



Relationships and Sex Education Policy (Life Skills, formerly PSHE)

Date of policy	July 2025
Review date	July 2026
Headteacher's signature	<i>Signed copy on file in HT office</i>
Chair of Governors' signature	<i>Signed copy on file in HT office</i>

Introduction

Glade Academy is situated in the town of Brandon in Suffolk and is part of the Eastern Multi Academy Trust. Pupils at Glade Academy are aged 4 -11 years and come from a wide range of backgrounds. The school has pupils whose families have lived in the local area for many years, families that are relatively new to the town and pupils for whom English is an additional language. With three USAF bases nearby, the school also welcomes children from US military families. This mix of experiences and cultures enriches Glade Academy, and we are proud to be a diverse, open and accepting school.

This Relationships and Sex Education policy reflects the Trust wide RSE policy which can be found on Glade Academy's website. Guidance from the DfE, PSHE Association and Suffolk Health were also used to inform this document.

Our School Vision

Glade will be a safe and inclusive academy of excellence; empowering and encouraging every member of its community to discover and celebrate their talents, strengths and interests.

Our children will be articulate, respectful, adaptable to a range of situations, and resilient; they will have a positive 'Can Do' attitude in school and beyond.

Children will leave Glade Academy as independent learners with high levels of self-confidence, be tolerant and understanding of the needs and beliefs of those around them and have the skills and attitudes necessary to build successful and fulfilling relationships; to play a valued role within their future families and communities, with the courage and commitment to strive to achieve their dreams.

Definition of Relationships and Sex Education (RSE)

- ❖ RSE is about helping children to understand the characteristics of safe, positive and healthy relationships.
- ❖ RSE is about the physical, emotional, moral, social and cultural development of pupils.
- ❖ RSE involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- ❖ RSE involves a combination of sharing information and exploring issues and values.
- ❖ Our RSE curriculum is designed to support children growing up in an increasingly complex and digital world. RSE will help pupils to make the right decisions and keep themselves safe and happy.
- ❖ RSE is **not** about the promotion of sexual activity.

Legislation:

Primary schools must provide relationships education to all pupils as per **section 34 of the Children and Social Work Act 2017**. This policy and the attached appendices have been written with regard to the statutory guidance for **Relationships Education, Relationships and Sex Education (RSE) and Health Education July 2025 from** the Department for Education (DFE). In addition, this policy and our practice in school is influenced by legislation and guidance including:

The Education Act 1996

The Equality Act 2010

Keeping Children safe in Education 2025

EYFS Statutory Framework July 2025

The Right to Withdraw

- ❖ In primary schools, parents do not have the right to withdraw their children from Relationships Education.
- ❖ Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.
- ❖ Requests for withdrawal should be discussed with and put in writing to the Life Skills and RSE Lead.
- ❖ Alternative work will be given to pupils who are withdrawn from sex education.

Aims of RSE

At Glade Academy we are aware that young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities but also challenges and risks. In this current environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal, emotional, moral and social lives in a positive way.

At Glade Academy we aim to:

- ❖ Work in partnership with parents to develop the knowledge and skills of pupils.
- ❖ Offer pupils a planned programme of education about human development, healthy relationships and sexuality which is age and developmentally appropriate to the maturity of the child.
- ❖ Teach sexuality in a moral framework which emphasises stable relationships and a healthy family life.
- ❖ Encourage pupils to develop a positive view of themselves, to respect others, and to consider how their choices affect their own wellbeing and that of others.
- ❖ Help pupils understand that they have rights over their own bodies.
- ❖ Help pupils recognise pressure in all its forms and develop strategies to resist and overcome this.
- ❖ Give pupils skills to recognise and manage risks both in the real and online worlds, ensuring they are keeping themselves safe.
- ❖ Support pupils to understand how to keep their bodies and minds healthy and what they can do to improve their health and wellbeing.
- ❖ Provide opportunities for all pupils to access learning appropriate to their needs.
- ❖ Support pupils to understand and make sense of the real-life issues they are experiencing in the world around them and to manage and explore difficult feelings and emotions.

