

# RSE Policy Framework

**St Frideswide CE Primary School**

<b>Approved by:</b>	<b>Education Quality Standards Impact Committee</b>
<b>Date:</b>	<b>September 2024</b>
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<b>Adopted by school:</b>	<b>St Frideswide CE Primary School</b>
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This policy framework sets out the approach to relationships and sex education (RSE) across ODST. The appendices have been adapted to reflect the circumstances in our school.

## 1.Aims

The aims of relationships and sex education (RSE) in our trust 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

All ODST primary schools, must provide relationships education to all pupils as per section 34 of the [Children and Social Work Act 2017](#). This legislation also requires us to provide RSE to all pupils at our middle school (Y5–Y8).

ODST schools follow the National Curriculum. This includes the elements of sex education contained in the science curriculum at primary level.

In teaching RSE, we're required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

As a school within ODST, we teach RSE as set out in this policy.

## 3. Policy development

This ODST policy framework is intended to provide information about the RSE curriculum and delivery for all ODST schools. Each school is responsible for developing their own policy and for providing the correct appendices for all stakeholders.

For our school, the policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:

1. Review – a member of staff team pulled together all relevant information including relevant up to date national and local guidance
2. Staff consultation – staff across our school were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents/carers and any interested stakeholders were invited to comment on the policy
4. Ratification – once amendments were made, the policy was shared with the Local Governing Body for ratification

## 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. Roles and responsibilities

The Scheme of Delegation

## **The board of trustees**

The board of trustees, delegated to the Education Quality Standards and Impact Committee, will approve the RSE policy framework, and hold the headteacher to account for its implementation through local governing bodies.

## **Local governing bodies**

Local governing bodies are responsible for supporting the implementation of the policy at their school and reporting issues to the board of trustees if they occur.

## **The headteacher**

The headteacher is responsible for ensuring that RSE is taught consistently across their school, for making sure that resources and materials are shared with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 10).

## **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/carers wish them to be withdrawn from the non-statutory 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.

## **Pupils**

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

# 6. Curriculum

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

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

We will share any curriculum resources and materials with parents and carers upon request.

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

# 7. Delivery of RSE

In our primary school, relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

We teach through the Ealing and Big 5 PHSE curriculum frameworks. Children from the GRT community are taught using a bespoke curriculum.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our primary RSE curriculum, see Appendix 1

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Across our trust, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

## 8. Inclusivity

ODST schools will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
  - Safe and supported
  - Able to engage with the key messages

They will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
  - A whole-class setting
  - Small groups or targeted sessions
  - 1-to-1 discussions
  - Digital formats
- Give careful consideration to the level of differentiation needed

### Use of resources

Our schools will consider whether any resources they plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

## 9. Use of external organisations and materials – trust statement

Across our trust, we delegate responsibility for making sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality to each school.

Schools remain responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

Our schools **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSE is balanced, and it and the resources they intend to use:
  - Are age-appropriate
  - Are in line with pupils' developmental stage
  - Comply with:
    - This policy
    - The [Teachers' Standards](#)
    - The [Equality Act 2010](#)
    - The [Human Rights Act 1998](#)
    - The [Education Act 1996](#)

- Only work with external agencies where they have full confidence in the agency, its approach and the resources it uses
  - Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
  - Review any case study materials and look for feedback from other people the agency has worked with
  - Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
  - Ask to see in advance any materials that the agency may use
  - Know the named individuals who will be there, and follow usual safeguarding procedures for these people
  - Conduct a basic online search and address anything that may be of concern to the school, or to parents and carers
  - Check the agency's protocol for taking pictures or using any personal data they might get from a session
  - Remind teachers that they can say "no" or, in extreme cases, stop a session
  - Make sure that the teacher is in the room during any sessions with external speakers
  - Share any external materials with parents and carers
  -
- Our schools **won't**, under any circumstances:
- Work with external agencies that take or promote extreme political positions
  - Use materials produced by such agencies, even if the material itself is not extreme

## 10. Parents' right to withdraw

Parents/carers have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in the Appendix of this policy and addressed to the headteacher of the school.

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

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher of the school.

A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents/carers and take appropriate action.

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

## 11. Training

Staff are trained on the delivery of RSE as part of their induction and it is included in our school's continuing professional development calendar.

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

## 12. Monitoring arrangements

The delivery of RSE is monitored by the Local Governing Body through the usual monitoring programme agreed.

