drug Education)** HSL 2 KSF	**Healthy Lifestyles** HSL3 HLF
Year 1	**Beginning and Belonging** MMR4 BB12	**Family and Friends** MMR6 FF12 **Anti-bullying** MMR7 AB12	**Diversity and Communities** Cit4 DC12	**Sex & Relationships Education** HSL6 SR1 **Drug Education** HSL8 DE12	**Personal Safety** HSL9 PS12	**Managing Change** MMR8 MC12
Year 2	**Rights, Rules and Responsibilities** Cit5 RR12	**My Emotions** MMR5 ME12 **Anti-bullying** MMR7 AB12	**Working Together** Cit3 WT12 **Financial Capability** EW1 FC12	**Sex & Relationships Education** HSL10 SR2 **Drug Education** HSL8 DE12	**Managing Risk** HSL4 MR12 **Safety Contexts** HSL5 SC12	**Healthy Lifestyles** HSL7 HL12

This curriculum is taught to each group for 30 minutes weekly. In addition, the new social and emotional work

THINKEQUAL is taught by class teachers between 1-2 times a week and lasting for approximately 20 minutes a session. In addition, themes within the PSHE scheme and THINKEQUAL scheme are reiterated through the assembly programme which takes place daily.

Perse Pelican PSHE Early Years Framework (Nursery and Reception)

Myself & My Relationships
Beginning and Belonging (BB F)
- How am I special and what is special about other people in my class?
- **What have I learnt to do and what would I like to learn next? SR**
- How do we welcome new people to our class?
- What can I do to help everyone in our classroom feel safer and happier?
- **How can I play and work well with others? SR**
- **How can I show I am listening to an adult? SR**
- **What can help me to follow instructions? SR**

Myself & My Relationships
Family and Friends (FF F)
- **Who are my special people and why are they special to me? BR**
- **Who is in my family and how do we care for each other? BR**
- **What is a friend and how can I be a good one? BR**
- **How do I make new friends? BR**
- **How can I respect my own needs and the needs of others? BR**
- **How can I make up with friends when I have fallen out with them? BR**
- **How does what I do affect others? BR**
- Do I know what to do if someone is unkind to me? SR

Myself & My Relationships
My Emotions (ME F)
- **Can I recognise and talk about my feelings? SR**
- **Can I recognise emotions in other people and say how they might be feeling? SR**
- **Do I know what might cause different emotions in myself and other people? SR**
- **How might I and others feel when things change? SR**
- **What are some simple ways to help myself feel better? SR**
- **How can I help other people feel better? SR**
- **What could I do when things are difficult for me? MS**

Citizenship
Identities & Diversity (ID F)
- **Who are the people in my class and how are we similar to and different from each other? PCC**
- Who are the people in my family, and who are the people in other families?
- What is especially important to my family and me?
- **What are some of the similarities and differences in the way people live their lives? PCC**
- **What is life like in other countries? PCC**
- How can we value different types of people including what they believe in and how they live their lives?
- **How do we celebrate what we believe in and how is this different for different people? PCC**

Citizenship
Me & My World (MW F)
- **Who are the people who help to look after me and my school? PP**
- How can I help to look after my school?
- How can I help to care for my things at home?
- **Where do I live and what are the different places and features in my neighbourhood? PCC**
- **Who are the people who live and work in my neighbourhood, including people who help me? PP**
- How can we look after the local neighbourhood and keep it special for everybody?
- What do animals and plants need to live and how can I help to take care of them?
- What is money and why do we need it?

Healthy & Safer Lifestyles
My Body & Growing Up (BG F)
- What does my body look like?
- How has my body changed as it has grown?
- What can my body do?

- What differences and similarities are there between our bodies?
- **How can I look after my body and keep it clean? MS**
- **How am I learning to take care of myself and what do I still need help with? MS**
- Who are the members of my family and trusted people who look after me?
- How do I feel about growing up?

Healthy & Safer Lifestyles

Keeping Safe (KS F)

- What are some situations where I need to think about how to keep myself safer?
- Do I understand simple safety rules for when I am at home, at school and when I am out and about?
- What are the clues my body gives me if I am feeling unsafe? MS
- Can I say 'No!' if I feel unsafe or unsure about something? MS
- Can I ask for help and tell people who care for me if I feel unsafe, worried or upset? SR
- Who are the people who help to keep me safe? PP
- What goes on to and into my body and who puts it there? MS
- Why do people use medicines? MS
- What are the safety rules relating to medicines and who helps me with these?

