



Relationships and Sex Education Policy

September 2025

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1. Aims

The aims of relationship and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.

Parents/carers have the rights to withdraw pupils from sex education (but not Relationships or Health Education) Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

RSE will be compulsory in primary schools from September 2020. Primary schools are required to teach the elements of sex education contained in the science curriculum, however, at Marlbrook, we have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#). At Marlbrook Collaboration we teach RSE as set out in this policy.

3. Policy development

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – A copy of the policy is published on the website
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff taking into account the needs and feelings of pupils. If pupils ask questions outside the scope of our curriculum, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online

For more information about our curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by staff members, supported by the use of fpa.org.uk – Growing up with Yasmine and Tom.

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

- These skills are taught within the context of family life.

7. Roles and responsibilities

7.1 The governing board

The governing board approved the RSE policy, and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSE and, when discussing issues related to RSE, treat others with respect and sensitivity.

8. Parents' right to withdraw

Parents have the right to withdraw their children from the [non-statutory/non-science] components of RSE.

Requests for withdrawal should be put in writing and addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from RSE.

Parents will be notified by letter before the specific SE lessons will be delivered and access to the teaching materials given. This gives parents the opportunity to preview the lesson and ask any questions or raise concerns they may have.

9. Training

Staff may request training on the delivery of aspects of the RSE curriculum and the co-ordinator will be kept informed of any changes in the subject and disseminate this information to staff.

The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE co-ordinator through:

- planning scrutinies
- learning walks
- pupil interviews
- Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the relevant co-ordinator annually. At every review, the policy will be approved by the governing board.

Appendix 1

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Value for the term	Resilience	Kindness	Understanding	Honesty	Appreciation	Imagination
Year 1	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
Year 2	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
Year 3	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
Year 4	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How can we help in an accident or emergency?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
Year 5	What makes up a person's identity?	What decisions can people make with money?	How will we grow and change?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
Year 6	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent?	How do friendships change as we grow?

Year 1 Autumn 1 – What is the same and different about us?

Topic – Relationships	Suggested Learning objectives	In this unit of work, pupils learn...
Ourselves and others; similarities and differences; individuality; our bodies.	PoS refs: H21- To recognise what makes them special H22 – To recognise ways in which we are unique H23 – To identify what they are good at, what they like and dislike. H25 – To name the different parts of the body including the external genitalia, eg vulva, penis, testicles. R13 – To recognise that some things are private are the importance of respecting privacy, that parts of their body are covered by underwear are private R23 – To recognise the ways in which they are the same and different to others. L6 – To recognise the ways they are the same as, and different, to other people. L14 – That everyone has different strengths.	• what they like/dislike and are good at • what makes them special and how everyone has different strengths • how their personal features or qualities are unique to them • how they are similar or different to others, and what they have in common • to use the correct names for the main parts of the body, including external genitalia; and that parts of bodies covered with underwear are private

Year 1 Autumn 2 – Who is special?

Topic – Relationships	Suggested Learning Objectives	In this unit of work, pupils learn...
Ourselves and others; people who care for us; groups we belong to; families	PoS refs: L4- To learn about different groups they belong to. R1 – To learn about the roles different people (eg acquaintances, friends and relatives,) play in our lives. R2 – To identify the people who love and care for them and what they do to help them feel cared for. R3 – About different types of families including those that may be different to their own. R4 – To identify common features of family life. R5 – That it is important to tell someone (such as a teacher) if something about their family makes them unhappy or worried.	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • that it is important to tell someone (such as their teacher) if something about their family makes them feel unhappy or worried

Year 1 Spring 1 – What helps us stay healthy?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
Being healthy; hygiene; medicines; people who help us with health	PoS refs: H1 – About what keeping healthy means, different ways to keep healthy. H5 – Simple hygiene routines that can stop germs from spreading. H6 – That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. H7 – About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health. H10 – About people who help us to stay physically healthy. H37 – About things that people can put into their body or on their skin, how these can affect how people feel.	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • that things people put into or onto their bodies can affect how they feel • how medicines (including vaccinations and immunisations) can help people stay healthy and that some people need to take medicines every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on • what they can do to take care of themselves on a daily basis, e.g. brushing teeth and hair, hand washing

Year 1 Spring 2 – What can we do with money?

