

# RELATIONSHIP AND SEX EDUCATION POLICY



**Blundell's**  
PREPARATORY SCHOOL



## **RELATIONSHIP AND SEX EDUCATION POLICY (INCLUDING EYFS)**

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Next Review: Spring Term 2025



## Policy Review Amendments

Date of Amendment	Amendment
May 2021	New Information about the Christopher Winter Project added.
March 2022	No Changes
March 2023	Page 3 Resources paragraph updated
Sept 2023	Christopher Winter Project information changed to Kapow information throughout the policy
Feb 2024	No Changes



## Relationship Sex Education Policy (including EYFS)

### Definition of Relationship and Sex Education

It is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual orientation or sexual activity – this would be inappropriate teaching.

DfEE (2000)

At Blundell's, we believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. The work we do in PSHE and RSE links directly to the Kapow Scheme of Work. PSHE also flows through all other curriculum areas. Under the new guidance issued by the DfE, by September 2020, Relationships Education at primary school will be compulsory.

We believe that to be effective, RSE should always be taught within a broader PSHE education programme (Appendix 1). RSE enhances and is enhanced by learning related to topics including anti-bullying, keeping safe on and offline; keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

### Statutory Requirements

At Blundell's, we teach PSHE and RSE as set out in this policy. The Department for Education has introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it has also become compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society. At Blundell's, we have committed to retain our current choice to continue to teach age-appropriate sex education alongside relationships education.

### Policy Formation and Consultation Process

The policy has been written following the Sex and Relationship Education Guidance (2000).

The current statutory provisions on sex education are contained in sections 403, 404 and 405 of the Education Act 1996 as amended. Staff, pupils and parents have all been consulted through an open and transparent information process. Parents have been given the right to withdraw their children from the sex education parts of the curriculum as outlined further on in this policy.

### School Statement

Staff, governors and parents at Blundell's Preparatory School believe that RSE should be part of a broader Personal, Social, Health Education and Citizenship programme designed to develop pupils' self-esteem and their sensitivity and sense of responsibility towards others. RSE must take into account the

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cultural backgrounds of all our pupils and the views of their parents/carers

### **Aims and Objectives of the Policy**

- To nurture a responsible attitude towards personal relationships including aspects of mutual respect and care.
- To develop sensitivity towards the needs of others.
- To provide knowledge of loving relationships.
- To promote honesty and loyalty in relationships.
- To promote the importance of family life and stable relationships for bringing up children.
- To teach the fundamentals of human reproduction.
- To inform children on matters of personal hygiene and related health issues.
- To educate against discrimination and prejudice.
- To empower children to make informed choices about relationships.
- To protect children from teaching materials that are inappropriate with regard to their age and cultural background.
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

### **Equal Opportunities**

In support of the equal opportunities policy, all pupils will have the same opportunities to benefit from the RSE resources and teaching methods, regardless of age, ability, sex, religion or race. The School recognises that pupils may have different levels of knowledge and understanding in this area and therefore additional provision may be deemed necessary for those pupils. This may include small group discussions or other forums in which these matters can be discussed with honesty and understanding.

### **Organisation of Relationship and Sex Education**

All class teachers may be expected to teach RSE and feel confident to teach this subject. Pupils receive their entitlement for RSE with one timetabled lesson each week and through other lessons where appropriate such as Science. The RSE programme is delivered through a variety of opportunities including:

- designated RSE time
- frequency of sessions
- use of external agencies/services
- school ethos
- small group work
- cross curricular links e.g. science
- assemblies

### **Working with visitors and other external agencies**

Where appropriate, we may use visitors from external agencies or members of the community to support RSE. Working with external organisations enhances delivery of RSE, bringing in specialist knowledge, which gives different ways of engaging with our pupils.

When using visitors, the school's policy on use of visitors will be used. Teachers will be present throughout these lessons. Visitors will be given a copy of this policy, and any other relevant policies, and expected to comply with the guidelines outlined within it. Our partnership with the local community is also a priority, and we recognise and value its contribution to the RSE programme.

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We will ensure that the teaching delivered by the visitor fits with our planned programme and policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs.

Before involving visitors in any aspect of RSE, teachers will ensure that:

- the visitor understands the school's confidentiality policy, values and approach to the educational programme
- there is appropriate planning, preparatory and follow up work for the sessions
- the visitor understands the emotional, intellectual, cultural, religious, social and ability level of the pupils involved, including where there may be a specific issue relating to child protection
- the teacher needs to be part of the experience in order for the pupils to value the lessons and to build on the pupils' learning after the session/s as well as answer any questions the pupils may subsequently have

### **Methodology and Approach**

There will be a whole-school approach from Reception to Year 6. The subject will be taught in a cross-curricular way, encompassing all of the elements within the National Curriculum as well as expanding more broadly into human relationships and human and physical development and reproduction.

All RSE will be developmentally appropriate, taking into account the levels of maturity of individual children as well as the whole class. Teachers will answer children's direct questions in an open and factual way. Staff will not enter into discussions about personal issues and lifestyles.

Certain topics such as homosexual parents and conception may be addressed openly and honestly, and in accordance with the philosophy, aims and objectives of the school.

### **Single-sex/gender groups:**

Our policy is sensitive to the needs of different groups. For some pupils, it may be more appropriate for them to be taught particular topics in single-sex/gender groups. We will consult parents/carers and pupils both on what is included, and on how it is delivered. This will help pupils and their families to establish what is appropriate and acceptable for them. Working in single-sex/gender groups can considerably ease concerns about RSE, and help to ensure that pupils receive the RSE to which they are entitled. Single-sex/gender groups can also help boys and girls to feel safer and less embarrassed about airing issues and discussing relationships. Where single-sex/gender groups are used for pupils, they will always be given time after the sessions to come together in a controlled environment to share and discuss what they have learnt, before leaving the classroom.

### **Resources**

We primarily use Kapow PSHE and RSE combined and the resources recommended within these. We will focus on the needs of the pupils and our planned learning objectives. We carefully select resources which meet these objectives. We carefully evaluate teacher resources, leaflets, online resources and videos before using them.

Resources we will use for RSE are:

- Kapow resources including schemes of work and material

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### **Curriculum Entitlement**

Due to the cross-curricular nature of the subject, it will be discussed or taught as and when it arises through normal class work. All these lessons will be taught age-appropriately and relative to their needs.

### **How RSE is monitored**

Staff evaluate and discuss the success of the teaching of RSE. The RSE programme is reviewed annually.

### **Working with Parents/Carers**

Parents/carers are informed by letter of the programme delivery and have the opportunity to view the resources being used. Parents/carers are advised of their right to withdraw children from non-statutory RSE programmes, but are nevertheless encouraged to allow them to participate. Parents are supplied with accompanying literature following programme delivery.

