

AIM
RSE CURRICULUM

Information for Parents and Carers

At the AIM Federation, we are committed to supporting every child's personal development, safety and wellbeing through high-quality, age-appropriate Relationships and Sex Education (RSE). This booklet explains what your child will learn, how we teach it and how you can support conversations at home. Our aim is to work in partnership with you to help children grow into confident, respectful and well-informed individuals, ready for the challenges of life and learning.

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OUR APPROACH TO RSE

At the AIM Federation, we believe that Relationships and Sex Education (RSE) plays a vital role in helping children grow into happy, healthy and confident individuals. Our curriculum is designed to support children in understanding their bodies, feelings, rights and relationships in a way that is relevant, respectful and empowering.

We teach RSE as part of our wider Personal, Social, Health and Economic (PSHE) curriculum, which supports children's emotional literacy, resilience and wellbeing. Our approach is inclusive of all children and reflects the values we promote across our schools: Aspire, Improve, Master.

We aim to:

- Equip children with the knowledge and skills to build safe, healthy and respectful relationships
- Promote self-respect, empathy and confidence
- Support children in recognising their rights and responsibilities
- Provide a safe space for questions, discussion and exploration
- Celebrate diversity and promote equality for all

What this looks like in practice:

- Lessons are planned using a spiral curriculum, which means children revisit key themes over time, building on what they already know
- Learning is tailored to each age group and stage of development
- All lessons are taught by trusted members of staff who know the children well
- Resources are carefully chosen to be factual, non-biased and inclusive
- Children are encouraged to ask questions, share ideas and develop their own values in a safe and supportive environment
- Parents are kept informed and involved, with opportunities to view materials and ask questions



WHAT THE LAW SAYS

Relationships and Sex Education (RSE) is part of the statutory curriculum for all primary schools in England. This means schools are legally required to teach certain content to ensure children are well-prepared for life in modern Britain.

Statutory Requirements

By law, all primary schools must teach:

- Relationships Education
- Health Education
- Science Curriculum

These lessons cover topics such as friendships, families, being safe, growing up, mental wellbeing and online relationships. This is not optional — all children must take part.

What about Sex Education?

In primary schools, Sex Education is not statutory (except for content covered in the science curriculum, such as human reproduction and puberty). However, the Department for Education recommends that all primary schools teach some form of age-appropriate sex education to help prepare pupils for the changes they will experience before secondary school.

At the AIM Federation, we believe it is important that children understand how their bodies will change and how to stay safe. We teach this content in a sensitive and age-appropriate way, with clear communication to parents in advance.

Parental Rights

- You cannot withdraw your child from Relationships or Health Education, as these are compulsory.
- You can request to withdraw your child from elements of Sex Education that go beyond the science curriculum. If you would like to make such a request, please speak to the Headteacher so we can discuss your concerns and share resources.

Working Together

We are committed to working in partnership with parents and carers. You will always be informed about what your child will be learning in RSE and will be given the opportunity to view the content and ask questions.

Our full RSE policy is available on the school website, or you can request a printed copy from the school office.

WHAT YOUR CHILD WILL LEARN

At the AIM Federation, Relationships and Sex Education (RSE) is carefully designed to meet the needs of all learners through a well-structured, age-appropriate and inclusive programme.

We follow a spiral curriculum, meaning children revisit key themes each year, building knowledge, skills and understanding as they grow. Each lesson is thoughtfully sequenced, using accurate, non-biased resources and delivered by trusted staff who know your child well.

Our RSE Themes

1. My Feelings – recognising, naming and managing emotions
2. My Body – understanding changes and how bodies work
3. My Relationships – learning how to build safe and respectful connections
4. My Beliefs – exploring identity, values, and celebrating difference
5. My Rights and Responsibilities – staying safe, protecting privacy and understanding personal boundaries
6. Asking for Help – knowing who to talk to and how to seek support

How We Teach It

Each year group follows six carefully planned lessons, delivered weekly during Summer Term 2. This structure supports a calm, thoughtful and progressive approach.