Insert details of monitoring arrangements, such as planning scrutiny, learning walks, etc.

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

This policy framework will be reviewed by the EQSI committee of the trust board every 3 years. At every review, the school's policy will be approved by LGB.

## 13. Appendix 1: Curriculum map

### Relationships and sex education curriculum map

It may be easier for the school to fill this in when adopting the policy, unless you're standardising everything and teaching it in the same term and year.

Include as much detail as you can, including links to resources you'll use or sharing examples. Being transparent with parents/carers early on will make it easier for you to handle questions, concerns or objections.

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
Nursery	Summer	<ul style="list-style-type: none"> <li>◦ To explore the feeling of loss</li> <li>◦ To explore feeling lonely</li> <li>◦ To identify important people in our lives</li> <li>◦ To identify special people in our lives</li> <li>◦ To explain why we have friends</li> <li>◦ To identify the qualities of a good friend</li> <li>◦ To identify what makes us happy or sad</li> <li>◦ To identify basic ways to use medicine correctly</li> <li>◦ To explain how to manage difficult feelings</li> </ul>	
Reception	Summer	<ul style="list-style-type: none"> <li>◦ To understand the terms fair and unfair and identify what is fair and unfair</li> <li>◦ To explore different types of families</li> <li>◦ To identify special people in our lives and explain why these people are special</li> <li>◦ To begin to break gender stereotypes</li> <li>◦ To begin to challenge gender stereotypes</li> <li>◦ To explain how to use medicine safely</li> <li>◦ To identify how things can change</li> <li>◦ To begin to prepare for change</li> <li>◦ To explain why change is good</li> </ul>	
Year 1	Summer	<ul style="list-style-type: none"> <li>◦ To identify the qualities of a good friend</li> <li>◦ To explain what a compliment is and why it is important</li> <li>◦ To recognise our achievements</li> </ul>	NSPCC PANTS

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>◦ To identify places and people who make me feel safe.</li> <li>◦ To explain why these places and people make us feel safe</li> <li>◦ To explain why good friends are important and explore how to make new friends</li> <li>◦ To understand good friendships and saying no</li> <li>◦ To understand how to keep clean</li> <li>◦ To understand how I have grown and changed since birth</li> <li>◦ To identify the people in my family, while recognizing that not all families look like mine</li> <li>◦ To explain where I can get help and support</li> </ul>	
Year 2	Summer	<ul style="list-style-type: none"> <li>◦ To identify the qualities of a good friend</li> <li>◦ To explain how to keep ourselves safe <b>Link to PANTS rule</b></li> <li>◦ To understand emotions</li> <li>◦ To explain how to talk about feelings and emotions</li> <li>◦ To understand what pride is and identify what makes us proud</li> <li>◦ To explain why it is important to feel proud</li> <li>◦ To explain what makes us proud of other people</li> <li>◦ To understand what makes a good friend</li> <li>◦ To identify how we can be a good friend to others</li> <li>◦ To explore stereotypes</li> <li>◦ To explain personal boundaries</li> <li>◦ To identify the people in my family, while recognizing that not all families look like mine</li> <li>◦ To explain where I can get help and support</li> </ul>	NSPCC PANTS
Year 3	Summer	<ul style="list-style-type: none"> <li>◦ To identify the qualities of a good friend</li> <li>◦ To identify positive thoughts and how positive thoughts can affect us</li> <li>◦ To explore the concept of self-talk and identify how this can help us</li> <li>◦ To identify what makes a healthy relationship and explain what makes a good friend</li> <li>◦ To understand peer pressure and saying no</li> <li>◦ To understand how boys and girls are different and to name boy and girl body parts</li> <li>◦ To explain personal boundaries</li> </ul>	NSPCC PANTS