Topic – Living in the wider world	Suggested learning objectives	In this unit of work, pupils learn...
Money; making choices; needs and wants	PoS refs: L10 – What money is, forms that money comes in, that money comes from different sources. L11 – That people make different choices about how to save and spend money. L12 – About the difference between needs and wants; that sometimes people may not always be able to have the things they want. L13 – That money needs to be looked after; different ways of doing this.	• what money is - that money comes in different forms • how money is obtained (e.g. earned, won, borrowed, presents) • how people make choices about what to do with money, including spending and saving • the difference between needs and wants - that people may not always be able to have the things they want • how to keep money safe and the different ways of doing this

Year 1 Summer 1 – Who helps to keep us safe?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
Keeping safe; people who help us	PoS refs: H33 – About people whose job it is to help keep us safe. H35 – About what to do if there is an accident and someone is hurt. H36 – How to get help in an emergency (how to dial 999 and what to say.) R15 – How to respond safely to adults they don't know. R20 – What to do if they feel unsafe or are worried for themselves or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard. L5 – About the different roles and responsibilities people have in their community.	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say

Year 1 Summer 2 – How can we look after each other and the world?

Topic – Living in the wider world	Suggested learning objectives	In this unit of work, pupils learn...
Ourselves and others; the world around us; caring for others; growing and changing	PoS refs: H26 – about growing and changing from young to old and how people's need change H27- Preparing to move to a new class / year group. R21 – About what is kind and unkind behaviour , and how this can affect others. R22 – About how to treat themselves and others with respect; how to be polite and courteous. R24 – How to listen to other people and play and work cooperatively. R25 – How to talk about and share their opinions on things that matter to them.	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the responsibilities they have in and out of the classroom • how people and animals need to be looked after and cared for • what can harm the local and global environment; how they and others can help care for it • how people grow and change and how people's needs change as they grow from young to old • how to manage change when moving to a new class/year group

	L2 – How different people and other living things have different needs; about the responsibilities of caring for them. L3 – About different things they can do to help look after their environment.	
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Year 2 Autumn 1 – What makes a good friend?

Topic – Relationships	Suggested learning objectives	In this unit of work, pupils learn...
Friendship; feeling lonely; managing arguments	PoS refs: R6 – How people make friends and what makes a good friendship. R7 – About how to recognise when they or someone else feels lonely and what to do about it. R8 – Simple strategies to resolve arguments between friends positively. R9 – How to ask for help if a friendship is making them feel unhappy. R25 – How to talk about and share their opinions on things that matter to them.	• how to make friends with others • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy

Year 2 Autumn 2 – What is bullying?

Topic – Relationships	Suggested learning objectives	In this unit of work, pupils learn...
Behaviour; bullying; words and actions; respect for others	PoS refs: R10 – That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. R11 – About how people may feel if they experience hurtful behaviour or bullying. R12 – That hurtful behaviour (online and offline) including teasing, name calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult. R16 -About how to respond if physical contact makes them feel uncomfortable or unsafe.	• how words and actions can affect how people feel • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact makes them uncomfortable or unsafe • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to respond if this happens in different situations • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so

	R17 – Knowing there are situations when they should ask for permission and also when their permission should be sought. R21 – About what is kind and unkind behaviour, and how this can affect others. R22 – About how to treat themselves and others with respect; how to be polite and courteous. R24 – How to listen to other people and play and work cooperatively. R25 – How to talk about and share their opinions on things that matter to them.	
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Year 2 Spring 1 – What jobs do people do?

Topic – Living in the wider world	Suggested learning objectives	In this unit of work, pupils learn...
People and jobs; money; role of the internet	PoS refs: L15 – That jobs help people to earn money and pay for things. L16 – Different jobs that people they know or people who work in the community do. L17 – About some of the strengths and interests someone might need to do different jobs. L7 – about how the internet and digital devices can be used safely to find things out and to communicate with others. L8 – About the role of the internet in everyday life.	• how jobs help people earn money to pay for things they need and want • about a range of different jobs, including those done by people they know or people who work in their community • how people have different strengths and interests that enable them to do different jobs • how people use the internet and digital devices in their jobs and everyday life