Each lesson guide includes:

- The lesson aim and clear learning outcomes
- Resources, key vocabulary and discussion questions
- Guidance for inclusive and safe teaching
- Answers to factual questions and tips for exploring opinions respectfully
- Suggested extension activities
- Highlighted assessment opportunities

This ensures consistency and clarity across the federation while allowing flexibility to meet the needs of each class.

Curriculum Progression

We provide a comprehensive scheme of work for each year group from EYFS to Year 6. This helps parents and teachers alike to see how knowledge, understanding and values are developed over time. Pupils learn and revisit key topics with increasing depth, ensuring they are fully prepared for the next stage of their education and life.

RECEPTION

Coverage EYFS - Reception

My Feelings	Pupils can identify a range of feelings and how these are expressed, including words to describe them and simple strategies for managing feelings. • I can identify comfortable and uncomfortable feelings. • I can describe my feelings. • I can manage comfortable feelings.
My Body	Pupils know the importance of basic personal hygiene and understand how to maintain basic personal hygiene. • I can identify ways of keep clean • I know when it is important to wash my hands • I know how to wash my hands
My Relationships	Pupils understand that there are similarities and differences between everyone and can celebrate this. • I know that there are some ways that people can be the same as each other • I know that there are some ways that people can be different to each other • I know that everyone should be OK to be themselves
My Beliefs	Pupils can recognise what they like and dislike and feel empowered to make real, informed choices. • I have thought about things that I like • I have thought about things that I dislike • I have considered how to make a difficult choice, listening to each other people's opinions
My Rights and Responsibilities	Pupils understand the concept of privacy, including the right to keep things private and the importance of respecting another person's right to privacy. • I know what private means • I know that some things are done in private • I know that other people need to be private sometimes
Asking for Help	Pupils can identify the special people in their lives, what makes them special people care for one another. • I know the people that are special to me • I know what makes people special to each other • I know how special people look after each other

KEY STAGE 1

Coverage	Year 1	Year 2
My Feelings	Pupils are able to communicate about feelings, to recognise how others show feelings and know how to respond. • I can describe my feelings. • I understand that people react differently to their feelings. • I know that all feelings are OK, but some behaviours are not.	Pupils can recognise and celebrate their strengths and achievements, and set simple but challenging goals. • I have considered my self-esteem. • I can recognise and celebrate my strengths. • I have set a goal for myself.
My Body	Pupils can correctly name the main parts of the body including external genitalia using scientific terms. • I can correctly name the main parts of the body. • I can name the private part of the body that boys have. • I can name the private part of the body that girls have.	Pupils can recognise how they grow and will change as they become older. • I know how a baby grows. • I know how I have grown and changed. I know how I might change as I grow older.
My Relationships	Pupils understand the importance of listening to other people, playing and working cooperatively, including strategies to resolve simple disagreements through negotiation. • I can actively listen to other people. • I have thought about ways of communicating effectively. • I have considered ways to resolve disagreements through negotiation.	Pupils can recognise different types of teasing and bullying, and understand that these are wrong and unacceptable. • I know what bullying is. • I have considered how bullying can make someone feel. • I know what to do if I am bullied or I see someone else being bullied.
My Beliefs	Pupils can identify and respect differences and similarities between people, and can celebrate this. • I know I am the same as other people in some ways. • I know I am different from other people in some ways. • I can celebrate the similarities and differences that people have.	Pupils can identify the ways in which people and families are unique, understanding that there has never been and will never be another them. • I know that I am uniquely special. • I know that there are lots of different types of families. • I do not feel under pressure to be different to who I am.
My Rights and Responsibilities	Pupils can identify and respect differences and similarities between people, and can celebrate this. • I know I am the same as other people in some ways. • I know I am different from other people in some ways. • I can celebrate the similarities and differences that people have.	Pupils can judge what kind of physical contact is acceptable, comfortable or uncomfortable and how to respond. • I know that there are different types of touch. • I understand that people need personal space. • I understand that some touches are unsafe and know how to respond to these.
Asking for Help	Pupils understand that some diseases are spread, and that they have the right to be protected from diseases and the responsibility to protect others. • I know some ways that diseases are spread. • I know some ways that I can protect myself from diseases. • I know some ways that I can protect others from diseases.	Pupils know the difference between secrets and surprises, and the importance of not keeping a secret that makes them feel uncomfortable, worried or afraid. • I know what a secret is. • I know what a surprise is. • I can tell someone if I am asked to keep something a secret that makes me feel uncomfortable, worried or afraid.