Policy Development

Glade Academy will consult with parents, pupils and staff when developing or making changes to this RSE policy. This will be through:

Review – Life Skills Lead will pull together all relevant information including relevant national and local guidance. The draft policy will be reviewed by members of the Senior Leadership team.

Staff consultation – all school staff will have the opportunity to look at the policy and make recommendations.

Parent/carer consultation – the policy will be shared with parents/carers and their comments or suggestions welcomed.

Pupil consultation – Through School Council and small group interviews pupils will have the opportunity to give their opinions and say what they want from RSE lessons.

Ratification – once any amendments are made, the policy will be shared with governors and ratified.

RSE Curriculum at Glade Academy

The ***Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2019*** made Relationships Education compulsory in all primary schools. The DfE has set out what pupils should know by the end of primary in the updated ***Relationships Education, Relationships and Sex Education (RSE), and Health Education (England) Regulations 2015*** document of the same name. ([Appendix 1](#)).

Sex education is not compulsory in primary schools, however at Glade we deliver a unit of Relationships and Sex Education during the first half of the Summer Term. This is taught with sensitivity to children and families and is age appropriate. Glade Life Skills (formerly known as PSHE) long term plan ([Appendix 2](#)) gives an overview of the current areas of Learning covered during the year, and a list of appropriate RSE wording agreed by staff can be found in [Appendix 3](#).

RSE at Glade Academy is embedded in the school's Life Skills curriculum. Biological aspects of RSE are also taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education will focus on friendships, family relationships, and relationships with other peers and adults in an age-appropriate way. Throughout these areas of learning care is taken to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, LGBT parents, same sex, amongst other structures).

Sex education will focus on how the human body grows and changes, including puberty, how a baby is conceived and born, body ownership, and safeguarding. All of this helps to keep children safe. Content is matched to the age of the children and knowledge builds as they move through their school year groups.

The RSE curriculum at Glade Academy aims to:

- ❖ Provide a framework in which sensitive discussions can take place.
- ❖ Prepare students for puberty and give them an understanding of sexual development and the importance of health and hygiene, whilst also preparing students for the changes that occur to their bodies, minds and emotions.
- ❖ Help students develop feelings of self-respect, confidence and empathy...to understand that love and care is required in relationships.
- ❖ Create a positive culture around issues of sexuality and relationships and enable our students to better understand the nature of relationships.
- ❖ Teach students the correct vocabulary to describe themselves and their bodies.
- ❖ Ensure children know about the risks of being online and how to stay safe.
- ❖ Ensure children know and understand about human reproduction, whilst using the correct terminology to describe male and female reproductive organs.
- ❖ Ensure children know where and how to seek information and advice when they need help.
- ❖ Ensure children are able to recognise when something is risky or unsafe.
- ❖ Support pupils to stay safe and prepare for life in modern Britain.

RSE and EYFS:

Personal, Social and Emotional Development (taken from EYFS Statutory Framework July 2025 Page 9).

- ❖ Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world.
- ❖ Strong, warm and supportive relationships with adults enable children to learn how to understand their own feelings and those of others.
- ❖ Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary.
- ❖ Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently.
- ❖ Through supported interaction with other children, they learn how to make good friendships, co-operate and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life.

Teaching of RSE

A unit of work that specifically looks at RSE Relationships and Sex education is taught in summer term one. This is:

- ❖ Taught by a member of teaching staff who is known to the pupils - the class teacher or a member of the teaching staff they have regular contact with.
- ❖ Delivered in a familiar and comfortable environment.
- ❖ Taught from the school's agreed curriculum content which is age and stage appropriate.
- ❖ Taught using resources and teaching methods which have been approved by the Life Skills lead and the SLT.
- ❖ Taught through a spiral curriculum which revisits previous learning and builds knowledge and understanding in gradual steps.
- ❖ Delivered across a sequence of lessons which build knowledge and understanding at a gentle pace.

Teachers ensure that the learning environment is safe by:

- ❖ Setting clear ground rules which are to be adhered to by all staff and pupils present.
- ❖ Organising seating so that pupils do not feel threatened or embarrassed.
- ❖ Making provision for supporting pupils who may struggle to adhere to the ground rules or deal with the content of the lessons (this may include arranging for additional staff to support in the lesson or be on standby).
- ❖ Ensuring that lessons are well prepared and that all staff present are clear about the level of content that will be covered – age and stage appropriate.
- ❖ Providing adequate lesson time for discussion, to answer questions, deal with misconceptions and ensure that the pupils have properly understood the content.
- ❖ Providing opportunities through the class **Listening Box** for pupils to ask questions in written form to avoid risk of embarrassment or judgement. This will also provide the teacher with time to assess whether the question fits within the age & stage requirements and decide how/whether the question should be answered.
- ❖ Giving scenarios for discussion which allow pupils to explore an issue without relating it to personal experience (de-personalisation).

Ground rules include: (Appendix 4)

- ❖ Allowing others to speak without interruption or judgement.
- ❖ Avoiding giving personal information or asking others to do so.
- ❖ Accepting that people will hold a range of views.
- ❖ Being respectful to everyone in the lesson at all times.
- ❖ Discussing and challenging viewpoints respectfully.
- ❖ Accepting that people will have a range of knowledge and understanding.
- ❖ Keeping both children and adults safe from vulnerable situations.

De-personalisation techniques are used to:

- ❖ Allow pupils to share and explore different aspects of RSE without fear of being judged or labelled.
- ❖ Allow pupils to consider issues that they have not had experience of.
- ❖ Support pupils to understand that all people are different and that not everyone feels the same way, lives the same lifestyle or will share the same experiences.
- ❖ Teach pupils that all issues which affect society, such as discrimination, are relevant to everyone.

Inclusivity and Equality of Opportunity

In the teaching of RSE at Glade Academy we will consider the needs of our school community - pupils' abilities, ages, readiness, cultural backgrounds, religious beliefs, family situations, Special Educational Needs, gender identities and sexual orientations. Through conversation and consultation with pupils, School Council, parents and staff we become aware of the specific needs of our students.

Our RSE programme will ensure that all students can access our RSE provision. We recognise the right for **all** students to have access to factually correct, age appropriate and relevant RSE and staff will identify students with additional needs (SEN, EAL, individual needs) who could benefit from a

small group or bespoke approach to sensitive and challenging areas of the relationships and sex education programme.

We promote diversity and inclusion and consider all pupils' needs by using materials which are inclusive of race, age, gender identity and sexual orientation to ensure that all parts of our school community are recognised. We use RSE as a way to further address diversity issues, to challenge prejudice and to promote acceptance and equality for all.

Parents

Parents are key partners in the provision of RSE and Life Skills and regular information will be provided about curriculum content and when parents can expect topics to be delivered.

Parents are encouraged to talk to their children about the RSE and Life Skills input they receive at school to put this into context within the family home, in line with their own values and beliefs.

Parents are encouraged to speak to the class teacher in the first instance if they have any questions about any aspect of the programme of work.

Safeguarding

At Glade Academy we recognise that effective RSE explores appropriate actions in relationships and can lead to disclosures from students requiring a safeguarding referral to the DSL (designated safeguarding lead). In the event of a disclosure staff must follow the school's safeguarding referral procedure.

Prior to teaching of RSE commencing, teachers consult with our DSL to ensure relevant issues can be addressed and student needs met. While ground rules within a classroom may require students to keep lesson content confidential, this does not extend to staff, who must not promise confidentiality in the event of a disclosure.

All staff at Glade Academy have undergone safeguarding training and the safety and well-being of children is paramount. All staff will self-declare to the headteacher if they feel they could have been in a vulnerable situation while delivering RSE.