Year 2 Spring 2 – What helps us to stay safe?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
Keeping safe; recognising risk; rules	PoS refs: H28 – About rules and restrictions that keep us safe. H29 – to recognise risk in simple everyday situations and what action to take to minimise harm. H30 – About how to keep safe at home (including around electrical appliances) and fire safety (eg not playing with matches and lighters.) H31 – That household products (including medicines) can be harmful if not used correctly. H32 – Ways to keep safe in familiar and unfamiliar environments (eg Beach, shopping centre, park, swimming pool, on the street and how to cross the road safely. H34 – basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them. R14 – that sometimes people may behave differently online, including by pretending to be someone they are not. R18 – About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually.) R19 – Basic techniques for resisting pressure to do something they don't want to do and which may make them feel unsafe. R20 – What to do if they feel unsafe or worried for themselves others; who to ask for help and vocabulary to use when asking for help; the importance of keeping trying until they are heard.	• how rules and restrictions help them to keep safe (e.g. basic road, fire, cycle, water safety; in relation to medicines/ household products and online) • how to identify risky and potentially unsafe situations (in familiar and unfamiliar environments, including online) and take steps to avoid or remove themselves from them • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

	L1 – About what rules are, why they are needed, and why different rules are needed for different situations. L9 – That not all information seen online is true.	
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Year 2 Summer 1 – What can help us grow and stay healthy?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
Being healthy: eating, drinking, playing and sleeping	PoS refs: H1 – About what keeping healthy means; different ways to keep healthy. H2 – About foods that support good health and the risks of eating too much sugar. H3 – About how physical activity helps us to stay healthy; and the ways to be physically active every day. H4 – About why sleep is important and the different ways to relax. H8 – How to keep safe in the sun and protect skin from sun damage. H9 – About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV	• that different things help their bodies to be healthy, including food and drink, physical activity, sleep and rest • that eating and drinking too much sugar can affect their health, including dental health • how to be physically active and how much rest and sleep they should have everyday • that there are different ways to learn and play; how to know when to take a break from screen-time • how sunshine helps bodies to grow and how to keep safe and well in the sun

Year 2 Summer 2 – How do we recognise our feelings?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
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Feelings; mood; times of change; loss and bereavement; growing up	PoS refs: H11 -About different feelings that humans can experience. H12 – How to recognise and name different feelings. H13- How feelings can affect people’s bodies and how they behave. H14 – How to recognise what others might be feeling. H15 –To recognise that not everyone feels the same at the same time, or feels that same about the same things. H16 – About ways of sharing feelings; a range of words to describe feelings. H17 – about things that help people to feel good (eg Playing outside, doing things they enjoy, spending time with family, getting enough sleep.) H18 – different things they can do to manage big feelings, to help calm themselves down and /or change their mood when they don’t feel good. H19 – To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it. H20 – About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better. H24- How to manage when finding things difficult H27 – About preparing to move to a new class / year group.	• how to recognise, name and describe a range of feelings • what helps them to feel good, or better if not feeling good • how different things / times / experiences can bring about different feelings for different people (including loss, change and bereavement or moving on to a new class/year group) • how feelings can affect people in their bodies and their behaviour • ways to manage big feelings and the importance of sharing their feelings with someone they trust • how to recognise when they might need help with feelings and how to ask for help when they need it
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Year 3 Autumn 1 – How can we be a good friend?