Parents/carers have the right to withdraw their children from all or any part of the Sex Education provided, but not from the teaching of the biological aspects of human growth and reproduction necessary under National Curriculum Science. In the event of a child being withdrawn from a lesson, that child must stay in school and will be assigned to another class until the sex education lesson is over. The School aims to minimise the number of withdrawals from sex education by inviting all parents/carers into school to view and comment upon materials on an annual basis.

### **Safeguarding Procedure**

If a child makes a reference to being involved, or likely to be involved, in sexual activity, then the member of staff will take the matter seriously and deal with it as a matter regarding the safeguarding of children.

### **Confidentiality**

Confidentiality must not prevent action if the child is at risk. Staff will listen sympathetically to anything a child tells them in confidence. However, if a member of staff feels that a child is at risk then the appropriate people will be contacted in accordance with the school's safeguarding procedures, a copy of which is available for parents/carers in school.

## National websites

### Healthy relationships, sexual consent, exploitation and abuse:

- Information about FGM can be found at: [www.forwarduk.org.uk](http://www.forwarduk.org.uk)
- Good practice examples and guidance on consent: [www.pshe-association.org.uk/consent](http://www.pshe-association.org.uk/consent)
- Home Office guidance; this is abuse: <http://thisisabuse.direct.gov.uk/>
- Child Exploitation and Online Protection (CEOP) has produced a series of resources which are available at: [www.ceop.police.uk](http://www.ceop.police.uk) and [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk)
- Brook has produced a Traffic Light Tool to help professionals assess whether children's sexual behaviours are healthy or unhealthy: [www.brook.org.uk/traffic-lights](http://www.brook.org.uk/traffic-lights)
- Ask Brook about relationships, safety and risks, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop)
- Alright Charlie - Blast have designed this CSE resource in consultation with CSE professionals, primary school teachers and children in years 5 and 6 in primary schools. This resource is designed for use with children aged 9-11 in primary schools and aims to highlight the warning signs of grooming in an age appropriate way.  
<https://basisyorkshire.org.uk/resource/alrightcharlie-cse-primary-school-resource/>

### Violence within relationships:

- The Against Violence and Abuse Project provides further information, advice and guidance: [www.avaproject.org.uk](http://www.avaproject.org.uk)
- Rape Crisis provides help and advice to those affected by rape, sexual violence and child sexual abuse: [www.rapecrisis.org.uk](http://www.rapecrisis.org.uk)
- Providing support to people in the Leeds District whose lives have been affected by domestic violence and abuse: <http://www.behind-closed-doors.org.uk/>

### Teaching about pornography:

- Growing Up Safe, from Big Talk Education, for primary schools: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>

### Teaching about sexting:

- The NSPCC has produced resources to make it easier for children to get help about sexting: <http://www.childline.org.uk/explore/onlinesafety/pages/sexting.aspx>
- Big Talk has produced resources to help primary school teachers discuss a range of difficult issues – including sexting and explicit images – with children: <http://www.bigtalkeducation.co.uk/resources-for-primaries.html>
- CEOP (Child Exploitation and Online Protection) has developed [www.thinkuknow.co.uk](http://www.thinkuknow.co.uk), which contains a number of resources exploring the risks children face online, including two films that address sexting issues: Exposed and First to a Million.
- Brook has produced a leaflet for young people called Ask Brook about relationships, safety and risk, which addresses on and offline safety and is supported by CEOP: <http://www.brook.org.uk/shop>

## **Inclusive RSE:**

- Stonewall has produced a series of packs and information for schools. Details are available at: [www.stonewall.org.uk](http://www.stonewall.org.uk)
- Brook has produced packs to help those who work with diverse groups of children, available at: [www.brook.org.uk/shop](http://www.brook.org.uk/shop) including:

## **National sources of support:**

<http://www.nhs.uk/Livewell/Sexualhealthtop>

[ics/Pages/Sexual-health-hub.aspx](http://www.nhs.uk/Livewell/Sexualhealthtop/ics/Pages/Sexual-health-hub.aspx)

<https://www.brook.org.uk/>

<http://www.fpa.org.uk/>

<http://www.sexeducationforum.org.uk/>

<https://www.pshe-association.org.uk/>

<http://www.stonewall.org.uk/>

<http://www.bodysense.org.uk/>

[www.riseabove.org.uk](http://www.riseabove.org.uk)

<http://www.nat.org.uk/>

<https://www.nspcc.org.uk/>

<https://www.childline.org.uk>

## **Local and national references**

[Statutory guidance: Relationships education, relationships and sex education \(RSE\) and health education](#)

[Keeping children safe in Education](#)

[Respectful School Communities: Self Review and Signposting Tool](#)

[Behaviour and Discipline in Schools](#)

[Equality Act 2010: advice for schools](#)

[SEND Code of Practice: 0-25 years](#)

[Alternative Provision](#)

[Mental Health & Behaviour in Schools](#)

[Preventing Bullying \(including cyberbullying\)](#)

[Sexual violence and sexual harassment between children in schools](#)

[The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)

[Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC)

[SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

[National Citizen Service](#) guidance for schools

[Brook, the PSHE Association and the RSE Forum \(2014\) RSE \(RSE\) for the 21st Century; Supplementary advice to the RSE Guidance DfEE \(0116/2000\)](#)

[National curriculum in England: framework for key stages 1 to 4](#)

[National Curriculum in England: Science programmes of study key stages 1 - 4](#)

[Education Act \(1996\) Crown copyright](#)

[Education Act \(2002\) Crown copyright](#)

[Education and Inspections Act \(2006\), Section 38, Crown copyright](#)

[Education and Inspections Act 2006, section 40, Crown copyright](#)

[HM government \(2016\) Multi-agency practice guidelines: Female Genital Mutilation, Crown copyright](#)

[Learning and Skills Act \(2000\), Section 148, Crown copyright](#)

[NCB: Assessment, Evaluation and Sex and Relationships Education](#)

[Ofsted \(2013\) 'Not yet good enough; personal, social, health and economic education in schools'](#)

[Sex Education Forum \(2013b\): Let's get it right; a toolkit for involving primary school children in reviewing their RSE, NCB](#)

[Sex Education Forum \(2010\) Curriculum design tool – Let's Work Together](#)

[Statutory Instrument 2012 No. 1124, Education, England, The School Information \(England\) \(Amendment\) Regulations 2012, Crown copyright.](#)