Roles & Responsibilities:

Governors will:

- ❖ Approve the RSE policy and hold the Headteacher accountable for its implementation.
- ❖ Ensure the curriculum is well led, effectively managed and well planned.
- ❖ Evaluate the quality of provision through regular and effective self-evaluation.
- ❖ Ensure teaching is delivered in ways that are accessible to all pupils with SENDs.
- ❖ Provide clear information for parents on subject content and their rights to request that their children are withdrawn.
- ❖ Ensure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.

The Headteacher will:

- ❖ Oversee the overall implementation of this policy.
- ❖ Ensure staff are suitably trained to deliver the subjects.
- ❖ Ensure that parents are fully informed of this policy.
- ❖ Make sure alternative education for pupils has been organised, where necessary, and that it is appropriate and purposeful.
- ❖ Report to the governing board on the effectiveness of this policy.

The Life Skills Lead will:

- ❖ Ensure the curriculum meets national requirements.
- ❖ Develop the Life Skills curriculum (including the RSE programme) in conjunction with the Senior Leadership Team, teachers, pupils and parents.
- ❖ Monitor teaching and learning of RSE across the school.
- ❖ Ensure that planning matches the agreed curriculum at Glade.
- ❖ Action plan for future development.
- ❖ Ensure effective use of resources.

Class teachers will:

- ❖ Deliver high-quality and age-appropriate lessons in line with statutory requirements and the school's agreed curriculum.
- ❖ Use a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- ❖ Ensure they do not express personal views or beliefs when delivering the programme.
- ❖ Model positive attitudes to relationships and sex education.
- ❖ Respond to any safeguarding concerns in line with the Safeguarding and Child Protection Policy.
- ❖ Act in accordance with planning, monitoring and assessment requirements for the subject.
- ❖ Liaise with the SENCo to identify and respond to individual needs of pupils with SENDs.
- ❖ Work with the Senior Leadership Team and curriculum leaders to evaluate the quality of provision.

Parents/carers will:

- ❖ Support school staff to shape the curriculum for relationships and sex education.
- ❖ Communicate openly and constructively with school staff regarding relationships and sex education.
- ❖ Attend, or contribute to, any consultation or information sessions regarding the delivery of relationships and sex education.

Pupils will:

- ❖ Be expected to engage fully in RSE.
- ❖ Be respectful and sensitive when discussing issues related to RSE.

Monitoring arrangements:

The delivery of RSE will be monitored by the Life Skills Lead, SLT and the Curriculum Lead through:

- ❖ Lesson visits
- ❖ Planning scrutiny
- ❖ Work scrutiny
- ❖ Pupil conversation

Pupils' development in RSE is monitored by class teachers as part of the school's internal assessment systems.

Staff Training:

All staff responsible for the delivery of RSE will be supported in the delivery of RSE by our SLT and the Life Skills Lead. RSE will be included on the school's continuing professional development calendar. Visitors from outside school such as the school nurse may also be invited to provide support and training to staff teaching RSE as required.

Appendix 1 – DfE Statutory Guidance 2025

Relationships education: content to be covered by the end of primary

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.

Caring friendships

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

Primary health and wellbeing: content to be covered by the end of primary

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.
3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.
8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.
10. That they have rights in relation to sharing personal data, privacy and consent.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.