Healthy & Safer Lifestyles

Healthy Lifestyles (HL F)

- What things can I do when I feel good and healthy?
- What can't I do when I am feeling ill or not so healthy?
- **What can I do to help keep my body healthy? MS**
- **Why are food and drink are good for us? MS**
- **How can I make healthier choices about food? MS**
- What is exercise is and why is it good for us?
- Why are rest and sleep good for us?

Early Learning Goals:
Prime Area: Personal, Social & Emotional Development: SR - Self Regulation • MS - Managing Self • BR Building Relationships
Specific Area: Understanding the World: PP - Past and Present • PCC - People, Culture and Communities

Perse Pelican PSHE Framework (Year 1 and Year 2)

Myself & My Relationships **Beginning and Belonging (BB 1/2)** • Do I understand simple ways to help my school feel like a safe, happy place? RR • How can I get to know the people in my class? CF • How do I feel when I am doing something new? MW • How can I help someone feel welcome in class? MW • What helps me manage in new situations? MW • Who can help me at home and at school? BS	**Citizenship** **Rights, Rules & Responsibilities (RR 1/2)** **• How do rules and conventions help me to feel happy & safe? (RR)** • How do I take part in making rules? • Who looks after me and what are their responsibilities? • What jobs and responsibilities do I have in school and at home? **• Can I listen to other people, share my views and take turns? RR** • Can I take part in discussions and decisions in class?
Myself & My Relationships **My Emotions (ME 1/2)** **• What am I good at and what is special about me? RR** **• How can I stand up for myself? RR** **• Can I name some different feelings? MW** **• Can I describe situations in which I might feel happy, sad, cross etc? MW** **• How do my feelings and actions affect others? MW** **• How do I manage some of my emotions and associated behaviours? MW** **• What are the different ways people might relax and what helps me to feel relaxed? MW** **• Who do I share my feelings with? MW**	**Myself & My Relationships** **Family and Friends (FF 1/2)** **• Can I describe what a good friend is and does and how it feels to be friends? CF** **• Why is telling the truth important? CF** **• What skills do I need to choose, make and develop friendships? CF** **• How might friendships go wrong, and how does it feel? CF** **• How can I try to mend friendships if they have become difficult? CF** **• What is my personal space and how do I talk to people about it? BS** **• Who is in my family and how do we care for each other? FP** **• Who are my special people, why are they special and how do they support me?**
Citizenship **Working Together (WT 1/2)** • What am I and other people good at? • What new skills would I like to develop? • How can I listen well to other people? RR • How can I work well in a group? RR • Why is it important to take turns? RR • How can I negotiate to sort out disagreements? CF • How are my skills useful in a group? • What is a useful evaluation?	**Myself & My Relationships** **Anti-bullying (AB 1/2)** **• Why might people fall out with their friends? CF** **• Can I describe what bullying is? RR** **• Do I understand some of the reasons people bully others? RR** **• Why is bullying never acceptable or respectful? RR** **• How might people feel if they are being bullied? MW** **• Who can I talk to if I have worries about friendship difficulties or bullying? RR** **• How can I be assertive? RR** **• Do I know what to do if I think someone is being bullied? RR** **• How do people help me to build positive and safe relationships? CF** **• What does my school do to stop bullying?**