# Appendix 1 Kapow - Whole School Overview for PSHE/RSE

## Appendix 2 Kapow - RSE Guidance for Parents



	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Family and relationships</b>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>What is family?</li> <li>What are friendships?</li> <li>Family and friends help and support each other</li> <li>Making friends</li> <li>Friendship problems</li> <li>Healthy Friendships</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Families offer stability and love</li> <li>Families are all different</li> <li>Managing friendships</li> <li>Unhappy friendships</li> <li>Valuing me</li> <li>Manners &amp; courtesy</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Healthy families</li> <li>Friendships - conflict</li> <li>Effective communication</li> <li>Learning who to trust</li> <li>Respecting differences</li> <li>Stereotyping</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect &amp; manners</li> <li>Healthy friendships</li> <li>My behaviour</li> <li>Bullying</li> <li>Stereotypes</li> <li>Families in the wider world</li> <li>Loss and change</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Build a friend</li> <li>Resolving conflict</li> <li>Respecting myself</li> <li>Family life</li> <li>Bullying</li> </ul>	<ul style="list-style-type: none"> <li>Introduction to RSE</li> <li>Respect</li> <li>Developing respectful relationships</li> <li>Stereotypes</li> <li>Bullying</li> <li>Being me</li> <li>Loss and change</li> </ul>
<b>Safety and the changing body</b>	<ul style="list-style-type: none"> <li>Getting lost</li> <li>Making a call to the emergency services</li> <li>Asking for help</li> <li>Appropriate contact</li> <li>Medication</li> <li>Safety at home</li> <li>People who help to keep us safe</li> </ul>	<ul style="list-style-type: none"> <li>The Internet</li> <li>Communicating online</li> <li>Secrets and surprises</li> <li>Appropriate contact</li> <li>Road safety</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Basic first aid</li> <li>Communicating safely online</li> <li>Online safety</li> <li>Fake emails</li> <li>Drugs, alcohol &amp; tobacco</li> <li>Keeping safe out and about</li> </ul>	<ul style="list-style-type: none"> <li>Online restrictions</li> <li>Share aware</li> <li>Basic first aid</li> <li>Privacy and secrecy</li> <li>Consuming information online</li> <li>The changing adolescent body (puberty)</li> </ul>	<ul style="list-style-type: none"> <li>Online friendships</li> <li>Identifying online dangers</li> <li>The changing adolescent body (puberty, including menstruation)</li> <li>First aid</li> <li>Drug education</li> </ul>	<ul style="list-style-type: none"> <li>Drugs alcohol &amp; tobacco</li> <li>First aid</li> <li>Critical digital consumers</li> <li>Social media</li> <li>The changing adolescent body (puberty, conception, birth)</li> </ul>
<b>Health and wellbeing</b>	<ul style="list-style-type: none"> <li>Wonderful me</li> <li>What am I like?</li> <li>Ready for bed</li> <li>Relaxation</li> <li>Hand washing &amp; personal hygiene</li> <li>Sun safety</li> <li>Allergies</li> <li>People who help us stay healthy</li> </ul>	<ul style="list-style-type: none"> <li>Experiencing different emotions</li> <li>Being active</li> <li>Relaxation</li> <li>Steps to success</li> <li>Growth mindset</li> <li>Healthy diet</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>My healthy diary</li> <li>Relaxation</li> <li>Who am I?</li> <li>My superpowers</li> <li>Breaking down barriers</li> <li>Dental health</li> </ul>	<ul style="list-style-type: none"> <li>Diet and dental health</li> <li>Visualisation</li> <li>Celebrating mistakes</li> <li>My role</li> <li>My happiness</li> <li>Emotions</li> <li>Mental health</li> </ul>	<ul style="list-style-type: none"> <li>Relaxation</li> <li>The importance of rest</li> <li>Embracing failure</li> <li>Going for goals</li> <li>Taking responsibility for my feelings</li> <li>Healthy meals</li> <li>Sun safety</li> </ul>	<ul style="list-style-type: none"> <li>What can I be?</li> <li>Mindfulness</li> <li>Taking responsibility for my health</li> <li>Resilience toolkit</li> <li>Immunisation</li> <li>Health concerns</li> <li>Creating habits</li> <li>The effects of technology on health</li> </ul>

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<b>Citizenship</b>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules</li> <li>Caring for others: Animals</li> <li>The needs of others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Similar, yet different</li> <li>Belonging</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Democratic decisions</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rules beyond school</li> <li>Our school environment</li> <li>Our local environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Job roles in our local community</li> <li>Similar yet different: My local community</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>School Council</li> <li>Giving my opinion</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Rights of the child</li> <li>Rights and responsibilities</li> <li>Recycling</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Local community groups</li> <li>Charity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local democracy</li> <li>Rules</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>What are human rights?</li> <li>Caring for the environment</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Community groups</li> <li>Contributing</li> <li>Diverse communities</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Local councillors</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Breaking the law</li> <li>Rights and responsibilities</li> <li>Protecting the planet</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Contributing to the community</li> <li>Pressure groups</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>Parliament</li> </ul>	<p><b>Responsibility</b></p> <ul style="list-style-type: none"> <li>Human rights</li> <li>Food choices and the environment</li> <li>Caring for others</li> </ul> <p><b>Community</b></p> <ul style="list-style-type: none"> <li>Prejudice and discrimination</li> <li>Valuing diversity</li> </ul> <p><b>Democracy</b></p> <ul style="list-style-type: none"> <li>National democracy</li> </ul>
<b>Economic wellbeing</b>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Introduction to money</li> <li>Looking after money</li> <li>Banks and building societies</li> <li>Saving and spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs in school</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Where money comes from</li> <li>Needs and wants</li> <li>Wants and needs</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Ways of paying</li> <li>Budgeting</li> <li>How spending affects others</li> <li>Impact of spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Jobs and careers</li> <li>Gender and careers</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Spending choices/ value for money</li> <li>Keeping track of money</li> <li>Looking after money</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Influences on career choices</li> <li>Jobs for me</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Borrowing</li> <li>Income and expenditure</li> <li>Risks with money</li> <li>Prioritising spending</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>Stereotypes in the workplace</li> </ul>	<p><b>Money</b></p> <ul style="list-style-type: none"> <li>Attitudes to money</li> <li>Keeping money safe</li> <li>Gambling</li> </ul> <p><b>Career and aspirations</b></p> <ul style="list-style-type: none"> <li>What jobs are available</li> <li>Career routes</li> </ul>
<b>Transition Identity</b>	<b>I lesson</b>	<b>I lesson</b>	<b>I lesson</b>	<b>I lesson</b>	<b>I lesson</b>	<b>I lesson</b>
						<ul style="list-style-type: none"> <li>What is identity</li> <li>Identity and body image</li> </ul>



**RSE**

Guidance for parents

# Contents:

<b>EYFS PSED overview</b>	<b>3</b>
<b>Year 1 RSE</b>	<b>4 - 10</b>
<b>Year 2 RSE</b>	<b>11 - 17</b>
<b>Year 3 RSE</b>	<b>18 - 23</b>
<b>Year 4 RSE</b>	<b>24 - 32</b>
<b>Year 5 RSE</b>	<b>33 - 40</b>
<b>Year 6 RSE</b>	<b>41 - 48</b>
<b>FAQs</b>	<b>49</b>

# EYFS: PSED

Personal, social and emotional development is one of the three Prime Areas in the Statutory framework for the early years foundation stage. The early learning goals (ELG) below summarise the knowledge, skills and understanding that all young children should have gained by the end of reception year. These are referenced in our Kapow Primary RSE & PSHE lesson plans, along with the relevant non-statutory Development Matters guidance.

## ELG: Self regulation

### Children at the expected level of development will:

- Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly;
- Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate;
- Give focused attention to what the teacher says, responding appropriately even when engaged in an activity, and show an ability to follow instructions involving several ideas or actions.

Kapow Primary unit:  
[My feelings](#)

Kapow Primary unit:  
[Listening and following instructions](#)

## ELG: Managing self

### Children at the expected level of development will:

- Be confident to try new activities and show independence, resilience and perseverance in the face of challenge;
- Explain the reasons for rules, know right from wrong and try to behave accordingly;
- Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.

Kapow Primary unit:  
[Taking on challenges](#)

Kapow Primary unit:  
[My wellbeing](#)

## ELG: Building relationships

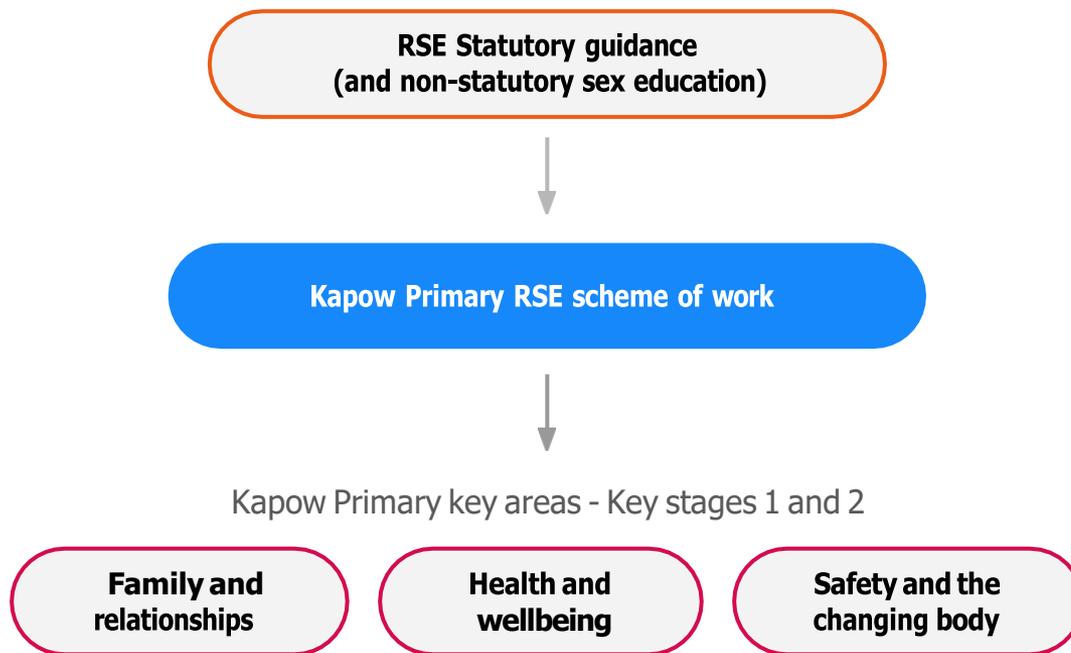
### Children at the expected level of development will:

- Work and play cooperatively and take turns with others;
- Form positive attachments to adults and friendships with peers;
- Show sensitivity to their own and to others' needs.

Kapow Primary unit:  
[Special relationships](#)

Kapow Primary unit:  
[My family and friends](#)

# How Kapow Primary's RSE subject is structured



# ***Which RSE statutory requirements are we working towards in Year 1?***

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

Caring friendships:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

## Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The importance of self-respect and how this links to their own happiness.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

## Being safe:

- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter (in all contexts) who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

# *Year 1: How is RSE covered in Kapow Primary's RSE lessons?*

Strands within the Kapow Primary scheme will explore the following topics and concepts:

## Families and relationships:

- Exploring how families can be different.
- Characteristics and impact of positive friendships.
- Learning that issues can be overcome.
- People show feelings differently.
- Issues around stereotyping.

## Safety and the changing body:

- Learning how to respond to adults in different situations.
- Distinguishing appropriate and inappropriate physical contact.

## Health and wellbeing:

- Exploring personal qualities.
- Strategies to manage feelings.

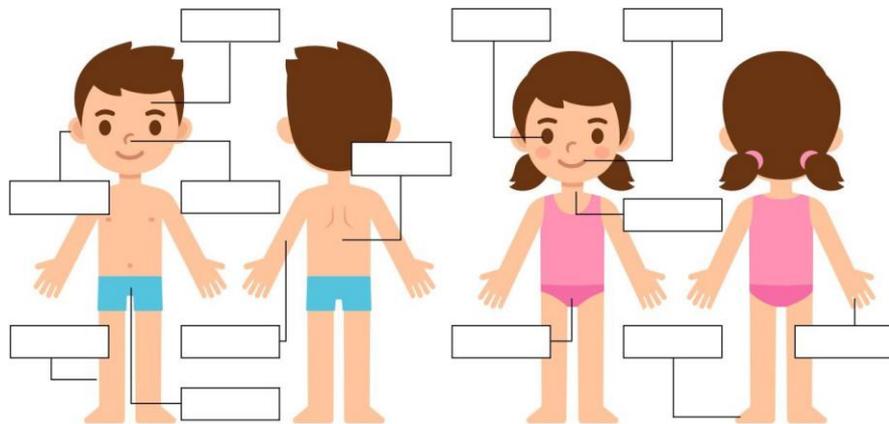
# How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children of ages 5-6 are taught:

- Acceptable and unacceptable physical contact.
- The differences between boys' and girls' bodies.
- Scientific names for body parts (mixed-age lessons will also include the teaching of the following body part names: testicles, penis, vulva and vagina).