Topic – Relationships	Suggested learning objectives	In this unit of work, pupils learn...
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Friendship; making positive friendships, managing loneliness, dealing with arguments	PoS refs: R10 – About the importance of friendships; strategies for building positive friendships and how positive friendships support wellbeing. R11 – What constitutes a positive and healthy friendship (eg mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interest and experiences, support with problems and difficulties,); that the same principles apply to online as well as face-to-face relationships. R13 – The importance of seeking support if feeling lonely or excluded. R14 – That health friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them. R17 – That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely. R18 – To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.	• how friendships support wellbeing and the importance of seeking support if feeling lonely or excluded • how to recognise if others are feeling lonely and excluded and strategies to include them • how to build good friendships, including identifying qualities that contribute to positive friendships • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to ask for support
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Year 3 Autumn 2 – What keeps us safe?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
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Keeping safe; at home and school; our bodies; hygiene; medicines and household products	PoS refs: H9 – That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it. H10 – How when medicines used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed. H26 – That for some people gender identity does not correspond with their biological sex. H39 – About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce the risks and keep safe. H30 – To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. H40 – About the importance of taking medicines correctly and using household products safely, (eg following instructions safely.) H42 – The importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information about themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. H43 – About what is meant by first aid; basic techniques for dealing with common injuries. H44 -How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say. R25 – Recognise different types of physical contact; what is acceptable; strategies to respond to unwanted physical contact. R26 – About seeking and giving permission (consent) in different situations.	• how to recognise hazards that may cause harm or injury and what they should do to reduce risk and keep themselves (or others) safe • how to help keep their body protected and safe, e.g. wearing a seatbelt, protective clothing and stabilizers • that their body belongs to them and should not be hurt or touched without their permission; what to do and who to tell if they feel uncomfortable • how to recognise and respond to pressure to do something that makes them feel unsafe or uncomfortable (including online) • how everyday health and hygiene rules and routines help people stay safe and healthy (including how to manage the use of medicines, such as for allergies and asthma, and other household products, responsibly) • how to react and respond if there is an accident and how to deal with minor injuries e.g. scratches, grazes, burns • what to do in an emergency, including calling for help and speaking to the emergency services
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	R28 – How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29 – Where to get advice and report concerns if worried about their own or someone else’s personal safety, including online.	
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Year 3 Spring 1 – What families are like?

Topic – Relationships	Suggested learning objectives	In this unit of work, pupils learn...
Families; family life; caring for each other	PoS refs: R5 – That people who love and care for each other can be in a committed relationship (eg married), living together, but may also live apart. R6 – That a feature of positive family life is caring relationships; about the different ways in which people care for one another. R7 – To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents.); that families of all types can give family members love, security and stability. R8 – To recognise other shared characteristics of healthy family life, including commitment, care, spending time together, being there for each other in times of difficulty. R9 – How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help and advice.	• how families differ from each other (including that not every family has the same family structure, e.g. single parents, same sex parents, step-parents, blended families, foster and adoptive parents) • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays • how people within families should care for each other and the different ways they can demonstrate this • how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe

Year 3 Spring 2 – What makes a community?

Topic – Living in the wider world	Suggested learning objectives	In this unit of work, pupils learn...
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Community; belonging to groups; similarities and differences; respect for others	PoS refs: R32 – About respecting the differences and similarities between people and recognising what they have in common with others eg physically, in personality or background. R33 – To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs or lifestyle are different to their own. L6 – about different groups of people that make up their community; what living in a community means. L7 – To value the different contributions that people and groups make to the community L8 – About diversity; what it means; the benefits of living in a diverse community; about valuing diversity within communities.	how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • what is meant by a diverse community; how different groups make up the wider/local community around the school • how the community helps everyone to feel included and values the different contributions that people make • how to be respectful towards people who may live differently to them
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Year 3 Summer 1 - Why should we eat well and look after our teeth?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
Being healthy: eating well, dental care	PoS refs: H1 – how to make informed decisions about health. H2 – About the elements of a balanced, healthy lifestyle. H3 – about choices that support a healthy lifestyle, and recognise what might influence these. H4 – How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5 – About what good physical health means; how to recognise early signs of physical illness. H6 – About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H11 – How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the	how to eat a healthy diet and the benefits of nutritionally rich foods • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how not eating a balanced diet can affect health, including the impact of too much sugar/acidic drinks on dental health • how people make choices about what to eat and drink, including who or what influences these • how, when and where to ask for advice and help about healthy eating and dental care

	dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption/ acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking) H14 – How and when to seek support, including which adults to speak to in and outside school if they are worried about their health.	
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Year 3 Summer 2 - Why should we keep active and sleep well?

Topic – Health and Wellbeing	Suggested learning objectives	In this unit of work, pupils learn...
Being healthy: keeping active, taking rest	PoS refs: H1 – How to make informed decisions about health H2 – About the elements of a balanced healthy lifestyle H3 – about choices that support a healthy lifestyle, and recognise what might influence these. H4 – How to recognise that habits both positive and negative effects on a healthy lifestyle H7 – How regular (daily/weekly) exercise benefits both mental and physical health (eg walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. H8 – About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn. H13 – About the benefits of the internet; the importance of balancing time online with other activities and strategies for managing time online.	• how regular physical activity benefits bodies and feelings • how to be active on a daily and weekly basis - how to balance time online with other activities • how to make choices about physical activity, including what and who influences decisions • how the lack of physical activity can affect health and wellbeing • how lack of sleep can affect the body and mood and simple routines that support good quality sleep • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

	H14 – How and when to seek support, including adults to speak to in and outside school, if they are worried about their health.	
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Year 4 Autumn 1 – What strengths, skills and interests do we have?