Citizenship **Diversity and Communities (DC 1/2)** **• What makes me 'me', what makes you 'you'? RR** **• Do all boys and all girls like the same things? RR** **• What is my family like and how are other families different? FP** **• What different groups do we belong to? RR** **• What is a stereotype and can I give some examples? RR** • Who helps people in my locality and what help do they need? MW **• What does 'my community' mean and how does it feel to be part of it? MW** • How do people find out about what is happening in my community? MW • How do we care for animals and plants? • How can I help look after my school?	**Economic Wellbeing** **Financial Capability (FC 1/2)** • Where does money come from and where does it go when we 'use' it? • How might I get money and what can I do with it? • How do we pay for things? • What does it mean to have more or less money than you need? • How do I feel about money? • How do my choices affect me, my family, others? • What is a charity?
Healthy & Safer Lifestyles **Managing Safety and Risk (MSR 1/2)** • What are risky situations and how might I feel? MW **• What is my name, address and phone number and when might I need to give them? BFA** **• What is an emergency and who can help? BFA** • What makes a place or activity safe for me? MW • What are the benefits and risks for me when walking near the road, and how can I stay safer? MW **• What are the benefits and risks for me in the sun and how can I stay safer? HP** • What do I enjoy when I'm near water and how can I stay safer? MW **• What are the risks for me if I am lost and how can I get help? BS** **• How can I help to stop simple accidents from happening and how can I help if there is an accident? BFA**	**Healthy & Safer Lifestyles** **Drug Education (DE 1/2)** **• Which substances might enter our bodies, how do they get there and what do they do? DAT** **• What are medicines and why and when do some people use them? DAT** **• When and why do people have an injection from a doctor or a nurse? HP** **• Who is in charge of what medicine I take? DAT** **• What different things can help me feel better if I feel poorly? DAT** **• How can I keep safe with medicines and substances at home and at school? DAT** • What is persuasion and how does it feel to be persuaded? MW
Healthy & Safer Lifestyles **Personal Safety (PS 1/2)** • Can I identify different feelings and tell others how I feel? MW **• Which school/classroom rules are about helping people to feel safe? BS** **• Can I name my own Early Warning Signs? BS** • How do I know which adults and friends I can trust? CF **• Who could I talk with if I have a worry or need to ask for help? BS** **• What could I do if a friend or someone in my family isn't kind to me? BS** **• Can I identify private body parts and say 'no' to unwanted touch? BS**	**Healthy & Safer Lifestyles** **Digital Lifestyles (TG Digital Lifestyles)** **• What are some examples of ways in which I use technology and the internet and what are the benefits? OR** **• What is meant by "identity" and how might someone's identity online be different from their identity in the physical world? OR** **• What are some examples of online content or contact which might mean I feel unsafe, worried or upset? OR** **• What sort of information might I choose to put online and what do I**

• What could I do if I feel worried about a secret? BS **• What could I do if something worries or upsets me when I am online? BS**	**need to consider before I do so? OR** **• When might I need to report something and how would I do this? OR** **• What sort of rules can help to keep us safer and healthier when using technology? IS** **• Who can help me if I have questions or concerns about what I experience online or about others' online behaviour? IS**
Healthy & Safer Lifestyles **Relationships and Sex Education (RS 1)** **• What are the names of the main parts of the body? BS** • What can my amazing body do? **• When am I in charge of my actions and my body? BS** **• How can I keep my body clean? HP** **• How can I avoid spreading common illnesses and diseases? HP**	**Healthy & Safer Lifestyles** **Relationships and Sex Education (RS 2)** • How do babies change and grow? (Statutory NC Science Y2) • How have I changed since I was a baby? (Statutory NC Science Y2) • What's growing in that bump? (NC Science) **• What do babies and children need from their families? FP** **• Which stable, caring relationships are at the heart of families I know? FP** **• What are my responsibilities now I'm growing up? CAB**
Myself & My Relationships **Managing Change (MC 1/2)** • How are my achievements, skills and responsibilities changing and what else might change? • How might people feel during times of loss and change? MW • How do friendships change? CF • What helps me to feel calmer when I am experiencing strong emotions linked to loss and change? MW • How might people feel when they lose a special possession? • When can I make choices about changes?	**Healthy & Safer Lifestyles** **Healthy Lifestyles (HL 1/2)** **• How can I stay as healthy as possible? HP** **• What does it feel like to be healthy? MW** **• What does healthy eating mean and why is it important? HE** **• Why is it important to be active & what are the opportunities for physical activity? PHF** • What foods do I like and dislike and why? **• What can help us eat healthily? HE** • Why do we need food? • What healthy choices can I make?
Relationships Education: • FP Families & People who care for me • CF Caring Friendships • RR Respectful Relationships • OR Online Relationships • BS Being Safe Health Education: • MW Mental Wellbeing • IS Internet Safety & Harms • PHF Physical Health & Fitness • HE Healthy Eating • DAT Drugs, Alcohol & Tobacco • HP Health & Prevention • BFA Basic First Aid • CAB Changing Adolescent Body	

Appendix 2 - Parents' consultation

General principles

The School will consult with parents when developing and reviewing its policies for relationships education and relationships and sex education, which help inform its decisions on when and how certain curriculum content is covered and how it is delivered. Our consultation will include giving the space and time for parents to understand the importance of the relationships and sex education curriculum, input, ask questions and share concerns.

The School will listen to parents' views and then make a reasonable decision as to how to proceed. What is taught, and how, is ultimately a decision for the School and consultation does not provide a parental veto on curriculum content or delivery.

As part of this consultation with parents The School will provide examples of the resources it plans to use, for example the books which will be used in lessons. The School may adapt its timescales, process, and content to respond to the needs of the School and pupils.