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



# *RSE updates specific to Year 1 (sexual harassment)*

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

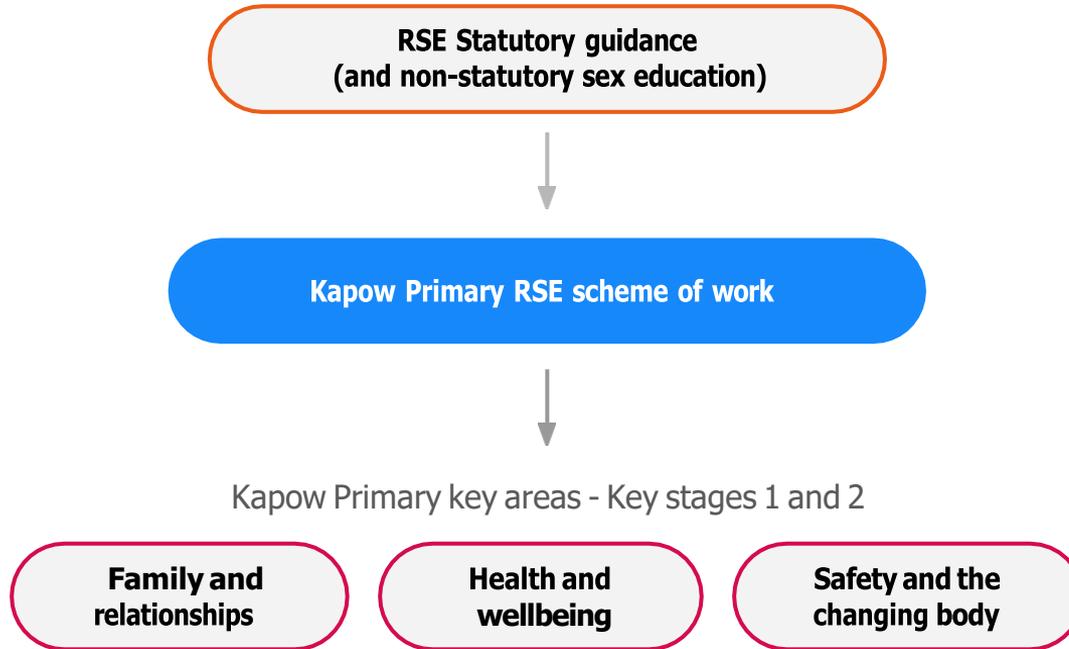
In Year 1 the appropriate areas are covered in the following lessons:

- To begin to understand that being friendly to others makes them feel welcome and included.
- To begin to understand what is meant by a stereotype.
- To begin to understand the difference between acceptable and unacceptable physical contact.

# *Top tips - how to help at home*

- Listen to your child's joys, concerns and worries without judgement and spend time with them talking about life in and outside of school.
- Model the appropriate language for body parts, reinforcing the terminology taught within school.
- Remind children that appropriate contact should make a person feel cared for and important. Explain that it might also include touch that hurts or is uncomfortable, but these instances should only be to keep the person safe and healthy (e.g. getting an injection, or pulling someone back from a passing car).
- Encourage children to communicate any unwanted touches. For example, respect their wishes if they say they do not want to be kissed, cuddled or tickled, or ask someone to stop. Showing children that their boundaries are respected is an important part of them understanding how to respect others.

# How Kapow Primary's RSE subject is structured



# *Which RSE statutory requirements are we working towards in Year 2?*

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Families are important for children growing up because they can give love, security and stability.
- Others' families, 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 for them.
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.

Caring friendships:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

### Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

### Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

### Being safe:

- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- How to report concerns or abuse, and the vocabulary and confidence to do so.
- Where to get advice from e.g. family, school and/or other sources.

## ***Year 2: How is this covered in Kapow Primary's PSHE and RSE lessons?***

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are composed of different people who offer each other care and support.
- How other people show their feelings and how to respond.
- Looking at conventions of manners and developing an understanding of self-respect.

Safety and the changing body:

- Introduction to online safety.
- Distinguishing secrets from surprises.
- Naming body parts and looking at the concept of privacy.

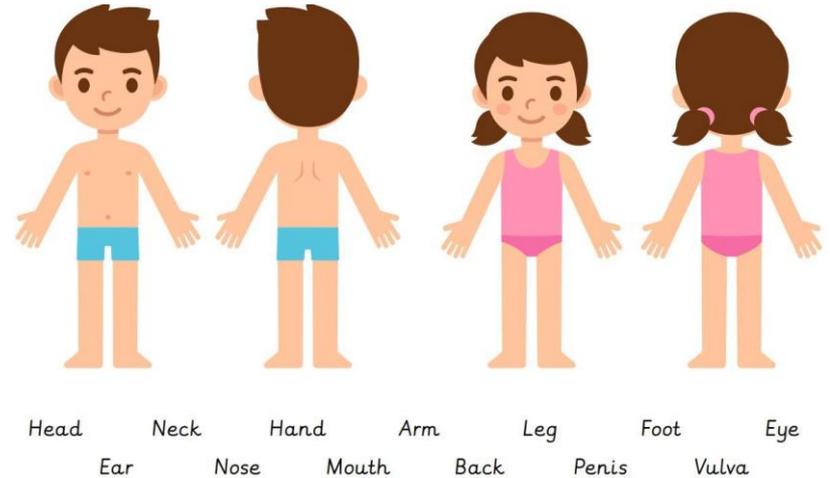
# How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 6-7 will:

- Learn about 'boys' and girls' bodies.
- Scientific names for body parts.
- Understand that private parts are private.

All lessons are taught using the correct, scientific terminology, child-friendly language and diagrams.



# *RSE updates specific to Year 2 (sexual harassment)*

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

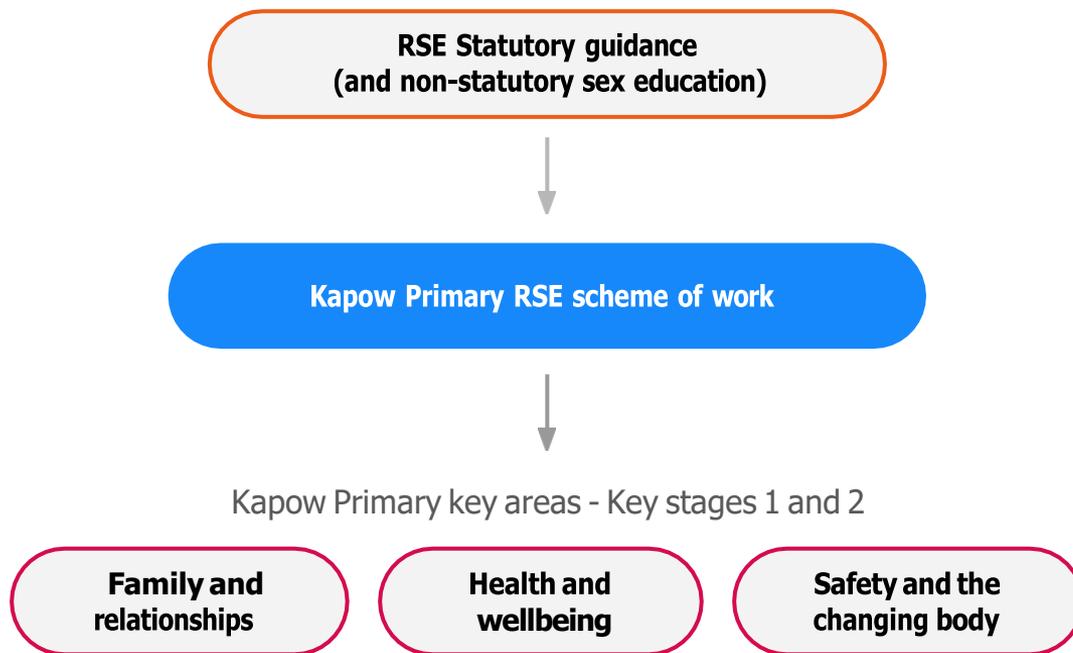
In Year 2 the appropriate areas are covered in the following lessons:

- To begin to understand that some friendships might make us feel unhappy and how to deal with this.
- To develop an understanding of stereotypes and how these might affect job/career choices.
- To begin to understand the difference between secrets and surprises.
- To begin to understand the concept of privacy and the correct vocabulary for body parts.
- To understand safe and unsafe touches.

# Top tips - How to help at home

- Through your words and tone, welcome your child's curiosity for new activities and interests. Ask gentle questions to see what your child already knows, before adding new information. Don't assume that they know things because they use certain words. If you don't have the answer to your children's questions, it's OK to say that you don't know but will find out.
- Take time to play the online games your children like to play so that you can understand the features. You can find out if there is anything concerning you need to be aware of, such as safety features or parental controls which should be enabled.
- Use appropriate language for body parts at home so it reinforces what is taught at school.
- Remind your child that their body is their own and they don't have to let anyone touch it in a way that is unsafe and/or unwanted. Everyone else also has that right. This is the beginning of giving a child control over their body and teaching them about consent.

# How Kapow Primary's RSE subject is structured



# *Which RSE statutory requirements are we working towards in Year 3?*

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Others' families, 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 for them.
- Stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.
- 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:

- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.

## Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

## Online relationships:

- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.

## Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

## ***Year 3: How is this covered in Kapow Primary's PSHE and RSE lessons?***

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- How to resolve relationship problems.
- Effective listening skills and about non-verbal communication.
- Looking at the impact of bullying and what action can be taken.
- Exploring trust and who to trust and that stereotyping can exist.

Safety and the changing body:

- Be a responsible digital citizen.
- Cyberbullying, identifying unsafe digital content.
- Influences and making independent choices.

# *RSE updates specific to Year 3 (sexual harassment)*

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

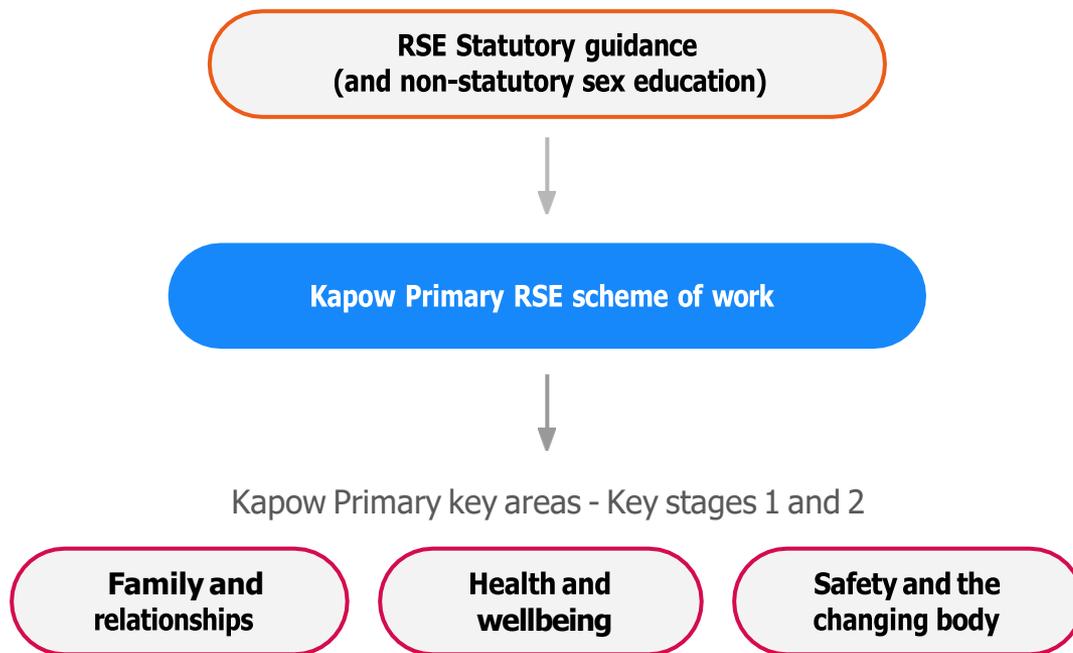
In Year 3 the appropriate areas are covered in the following lessons:

- To begin to understand the impact of bullying.
- To recognise that stereotypes are present in everyday life.

# Top tips - How to help at home

- Find time to talk, just the two of you – ‘check in’ with them while you’re doing things together, so they get used to talking about their feelings.
- Play together – play helps children to be curious, learn new things, solve problems and express feelings without words.
- You can help your children learn how to deal with their emotions in a healthy way by modeling coping skills at home. You can engage in these skills with your child or talk them through doing them on their own. Activities such as deep breathing, using stress balls, art (painting, coloring, doodling) or going for walks can be great strategies for coping with feelings.
- Uncertainty about day-to-day schedules can lead to a lot of stress or anxiety in a child’s life. Creating a general routine at home can provide some relief and peace for your child, whether it’s a schedule for daily meals or a weekly movie night. Having clear boundaries is also important for your child to know what is expected of them at home and can minimise feelings of frustration from both parent and child.

# How Kapow Primary's RSE subject is structured



# *Which RSE statutory requirements are we working towards in Year 4?*

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.
- Others' families, 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 for them.
- 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:

- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.

## Respectful relationships:

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships:

- How information and data is shared and used online.

## Being safe:

- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).
- About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

# ***Year 4: How is this covered in Kapow Primary's PSHE and RSE lessons?***

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Learning that families are varied and differences must be respected.
- Understanding physical and emotional boundaries in friendships.
- The roles of bully, victim and bystander.
- How behaviour affects others.
- Appropriate manners and bereavement.

## Health and wellbeing:

- Developing emotional maturity.
- Learning that we experience a range of emotions and are responsible for these.
- Appreciating the emotions of others.

## Safety and the changing body:

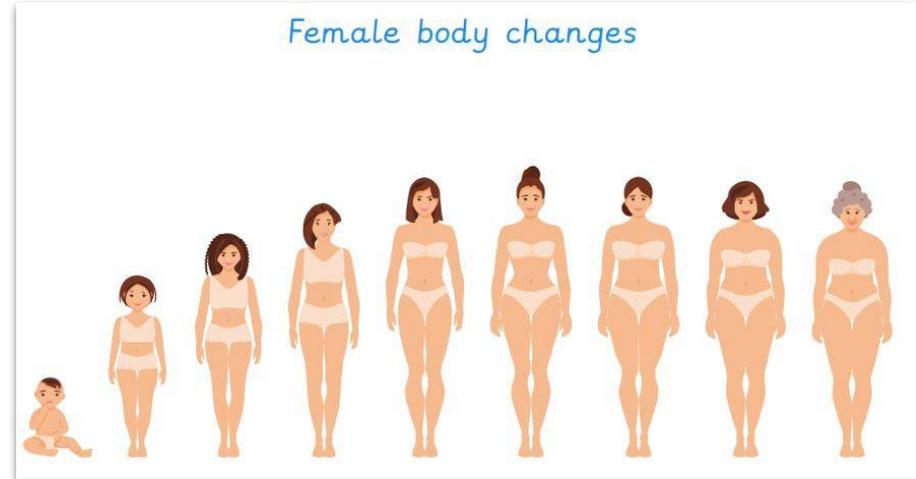
- Building awareness of online safety and benefits and risks of sharing information online.
- Difference between private and public.
- Age restrictions.
- Physical and emotional changes in puberty.

# How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 8-9 will:

- Learn about some of the physical changes pupils will experience as they go through puberty.
- Understand that physical change is part of growing up.
- Identify the changes that males and females go through as they grow and develop from being a child to an adult.



# *RSE updates specific to Year 4 (sexual harassment)*

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

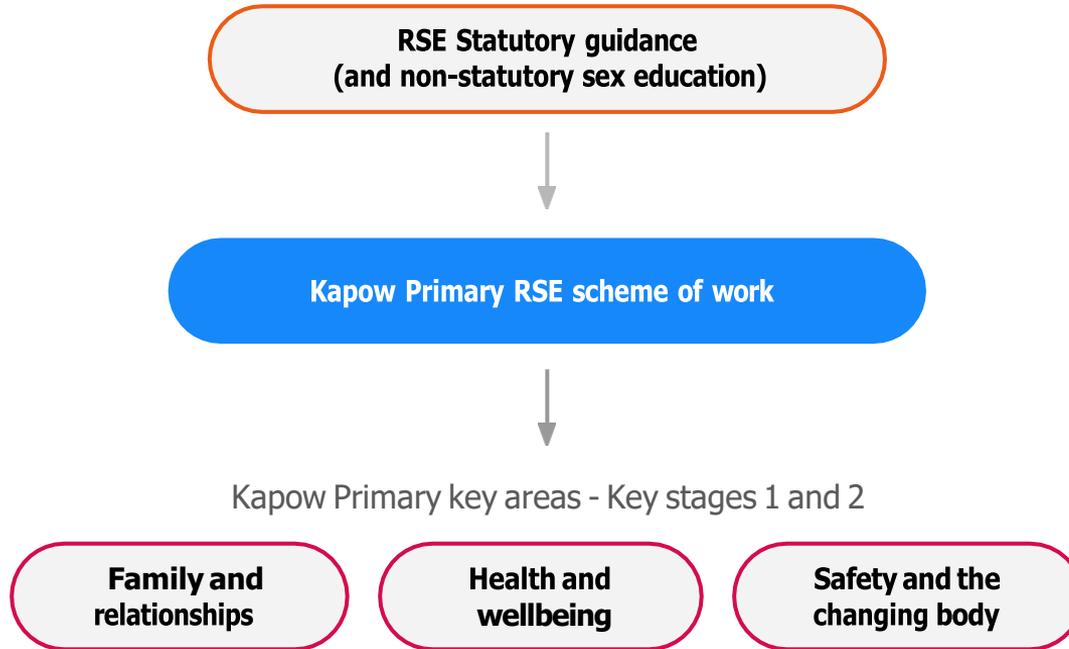
In Year 4 the appropriate areas are covered in the following lessons:

- To begin to understand the physical and emotional boundaries in friendships.
- To explore stereotypes in fictional characters and think about how these might influence us.

# Top tips - How to help at home

- Children love to receive positive feedback and praise. Knowing they've done something well increases feelings of pride and confidence, which can stick with a child long-term. Providing positive reinforcement for behaviours will often encourage children to repeat that behaviour.
- Parental controls and privacy settings can help you manage how your child spends time online and help to keep them safe. Talk to your child before implementing any new settings and explain to them how different strategies can help to keep them safe.
- Show children it's important to take care of their physical and mental health. Model good habits to them (e.g. "I can feel myself getting a bit wound up about that parking ticket again, so I'm going to have a walk / bath (or both!) to calm myself down!").
- Start talking with your child about relationships, body changes, and growing up from a young age. This helps to normalise conversations and build healthy habits.

# How Kapow Primary's RSE subject is structured



# *Which RSE statutory requirements are we working towards in Year 5?*

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- Others' families, 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 for them.
- Marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
- 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:

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.
- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

## Respectful relationships:

- The importance of self-respect and how this links to their own happiness.
- About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.

## Online relationships:

- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.

## Being safe:

- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

# ***Year 5: How is this covered in Kapow Primary's PSHE and RSE lessons?***

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- Developing an understanding of families, including marriage, of what to do if someone feels unsafe in their family.
- Issues can strengthen a friendship.
- Exploring the impact of bullying and what influences a bully's behaviour.
- Learning to appreciate our attributes.

Safety and the changing body:

- Exploring the emotional and physical changes of puberty, including menstruation.
- Learning about online safety, influence.
- Strategies to overcome potential dangers.

# How is my child taught about puberty and human reproduction?

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 9-10 will learn about:

- The menstrual cycle and other changes that happen during puberty.
- Emotional changes that occur during puberty.

Label or draw on Figure 1 to show some of the hygiene issues someone going through puberty might experience e.g. greasy hair, spots, smelling differently.

Label or draw on figure 2 what someone could do to help address these issues e.g. washing their hair more often, showering frequently and using deodorant.