Topic – Health and Wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
Self-esteem: self-worth; personal qualities; goal setting; managing set backs	PoS refs: H27 – to recognise their individuality and personal qualities H28 – To identify personal strengths. Skills, achievements and interests and how these contribute to a sense of self-worth. H29 – How to manage setbacks / perceived failures, including how to re-frame unhelpful thinking. L25 – to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes.	• how to recognise personal qualities and individuality • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking

Year 4 Autumn 2 – How do we treat each other with respect?

Topic – Relationships	Suggested Learning objectives	In this unit of work, pupils learn...
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Respect for self and others; courteous behaviour; safety; human rights	PoS refs: R19 – about the impact of bullying, including offline and online and the consequences of hurtful behaviour. R20 – strategies to respond to hurtful behaviour experiences or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. R21 – about discrimination: what it means and how to challenge it. R22 – About privacy and personal boundaries; what is appropriate in friendships and wider friendships (including online.) R25 – Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact. R27 – About keeping something confidential or secret, when this should (eg a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. R29 – Where to get advice and report concerns if worried about their own or someone else's personal safety (including online.) R30 – That personal behaviour can affect other people; to recognise and model respectful behaviour online. R31 – to recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should be treated politely and with respect by others (including when online and / or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.	• how people's behaviour affects themselves and others, including online • how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return • about the relationship between rights and responsibilities • about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt)* • the rights that children have and why it is important to protect these* • that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination • how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns
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	L2 – to recognise there are human rights, that are there to protect everyone. L3 – about the relationship between rights and responsibilities. L10 – about prejudice; how to recognise behaviours /actions which discriminate against others; ways of responding to it if witnessed or experienced.	
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Year 4 Spring 1 – How can we manage our feelings?

Topic – Health and Wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
Feelings and emotions; expression of feelings; behaviour	PoS refs: H17 – to recognise that feelings can change over time and range in intensity. H18 – about everyday things that affect feelings and the importance of expressing our feelings. H19 – a varied vocabulary to use when talking about feelings; how to express feelings in different ways. H20 – Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond feelings appropriately and proportionately in different saturations. H23 -how change and loss, including death and how these feelings can affect feelings; ways of expressing and managing grief and bereavement.	• how everyday things can affect feelings • how feelings change over time and can be experienced at different levels of intensity • the importance of expressing feelings and how they can be expressed in different ways • how to respond proportionately to, and manage, feelings in different circumstances • ways of managing feelings at times of loss, grief and change • how to access advice and support to help manage their own or others' feelings

Year 4 Spring 2 – How can we help in an accident or emergency?

Topic – Health and Wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
Basic first aid, accidents, dealing with emergencies	PoS refs: H43 – about what is meant by first aid; basic techniques for dealing with common injuries. H44 – How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.	• how to carry out basic first aid including for burns, scalds, cuts, bleeds, choking, asthma attacks or allergic reactions • that if someone has experienced a head injury, they should not be moved • when it is appropriate to use first aid and the importance of seeking adult help • the importance of remaining calm in an emergency and providing clear information about what has happened to an adult or the emergency services

Year 4 Summer 1 - How can our choices make a difference to others and the environment?

Topic – Living in the wider world	Suggested Learning objectives	In this unit of work, pupils learn...
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Caring for others; the environment; people and animals; shared responsibilities, making choices and decisions	PoS refs: L4 – The importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others. L5 – Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (eg reducing, reusing, recycling and food choices.) L19 – That people’s spending decisions can affect others and the environment (eg fair trade, buying single-use plastics, or giving to charity) R34 – How to discuss and debate topical issues, respect other people’s points of view and constructively challenge those they disagree with.	how people have a shared responsibility to help protect the world around them • how everyday choices can affect the environment • how what people choose to buy or spend money on can affect others or the environment (e.g. Fairtrade, single use plastics giving to charity) • the skills and vocabulary to share their thoughts, ideas and opinions in discussion about topical issues • how to show care and concern for others (people and animals) • how to carry out personal responsibilities in a caring and compassionate way
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Year 4 Summer 2 - How can we manage risk in different places?