LOWER KEY STAGE 2

Coverage	Year 3	Year 4
My Feelings	Pupils can identify their strengths and set goals for themselves, understanding how this contributes to self-esteem. • I can understand the term self-esteem and know why it is important. • I can recognise some of my strengths • I can set an aspirational goal for myself.	Pupils can recognise and respond to a wide range of emotions in themselves and others, and ways to respond. • I can recognise a wide range of emotions, and identify factors that affect emotions. • I can consider strategies to help manage my emotions. • I can think about ways to recognise and respond to other people's emotions.
My Body	Pupils know how their body might change as they grow and develop, how to care for their body and celebrate their uniqueness. • I can understand how my body might change as I grow and develop. • I can celebrate everybody's physical uniqueness. • I know how to keep my body clean and hygienic.	Pupils can reflect on how their body has changed so far and how it might change in the future. • I can say how a baby develops. • I can say how a baby is born. • I can say how my body has changed so far and how it might change in the future.
My Relationships	Pupils can recognise a wide range of relationships, including the attributes of positive, healthy relationships. • I know what a relationship is and the different types of relationships that people enjoy. • I can identify the different types of relationships that I am in. • I have considered ways people show that they care for each other in a relationship.	Pupils are able to judge what kind of physical behaviours and contact are acceptable and unacceptable, and ways to respond. • I can recognise that some things can be done in public and some things should only be done in private. • I can think about different types of touch within relationships and how to respond. • I can think about types of behaviours within relationships and how to respond.
My Beliefs	Pupils can challenge gender stereotypes, understanding that there is not one way to be a boy or one way to be a girl. • I can identify that there are ways in which some people believe that a boy should behave and a girl should behave. • I can recognise that girls and boys have lots of similarities. • I know that I can follow my aspirations, irrespective of the gender that I was born in.	Pupils recognise that differences and similarities between people arise from a number of factors including family and personal identity. • I know everyone is similar and different to other people. • I can think about my family and how it is unique and special to me. • I can identify some of the things that make me who I am and can celebrate these.
My Rights and Responsibilities	Pupils understand the right to protect their body from unwanted touch. • I know that it is my right to decide who can touch my body. • I can think about the reasons why some people may need to touch my body. • I know how to respond if someone touches my body without my permission.	Pupils know that marriage is a commitment freely entered into by both people and that no one should marry if they don't absolutely want to or are not making the decision freely for themselves. • I can understand what marriage is and why this is something special between two people. • I can explore the reasons why some people choose not to get married. • I know that marriage should always be a choice.
Asking for Help	Pupils can identify the difference between secrets and surprise, knowing when it is right to break confidence and share a secret. • I can identify a secret and a surprise, understanding the difference. • I know that it is ok to keep a surprise and that it is important to share a secret. • I can consider ways of sharing a secret appropriately.	Pupils can recognise when they may need help to manage a situation and have developed the skills to ask for help. • I can recognise situations that I will need help to manage. • I know who I can ask for help and I have practised it.