Figure 1

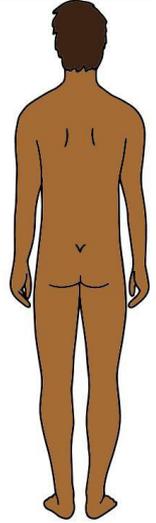


Figure 2

# ***RSE updates specific to Year 5 (sexual harassment)***

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

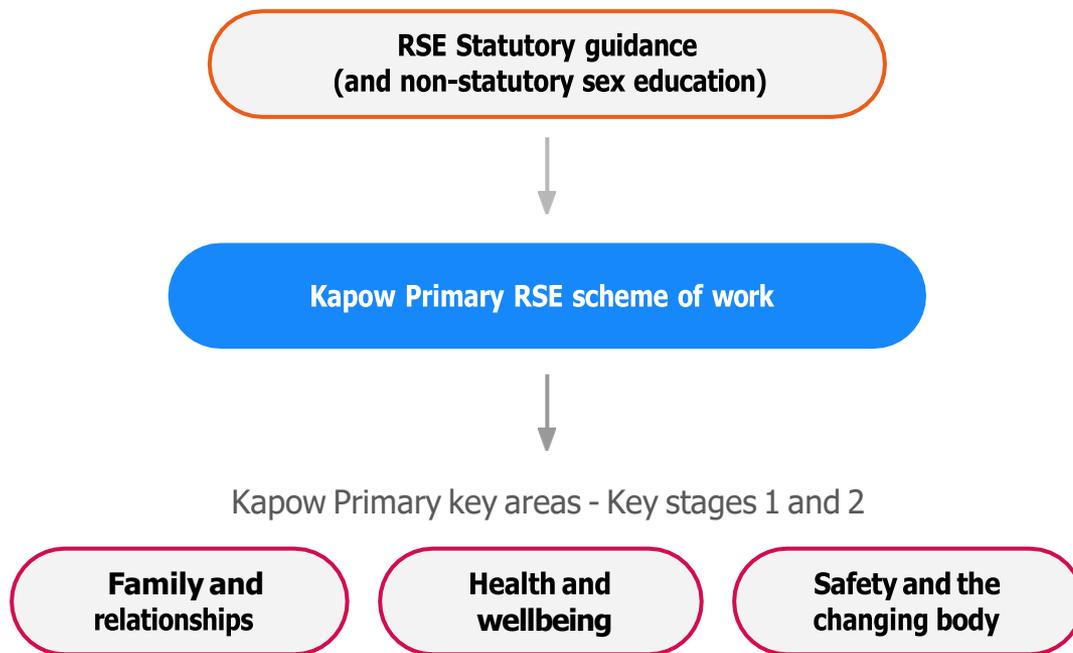
In Year 5 the appropriate areas are covered in the following lessons:

- To begin to understand some issues related to online friendships including the impact of their actions.
- To recognise how attitudes to gender have changed over time.

# Top tips - How to help at home

- Make time and space to be able to give your child your full attention to share stories, have discussions and work through challenges.
- Explain that everyone is human and makes mistakes. Model effective ways to deal with difficult situations (e.g. calming down, saying you are sorry, explaining that you recognise you made a mistake and what you'll do to make sure it doesn't happen again). They will learn from you that it's okay to make mistakes, build resilience and identify healthy ways to cope with emotions.
- Find ways to include your child in decision-making processes. This can help children feel that they are heard and valued. Something as simple as asking them whether they think you should prepare rice or pasta for dinner can show them they have a voice and give them the confidence to use it.

# How Kapow Primary's RSE subject is structured



# *Which RSE statutory requirements are we working towards in Year 6?*

Kapow Primary's RSE scheme takes a spiral approach to the curriculum and therefore these areas will be revisited and further developed in the subsequent year group.

Families and people who care about me:

- 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:

- Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.

## Respectful relationships:

- Practical steps they can take in a range of different contexts to improve or support respectful relationships.
- In school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- What a stereotype is, and how stereotypes can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

## Online relationships:

- People sometimes behave differently online, including by pretending to be someone they are not.
- The same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous.

## Being safe:

- How to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.

# ***Year 6: How is this covered in Kapow Primary's PSHE and RSE lessons?***

Strands within the Kapow Primary scheme will explore the following topics and concepts:

Families and relationships:

- To resolve conflict, through negotiation and compromise.
- Respect.
- Understanding that everyone deserves to be respected.
- Grief.

Safety and the changing body:

- The reliability of online information.
- The changes experienced during puberty.
- How a baby is conceived and develops.

# *How is my child taught about puberty and human reproduction?*

Each year group will be taught at an appropriate level for their age and developmental stage, building on the previous years' learning.

Children aged 10-11 will:

- Further develop their understanding of the physical and emotional changes that happen during puberty.
- Learn about the biology of conception. (Parents have the right to withdraw their child from the 'Main event' part of this lesson.)
- Learn how a baby develops in the womb and is born. (Parents have the right to withdraw their child from the lesson.)

# ***RSE updates specific to Year 6 (sexual harassment)***

Kapow Primary's approach to addressing sexual harassment in schools builds on the statutory requirements of the RSE curriculum and the outcomes from the Department for Education's statutory [Keeping Children Safe In Education 2022](#) document.

Kapow Primary's RSE & PSHE curriculum covers boundaries, respectful relationships, permission seeking and giving in relationships and reporting concerns in line with the Relationships and sex education and Health Education guidance.

In Year 6 the appropriate areas are covered in the following lessons:

- To understand that respect is two-way and how we treat others is how we can expect to be treated.
- To explore other people's attitudes and ideas and to begin to challenge these.
- To understand stereotypes and be able to share information on them.
- To understand the biology of conception.

# Top tips - How to help at home

- Model safe and healthy internet use by using digital media and the internet in the way you want your child to use it now and in the future. For example, you might keep internet-connected devices out of bedrooms, and use technology for positive purposes.
- You might find that your child is more up to date with changing privacy and safety settings than you are! Ask your child to share what they know about online safety and the risks associated with using online platforms or the internet. Work together to adjust settings on devices and apps, emphasising the importance of keeping your child safe.
- Emotional ups and downs are a part of life. One of the best ways to address the concept of mental health and wellbeing is to let your child know that sometimes you feel flat too. It's important for your child to know that you'll be there for them when they're feeling flat or having a tough time. It can help just to say, 'I can see you're having a difficult day' letting your child know you are there to support them.
- Check any age restrictions on applications and social media as many should not be used by children under 13 years old. Discuss social media with your child and the risks of inappropriate content that they might see online. Encourage children to report anything that makes them feel uncomfortable to you, or via platforms, and take time to talk through why this content is offensive or inappropriate together.

# FAQs

- Do you cover gender identity in RSE lessons?

No, the Kapow Primary scheme does not specifically cover gender identity as a topic, although lessons do cover identity more generally, helping children to understand themselves and others. Gender identity does not form part of the National Curriculum, and we would advise parents to speak to a member of their school staff team with any questions or queries.

- What do I do if I feel uncomfortable talking about certain topics with my child?

Creating a safe, open, supportive environment is important for children to be able to share their worries, concerns and thoughts. If you feel uncomfortable discussing topics with your child, be honest with them that you find it difficult and explain that you would like to give yourself some thinking time before you get back to them on any topics or questions. Seeking support from your child's school to help, such as discussing with class teachers or pastoral leads may help with how you could broach sensitive topics.

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