Topic – Health and wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
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Keeping safe; out and about; recognising and managing risk	PoS refs: H12 – about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H37 – Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. H38 – How to predict, assess and manage risk in different situations. H41 – strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about. H42 – about the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns' inappropriate content and contact. H47 – to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. R12 to recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face. R15 – strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others. R23 – about why someone may behave differently online, including pretending to be someone they are not;	• how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road; fire/firework safety; sun safety and the safe use of digital devices when out and about) • how people can be influenced by their peers' behaviour and by a desire for peer approval; how to manage this influence • how people's online actions can impact on other people • how to keep safe online, including managing requests for personal information and recognising what is appropriate to share or not share online • how to report concerns, including about inappropriate online content and contact • that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law
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	strategies for recognising risks, harmful content and contact; how to report concerns. R24 – How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. R28 How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. R29 – Where to get advice and report concerns if worried about their own or someone else's personal safety (including online.) L1 – to recognise reasons for rules and laws; consequences of not adhering to rules and laws. L5 – Ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment. L15 – recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images.	
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Year 5 Autumn 1 – What makes up our identity?

Topic – Health and Wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
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Identity; personal attributes and qualities; similarities and differences; individuality; stereotypes	PoS refs: H25 – about personal identity; what contributes to who we are (eg ethically, family, gender, faith, culture, hobbies, likes/dislikes.) H26 – that for some people gender identity does not correspond with their biological sex H27 – to recognise that individuality and personal qualities. R32 – about respecting the differences and similarities between people and recognising what they have in common with others, eg physically, in personality or background. L9	• how to recognise and respect similarities and differences between people and what they have in common with others • that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) • how individuality and personal qualities make up someone's identity (including that gender identity is part of personal identity and for some people does not correspond with their biological sex) • about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others • how to challenge stereotypes and assumptions about others
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Year 5 Autumn 2 – How will we grow and change?

Topic – Health and Wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
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Growing and changing; puberty	PoS refs: H31 – about physical and emotional changes that happen when approaching and during puberty (Including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams.) H32 – How hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. H34 -About where to get more information, help and advice about growing and changing, especially about puberty.	• about puberty and how bodies change during puberty, including menstruation and menstrual wellbeing, erections and wet dreams • how puberty can affect emotions and feelings • how personal hygiene routines change during puberty • how to ask for advice and support about growing and changing and puberty
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Year 5 Spring 1 – What decisions can people make with money?

Topic – Living in the wider world	Suggested Learning objectives	In this unit of work, pupils learn...
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Money; making decisions; spending and saving	PoS refs: R34 – how to discuss and debate topical issues, respect other people’s point of view and constructively challenge those they disagree with. L17 – About the different ways to pay for things and the choices people have about this. L18 – to recognise that people have different attitudes towards saving and spending money; what influences people’s decisions; what makes good value for money. L20 – to recognise that people make spending decisions based on priorities, needs and wants. L21 – different ways to keep track of money. L22 – about risks associated with money (eg money can be won, lost or stolen,) and ways of keeping money safe. L24 – to identify the ways that money can impact on people’s feelings and emotions.	how people make decisions about spending and saving money and what influences them • how to keep track of money so people know how much they have to spend or save • how people make choices about ways of paying for things they want and need (e.g. from current accounts/savings; store card/ credit cards; loans) • how to recognise what makes something ‘value for money’ and what this means to them • that there are risks associated with money (it can be won, lost or stolen) and how money can affect people’s feelings and emotions Be aware of how people can ask for money in online games and how money can be ‘lost’ through online games, for example Roblox, opening chests.
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Year 5 Spring 2 – How can friends communicate safely?

Topic – Relationships	Suggested Learning objectives	In this unit of work, pupils learn...
Friendships; relationships; becoming independent; online safety	PoS refs: R1 – to recognise that there are different types of relationships (eg friendships, family relationships, romantic relationships, online relationships.) R18 – to recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary. R24 – how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. R26 – About seeking and giving permission (consent) in different situations.)	• about the different types of relationships people have in their lives • how friends and family communicate together; how the internet and social media can be used positively • how knowing someone online differs from knowing someone face-to-face • how to recognise risk in relation to friendships and keeping safe • about the types of content (including images) that is safe to share online; ways of seeking and giving consent before images or personal information is shared with friends or family • how to respond if a friendship is making them feel worried, unsafe or uncomfortable • how to ask for help or advice and respond to pressure,

	R29 – Where to get advice and report concerns if worried about their own or someone else's personal safety either in person or online. L11 – recognise ways in which the internet and social media can be used both positively and negatively. L15 – recognise things appropriate to share and things that should not be shared on social media; rules around distribution of images.	inappropriate contact or concerns about personal safety
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Year 5 Summer 1 – How can drugs common to everyday life affect health?