UPPER KEY STAGE 2

Coverage	Year 5	Year 6
My Feelings	Pupils can anticipate how their emotions may change as they approach and move through puberty. • I understand how puberty may affect my emotions. • I can consider how my changing emotions may affect me. • I can respond to overwhelming emotions.	Pupils can recognise that images in the media, including online do not always reflect reality and can affect how people feel about themselves. • I can recognise that images in the media, including online do not always reflect reality. • I can understand that the unrealistic media images of the body can have a negative impact on how people feel about themselves. • I can consider ways to feel positive about myself and celebrate my body.
My Body	Pupils can anticipate how their body may change as they approach and move through puberty. • I can say how the male and female body can be affected by puberty. • I can think about how these body changes might make people feel about themselves.	Pupils can explain what sexual intercourse is and how this leads to reproduction, using the correct terms to describe the male and female sexual organs. • I can name the sexual organs of a man and a woman. • I can say how a man and woman have sexual intercourse. I understand how sexual intercourse can lead to reproduction.
My Relationships	Pupils can identify healthy relationships and recognise the skills to manage and maintain healthy relationships. • I can identify the relationships that I have. • I can recognise healthy and unhealthy relationships, and how these can make me feel. • I can use the skills to respond to an unhealthy relationship.	Pupils realise the nature and consequences of discrimination, including the use of prejudice-based language. • I know the correct terms to describe gender and sexuality. • I can show that treating someone as 'wrong' or 'less than' because of their gender and/or sexuality can constitute homophobic, biphobic or transphobic bullying. • I can consider appropriate ways to communicate about gender and sexuality.
My Beliefs	Pupils know the correct terms associated with gender identity and sexual orientation and the unacceptability of homophobic and transphobic bullying. • I can say the terms associated with gender identity and sexual orientation. • I know that using the terms to bully someone is unacceptable. • I can consider ways to respond to identity bullying.	Pupils know some cultural practice are against British law and universal human rights, including female genital mutilation (FGM). • I know that the cultural practice of female gential mutilation is against British law. • I know that FGM constitutes abuse and is a crime. • I know how to support a friend who I am worried might be at risk of FGM.
My Rights and Responsibilities	Pupils have strategies for keeping safe online; knowing personal information including images of themselves and others can be shared without their permission. • I can identify personal information that is shared online. • I can understand how quickly personal information and photographs can be shared online. • I know I have a responsibility not to share my own or other people's photographs online.	Pupils have an awareness that infections can be shared during sexual intercourse, and that a condom can help to prevent this. • I know that infections can be shared during sexual intercourse. • I can say that infections spread easily and to lots of people and a condom can help to reduce the spread.
Asking for Help	Pupils have considered how to manage accidental exposure to explicit images and upsetting online material, including who to talk to about what they have seen. • I know that the internet can contain images and information that I find upsetting. • I can understand that people can be upset by different things. • I can talk to a trusted adult about something that I found online that makes me feel upset.	Pupils develop the confidence and skills to know when, who and how to ask for help independently, or with support. • I can consider a range of problems that may affect people of my age. • I can identify different sources of help, advice and support for a range of problems. • I can feel confident to ask for help and to help other people to ask for help if needed.

TIPS FOR TALKING AT HOME

Talking to your child about their feelings, relationships and changing body doesn't need to be a big 'sit-down' conversation — in fact, the best chats often happen when you're doing something else together (like walking the dog, driving, or folding laundry!).

Here are some simple tips to help make talking about tricky topics feel natural:

✓ **Start with everyday emotions**

Chat about how they're feeling and how others show their feelings. It builds a strong foundation for talking about relationships, bodies and growing up.

✓ **Use books, TV or real-life moments as conversation starters**

If a topic comes up in a story, on the news or at school, use it as a chance to ask what they think — and gently share your own thoughts and values.

✓ **Little and often is better than "The Big Talk"**

Short, open chats spread out over time are far more effective than one-off talks. It also helps children feel more comfortable asking questions when they're ready.

✓ **Ask what their friends think**

Asking, "What do your friends say about that?" can help children open up without feeling like they're being put on the spot.

✓ **Answer honestly – and simply**

It's OK to say, "That's a great question, I'm going to think about how to explain it best." You don't need all the answers immediately — it's the openness that counts.

✓ **Be ready to listen**

Sometimes your child just needs to talk. Avoid jumping in to fix things right away — just being there and listening matters more than having the perfect advice.

✓ **Stay calm, even if you're surprised**

If your child asks something unexpected, try not to panic. Stay calm, show them it's safe to ask, and if needed, take time to come back to it later.

✓ **Remind them they can always come to you**

Reassure them: "You can always talk to me – even if it feels weird, I'll always listen." That's the message they'll remember most.



FAQS AND HOW TO GET IN TOUCH

Do I have the right to withdraw my child from RSE?
You can't withdraw your child from Relationships Education or Health Education — these are part of the national curriculum for all primary schools. However, you can request to withdraw your child from any additional sex education lessons that go beyond the national science curriculum. If you're unsure, just ask your Head of School and they'll explain what's included.

Will you be teaching my child about sex in primary school?
Only where it's appropriate — and only with careful preparation. Any lessons that cover reproduction or how babies are made are taught at the end of Key Stage 2, with sensitivity and scientific accuracy. You'll always be informed in advance, and you'll be able to view the lesson resources if you wish.

Will lessons include content about different family types or gender identity?
Yes — as part of statutory Relationships Education, children will learn that families and individuals can be different, and that everyone deserves kindness, respect and inclusion. This includes understanding that some people may have different identities or family structures.

We teach this in a way that is age-appropriate, factual and non-judgemental. The aim is not to promote any one belief or way of life, but to help children develop empathy, challenge unkindness or stereotypes, and feel confident in treating others fairly — even when they may be different to themselves.

Our approach is always rooted in the values of safety, respect and belonging, and reflects our legal duty to ensure every child is treated with dignity.

Can I see what's being taught before it happens?
Absolutely. Schools are happy to share the overview and resources with parents. If you'd like to see what's planned, speak to your Head of School or a member of the teaching team.

What if my child has questions at home I don't know how to answer?
That's completely normal! You don't need to be an expert — just listen, stay calm and be honest. If you're ever unsure, you can ask us for support or point your child to a safe, trusted source (we list a few in the brochure).

How to Get in Touch

If you'd like to know more, have questions about the curriculum or would like to discuss your child's needs, we'd love to hear from you.

You can contact:

- Your child's class teacher – for quick questions or support with what's being taught
- Your school's Head of School – for curriculum overviews, withdrawal requests or parent consultations
- Visit the school website – policy documents and curriculum summaries are available in the PSHE or RSE section
- Request a meeting – we're happy to talk face to face or arrange a time that suits you

We believe RSE is most powerful when home and school work together — thank you for being part of the conversation.

HELPFUL RESOURCES FOR FAMILIES

These trusted resources can help you feel more confident talking with your child about relationships, emotions, growing up and staying safe. They're ideal for answering tricky questions or simply continuing the conversation at home.

These books support conversations about feelings, families, differences and body awareness:

- It's OK to Be Different – Todd Parr: A bright and inclusive picture book celebrating individuality. Great for EYFS and KS1.
- My Body is Private – Linda Walvoord Girard: A gentle introduction to body boundaries and consent, suitable for younger children.
- Amazing You: Getting Smart About Your Private Parts – Gail Saltz: Scientifically accurate and age-appropriate explanation of anatomy, privacy and reproduction. Suitable for ages 7–10.
- What Makes a Baby – Cory Silverberg: An inclusive and non-gendered explanation of reproduction, ideal for KS2.
- The Great Big Book of Families – Mary Hoffman: Showcases many family types in a fun, accessible way. A firm favourite across EYFS and KS1.
- All About Families – Felicity Brooks (Usborne): A colourful and engaging book that helps children understand family diversity.
- You, Me and Empathy – Jayneen Sanders: Promotes emotional literacy and kindness. Good for KS1 and lower KS2.
- How Are You Feeling Today? – Molly Potter: Helps children recognise and name their emotions with ideas for what to do when feelings feel big.

Check with your child's school to see if any of these are available in the classroom or library.

Websites You Can Trust

- Childline – www.childline.org.uk

Support for children aged 9+ on feelings, changes, friendships, and staying safe.

- NSPCC – PANTS Rule – www.nspcc.org.uk/pants

Teaches younger children how to understand their right to body privacy using simple, safe language.

- YoungMinds – www.youngminds.org.uk

Support and guidance for both parents and children around mental health, emotions and communication.

- BBC Bitesize PSHE (KS2) – www.bbc.co.uk/bitesize/subjects/zqtnvcw

Reliable, engaging videos and articles on feelings, friendships, body changes and keeping safe.

- Norfolk County Council RSE Hub – Check your school or LA website

Links to locally approved curriculum resources and guidance.

Who to Talk To

- Your child's class teacher – for curriculum-related queries or classroom concerns
- Head of School – for questions about the policy or parental withdrawal
- Safeguarding Practitioners – for additional emotional support or advice
- School website – for access to the RSE policy and curriculum coverage

Your school is always happy to help — please reach out if you'd like support or have questions about anything in the curriculum.