3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

2. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
3. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
4. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
5. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
6. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
7. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 2 – Glade LTP (including RSE) 2025-2026

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
EYFS	<i>All About Me</i> <i>Health and wellbeing</i> <i>Relationships</i>	<i>Emotions</i> <i>(+ Anti-bullying Week)</i> <i>Health and Wellbeing</i> <i>Relationships</i>	<i>Communities</i> <i>Relationships</i> <i>Living in the Wider World</i>	<i>Being Healthy</i> <i>Health and Wellbeing</i>	<i>Staying Safe</i> <i>(including RSE)</i> <i>Health and Wellbeing</i>	<i>Changes</i> <i>Relationships</i> <i>Living in the Wider World</i>
Year 1	<i>What are feelings?</i>	<i>Who is special to us?</i> <i>(+ Anti-bullying Week)</i>	<i>What jobs do people do?</i>	<i>What helps us to stay healthy?</i>	<i>What makes a good friend?</i> <i>(including RSE)</i>	<i>What can we do with money?</i>
Year 2	<i>Why is it important to share our feelings?</i>	<i>What is important about respect?</i> <i>(+ Anti-bullying Week)</i>	<i>How can we look after each other and our environment?</i>	<i>Keeping me safe.</i> <i>(PoI-Ed)</i> <i>Trialling unit of work</i>	<i>Relationships.</i> <i>(PoI-Ed)</i> <i>Trialling unit of work</i> <i>(including RSE)</i>	<i>How can we help our community?</i>
Year 3	<i>Why do we need to keep safe?</i>	<i>How can we be a good friend?</i> <i>(+ Anti-bullying Week)</i>	<i>What jobs would we like?</i>	<i>How can we look after our bodies?</i>	<i>What is a 'family'?</i> <i>(including RSE)</i>	<i>What do we need money for?</i>
Year 4	<i>How will our feelings grow and change?</i>	<i>How do we treat others with respect?</i> <i>(+ Anti-bullying Week)</i>	<i>Who should be responsible for our environment?</i>	<i>What strengths, skills and interests do we have?</i>	<i>What do we need to be a good friend?</i> <i>(including RSE)</i>	<i>How can I help by volunteering?</i>
Year 5	<i>What makes up our identity?</i>	<i>How can friends communicate safely?</i> <i>(+ Antibullying Week)</i>	<i>What is the world of work?</i>	<i>What do we need to lead a healthy lifestyle?</i>	<i>What does it mean to be part of a 'family'?</i> <i>(including RSE)</i>	<i>What decisions can people make with money?</i>
Year 6	<i>How can we keep ourselves and others safe?</i>	<i>Why should we respect others?</i> <i>(+ Antibullying Week)</i>	<i>How can we share responsibility for our environment?</i>	<i>How can we look after our mental health?</i>	<i>How can we make sure our relationships are safe?</i> <i>(including RSE)</i>	<i>What are aspirations?</i>

Appendix 3 – Glade Academy agreed RSE vocabulary

<i>Year Group:</i>	<i>Vocabulary to be introduced in each year group:</i>
<i>EYFS</i>	<i>penis, testicles, vulva,</i>
<i>Year 1</i>	<i>gender</i>
<i>Year 2</i>	<i>genitals, sex, vagina</i>
<i>Year 3</i>	<i>fertilise, pregnancy, testes</i>
<i>Year 4</i>	<i>breasts, nipples, hormones, menstrual cycle, period, periods, pubic hair, sanitary pads, tampons, trimester, womb,</i>
<i>Year 5</i>	<i>biological sex, ejaculation, erection, fallopian tubes, ovary, ovaries, reproductive organs, semen, scrotum, sperm, wet dream</i>
<i>Year 6</i>	<i>bisexual, condoms, consent, contraceptive pill, gay, heterosexual, homosexual, incest, lesbian, masturbation, rape, sexual intercourse, sexual orientation, testosterone</i>

Appendix 4 – Glade Academy ground rules for RSE

Ground Rules for RSE – appropriate Safeguarding for children and staff.

- Allow others to speak without interruption or judgement
- Understand others' feelings; be sensitive, listen and respect differences.
- No put downs. Discuss and challenge with respect.
- Ask questions if you are unsure about anything
- It is okay to 'pass' on questions
- No personal questions to others
- Use the correct vocabulary - ask if you can't remember
- Discuss puberty topics responsibly outside the RSE sessions while on school premises
- Let an adult know if you want to speak to them privately