Topic – Health and Wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
Drugs, alcohol and tobacco; healthy habits	PoS refs: H1 – How to make informed decisions about health H3 – About choices that support a healthy lifestyle, and recognise what might influence these. H4 – How to recognise that habits can have both positive and negative effects on healthy lifestyle. H46 – About the risks and effects of legal drugs common to everyday life (eg cigarettes, e-cigarettes / vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. H47 – to recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. H48 – About why people choose to use or not use drugs (including nicotine, alcohol and medicines.) H50 – About organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.	• how drugs common to everyday life (including smoking/vaping - nicotine, alcohol, caffeine and medicines) can affect health and wellbeing • that some drugs are legal (but may have laws or restrictions related to them) and other drugs are illegal • how laws surrounding the use of drugs exist to protect them and others • why people choose to use or not use different drugs • how people can prevent or reduce the risks associated with them • that for some people, drug use can become a habit which is difficult to break • how organisations help people to stop smoking and the support available to help people if they have concerns about any drug use • how to ask for help from a trusted adult if they have any worries or concerns about drugs

Year 5 Summer 2 – What jobs would we like?

Topic – Living in the wider world	Suggested Learning objectives	In this unit of work, pupils learn...
Careers; aspirations; role models; the future	PoS refs: L26 – there is a broad range of different jobs / careers that people can have; that people often have more than one career / type of job during their life. L27 – About stereotypes in the workplace and that a person's career aspirations should not be limited by them. L28 – about what might influence people's decisions about a job or career (eg personal interests and value, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs.) L29 – That some jobs are paid more than others and money is one factor which may influence a person's job or career choice; that people may choose to do voluntary work which is unpaid. L30 – about some of the skills that will help them in their future careers eg teamwork, communication and negotiation. L31 – to identify the kind of job that they may like to do when they are older. L32 - to recognise a variety of routes into careers (eg college, apprenticeships, university.)	• that there is a broad range of different jobs and people often have more than one during their careers and over their lifetime • that some jobs are paid more than others and some may be voluntary (unpaid) • about the skills, attributes, qualifications and training needed for different jobs • that there are different ways into jobs and careers, including college, apprenticeships and university • how people choose a career/job and what influences their decision, including skills, interests and pay • how to question and challenge stereotypes about the types of jobs people can do • how they might choose a career/job for themselves when they are older, why they would choose it and what might influence their decisions

Year 6 Autumn Term 1 and 2 – How we can keep healthy as we grow?

Topic - Health and wellbeing	Suggested Learning objectives	In this unit of work, pupils learn...
Looking after ourselves; growing up; becoming independent; taking more responsibility	PoS refs: H1, H2 – About the elements of a balanced and healthy lifestyle H3 – about choices that support a healthy lifestyle, and recognise what might influence these. H4 – How to recognise that habits can have both positive and negative effects on a healthy lifestyle. H5 – about what good physical health means; how to recognise early signs of physical illness. H6 – What constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay. H7 – How regular (daily / weekly) exercise benefits mental and physical health (eg walking or cycling to school, daily active mile); recognise opportunities to be physically active and some risks associated with an inactive lifestyle. H11 – How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (eg sugar consumption / acid drinks such as fruit juices, smoothies and fruit teas; the effects of smoking.) H12 – about the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. H13 – about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. H14 – how and when to seek support including which adults to speak to in and outside school, if they are worried about their health.	• how mental and physical health are linked • how positive friendships and being involved in activities such as clubs and community groups support wellbeing • how to make choices that support a healthy, balanced lifestyle including: » how to plan a healthy meal » how to stay physically active » how to maintain good dental health, including oral hygiene, food and drink choices » how to benefit from and stay safe in the sun » how and why to balance time spent online with other activities » how sleep contributes to a healthy lifestyle; the effects of poor sleep; strategies that support good quality sleep » how to manage the influence of friends and family on health choices • that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one • how legal and illegal drugs (legal and illegal) can affect health and how to manage situations involving them • how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school • that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on • that anyone can experience mental ill-health and to discuss concerns with a trusted adult • that mental health difficulties can usually be resolved or managed with the right strategies and support

	H15 – that mental health, just like physical health, is part of daily life; the importance of taking care of mental health H16 – strategies and behaviours that support mental health – including how good quality sleep, physical exercise / time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing. H21 – to recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. H22 – to recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult. H40 – About the importance of taking medicines correctly and using household products safely (eg following instructions.) H46 – About the risks and effects of legal drugs common to everyday life (eg cigarettes, e-cigarettes / vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break. R10 – About the importance of friendships; strategies for building positive friendships; how positive friendships can support wellbeing.	That FGM is illegal and goes against human rights; that they should tell someone immediately if they are worried for themselves or someone else.
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¹ Teaching about FGM could also be included in units on health, safe relationships, privacy, and body parts (including external genitalia).

Year 6 Spring Term 1 and 2 – How can the media influence people?

Topic – Living in the wider world	Suggested Learning objectives	In this unit of work, pupils learn...
Media literacy and digital resilience; influences and decision-making; online safety	PoS refs: H49 – About mixed messages in the media about drugs, including alcohol and smoking/vaping. R34 – how to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with. L11 – recognise ways in which the internet and social media can be used both positively and negatively L12 – how to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. L13 – about some of the different ways information and data is shared and used online, including for commercial purposes. L14 – how information on the internet is ranked, selected and targeted at specific individuals and groups, that connected devices can share information. L15 – recognise things appropriate to share and things that should not be shared on social media; rules surrounding the distribution of images. L16 – how text and images in media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation. L23 -about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.	• how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • that not everything should be shared online or social media and that there are rules about this, including the distribution of images • that mixed messages in the media exist (including about health, the news and different groups of people) and that these can influence opinions and decisions • how text and images can be manipulated or invented; strategies to recognise this • to evaluate how reliable different types of online content and media are, e.g. videos, blogs, news, reviews, adverts • to recognise unsafe or suspicious content online and what to do about it • how information is ranked, selected, targeted to meet the interests of individuals and groups, and can be used to influence them • how to make decisions about the content they view online or in the media and know if it is appropriate for their age range • how to respond to and if necessary, report information viewed online which is upsetting, frightening or untrue • to recognise the risks involved in gambling related activities, what might influence somebody to gamble and the impact it might have • to discuss and debate what influences people's decisions, taking into consideration different viewpoints

Year 6 Summer Term 1 and 2 – What will change as we become more independent? How do friendships change as we grow?

Topic – Relationships	Suggested Learning objectives	In this unit of work, pupils learn...
Different relationships, changing and growing, adulthood, independence, moving to secondary school	PoS refs: H24 – Problem solving strategies for dealing with emotions, challenges, change, including transitions to new schools. H30 – to identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. H33 – about the processes of reproduction and birth as part of human life cycle; how babies are conceived and born (and that there are ways to prevent a baby being made); how babies need to be cared for. H34 – About where to get more information, help and advice about growing and changing, especially about puberty. H35 – About the new opportunities and responsibilities that increasing independence may bring. H36 – Strategies to manage transitions between classes and key stages. R2 – that people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different. R3 – about marriage and civil partnership as a legal declaration of commitment made by two adults who	• that people have different kinds of relationships in their lives, including romantic or intimate relationships • that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another • that adults can choose to be part of a committed relationship or not, including marriage or civil partnership • that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime • how puberty relates to growing from childhood to adulthood • about the reproductive organs and process - how babies are conceived and born and how they need to be cared for • that there are ways to prevent a baby being made² • how growing up and becoming more independent comes with increased opportunities and responsibilities • how friendships may change as they grow and how to manage this • how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

	love and care for each other; which is intended to be lifelong. R4 – that forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. R5 – that people who love and care for each other can be in a committed relationship (eg marriage), living together, but may also live apart. R6 – that a feature of a positive family life is caring relationships; about the different ways in which people care for one another. R16 – How relationships can change over time, about making new friends and the benefits of having different types of friends.	
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²Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education.