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>◦ To identify the people in my family, while recognising that not all families look like mine</li> <li>◦ To explain where I can get help and support</li> <li>◦ To understand good friendships</li> <li>◦ To understand what dementia is and how it is related to memory</li> </ul>	
Year 4	Summer	<ul style="list-style-type: none"> <li>◦ To identify the qualities of a good friend</li> <li>◦ To understand a growth mind-set and how it can affect us</li> <li>◦ To understand rights in a friendship and to explain why it is important to know these rights</li> <li>◦ To understand responsibilities in a friendship and explain why it is important to know these responsibilities</li> <li>◦ To understand healthy friendships and saying no</li> <li>◦ To explain how to keep your mind healthy</li> <li>◦ To understand good friendships</li> <li>◦ To identify the people in my family, while recognizing that not all families look like mine</li> <li>◦ To explain where I can get help and support</li> <li>◦ To understand basic facts about puberty</li> <li>◦ To explore how dementia affects the whole family</li> <li>◦ To explore how assistive technologies can help people living with dementia</li> </ul>	NSPCC PANTs
Year 5	Summer	<ul style="list-style-type: none"> <li>◦ To identify the qualities of a good friend</li> <li>◦ To understand online pressure</li> <li>◦ To explain how to use games and apps safely</li> <li>◦ To understand peer pressure and saying no online</li> <li>◦ To understand benefits of a growth mind-set and explain how to develop a growth mind-set</li> <li>◦ To understand healthy friendships</li> <li>◦ To understand how to identify good friendships</li> <li>◦ To understand what makes a family and who to turn to for help and support</li> <li>◦ To explore the emotional and physical changes that occur during puberty</li> </ul>	NSPCC Speak Out, Stay Safe

YEAR GROUP	TERM	TOPIC/THEME DETAILS	RESOURCES
		<ul style="list-style-type: none"> <li>◦ To understand male and female puberty changes</li> <li>◦ To explore the impact of puberty on the body and the importance of physical hygiene</li> <li>◦ To explore ways to get support during puberty</li> <li>◦ To understand what dementia is and how it is related to memory.</li> </ul>	
Year 6	Summer	<ul style="list-style-type: none"> <li>◦ To identify the qualities of a good friend</li> <li>◦ To explore positive friendships and explain what makes a friendship successful</li> <li>◦ To gain basic first aid skills</li> <li>◦ To explore positive and negative ways of communicating in relationships</li> <li>◦ To understand healthy relationships</li> <li>◦ To recap the male and female changes that happen during puberty</li> <li>◦ To understand what makes a family and who to turn to for help and support</li> <li>◦ To explore online friendships</li> <li>◦ To understand the human reproductive system</li> <li>◦ To know the types of difficulties people with dementia may experience</li> <li>◦ To explore ways in which communities can support people living with dementia</li> </ul>	NSPCC Speak Out, Stay Safe

## 14. Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● That 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</li> <li>● That 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</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● That 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</li> <li>● 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</li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That 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</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>● Where to get advice e.g. family, school and/or other sources</li> </ul>

Trusts with secondary schools, insert (and change to ‘Appendix 3’ if you also have the primary appendix above)

## 15. Appendix 2: By the end of secondary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families	<ul style="list-style-type: none"> <li>● That there are different types of committed, stable relationships</li> <li>● How these relationships might contribute to human happiness and their importance for bringing up children</li> <li>● What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony</li> <li>● Why marriage is an important relationship choice for many couples and why it must be freely entered into</li> <li>● The characteristics and legal status of other types of long-term relationships</li> <li>● The roles and responsibilities of parents/carers with respect to raising of children, including the characteristics of successful parenting</li> <li>● How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed</li> </ul>
Respectful relationships, including friendships	<ul style="list-style-type: none"> <li>● The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice)</li> <li>● That 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 people in positions of authority and due tolerance of other people's beliefs</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help</li> <li>● That some types of behaviour within relationships are criminal, including violent behaviour and coercive control</li> <li>● What constitutes sexual harassment and sexual violence and why these are always unacceptable</li> <li>● The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online media and	<ul style="list-style-type: none"> <li>● Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online</li> <li>● About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online</li> <li>● Not to provide material to others that they would not want shared further and not to share personal material which is sent to them</li> <li>● What to do and where to get support to report material or manage issues online</li> <li>● The impact of viewing harmful content</li> <li>● That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners</li> <li>● That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail</li> <li>● How information and data is generated, collected, shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>● The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships</li> <li>● How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online)</li> </ul>
Intimate and sexual relationships, including sexual health	<ul style="list-style-type: none"> <li>● How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship</li> <li>● That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing</li> <li>● The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women</li> <li>● That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others</li> <li>● That they have a choice to delay sex or to enjoy intimacy without sex</li> <li>● The facts about the full range of contraceptive choices, efficacy and options available</li> <li>● The facts around pregnancy including miscarriage</li> <li>● That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help)</li> </ul>

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"><li>● How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing</li><li>● About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment</li><li>● How the use of alcohol and drugs can lead to risky sexual behaviour</li><li>● How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment</li></ul>

## 16. Appendix 3: Parent/carer form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom