



RSE & H education policy

Created: September 2025

Review: September 2026

Copies of all of our policies can be found
in the school office, and online at
rutherfordschool.org.uk

LINKED DOCUMENTS:

DfE statutory guidance: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Independent School Standards – SMSC requirements
Equality & Diversity Policy Document
All Policies, Procedures, Guidelines, Protocols for Rutherford School,

This Relationships and Sex Education policy was approved by the Governors on	
Implementation of this policy will be monitored by	SLT and My Wellbeing Lead
Date for review	September 2023
Should a serious incident take place, the following external persons/agencies should be informed	DSL Croydon LADO if it concerns an adult's behaviour, police will be informed

RELATIONSHIPS AND SEX EDUCATION AND HEALTH EDUCATION POLICY (RSE&H)

1. INTRODUCTION

1.1 Rutherford School recognises its statutory duty to provide Relationships and Sex Education and Health Education (RSE&H) for learners with a wide range of profound and multiple learning disabilities (PMLD), complex medical needs, and life-limiting illness, including varying degrees of learning difficulties, speech & language and sensory impairment.

This policy is informed by:

- The Relationships Education, Relationships and Sex Education, and Health Education (England) Regulations 2019 under sections 34 and 35 of the Children and Social Work Act 2017.
- Education Act 1996, Sections 403, 406, and 407.
- Section 80A of the Education Act 2002.
- Equality Act 2010 and the Public Sector Equality Duty (section 149).
- DfE Statutory Guidance July 2025: Relationships Education, Relationships and Sex Education (RSE) and Health Education.

RSE&H will be provided in a manner that is sensitive, age-appropriate, developmentally appropriate, and delivered with reference to the law.

1.2 The School adopts a holistic and positive approach to the learners' physical and emotional development. We aim to provide a holistic learning environment where every learner feels valued as an individual and we facilitate the development of a positive self-image.

- 1.3 The mandatory elements of RSE&H up to the age of sixteen are delivered within the Rutherford Curriculum and take into consideration the appropriate levels of understanding of each individual learner. Each learner will have access to a bespoke RSE learning plan, meeting the needs that have been identified, documented and agreed with the learner and his/her parents/carers.
- 1.4 At Rutherford School we recognise that all learners, in spite of their barriers to learning, will face the inevitable issues associated with puberty and sexual development. We aim to address this important part of human development and learning in a sensitive, informative and positive way that is meaningful for each learner. This is done in consultation with parents and carers.
- 1.5 Staff are provided with training that details clear guidelines in order to protect our learners from inappropriate instruction or behaviour.
- 1.6 *1.6 This policy is underpinned by Rutherford School's Safeguarding and Child Protection Policy, ensuring that all RSE&H content and delivery prioritises the safety and wellbeing of learners. All staff are trained to recognise and report any safeguarding concerns that may arise in relation to RSE&H teaching.*

2. KEY PRINCIPLES

Rutherford School aims to:

- *Ensure that RSE&H content is delivered in line with statutory safeguarding requirements, including Keeping Children Safe in Education (KCSIE) 2025, with clear procedures for identifying and responding to safeguarding concerns arising from RSE&H lessons.*
- Provide statutory RSE and Health Education in line with national guidance, adapted to our learners' developmental stages.
- Ensure a holistic and positive approach to learners' physical, emotional, and social development.
- Recognise and respect the faith backgrounds of our learners.
- Take positive action to prevent discrimination in line with the Equality Act 2010.
- Support learners through puberty with clear, accurate, and positive information.
- Address online safety and digital consent as required by Keeping Children Safe in Education 2024.

2.1 Rutherford School's RSE&H policy should be read in conjunction with the following documents.

- Equality & Diversity Policy Document
- DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education

2.2 ~~The mandatory or compulsory elements of RSE&H relate to the Education Act 1996, to the Learning and Skills Act 2000 and to the DfE Statutory Guidance 2020 which states ‘In special schoolsthere may be a need to tailor content and teaching to meet the specific needs of learners at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate and delivered with reference to the law.’~~

2.2 The mandatory or compulsory elements of RSE&H relate to the Education Act 1996, the Learning and Skills Act 2000, and DfE Statutory Guidance 2020, which states:

“In special schools... there may be a need to tailor content and teaching to meet the specific needs of learners at different developmental stages. As with all teaching for these subjects, schools should ensure that their teaching is sensitive, age appropriate, developmentally appropriate, and delivered with reference to the law.”

2.3 It is the policy of Rutherford School to support learners through puberty and adolescence by providing clear information about:

- The physical and emotional changes they are experiencing and the normality of these changes.
- Developing positive regard for their bodies.
- Supporting appropriate relationships.
- Guidance on socially acceptable and unacceptable behaviour.
- Strategies for keeping safe.
- Students at Rutherford follow personalised learning pathways, with each curriculum tailored to their individual needs.

2.4 Rutherford School recognises the benefit of ongoing consultation with parents and governors to ensure the effective and appropriate delivery of RSE&H for each learner.

- Parents are regularly informed of their statutory right to withdraw their child from all but the mandatory elements of National Curriculum Sex Education up to the age of sixteen. However, we aim to minimise withdrawal requests by providing clear explanations of the importance of RSE&H and its benefits for learners.
- Parents are offered consultations with the RSE&H Lead and class teacher, during which examples of resources are shared and discussed.
- Parents/carers have the right to withdraw their child from the [non-statutory/non-science] components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.
- Requests for withdrawal should be put in writing and addressed to the headteacher.
- A copy of withdrawal requests will be placed in the student’s educational record. The headteacher will discuss the request with parents/carers and take appropriate action.
- Alternative educational activities will be given to students who are withdrawn from sex education.
- Parents/carers will also be informed about the school’s safeguarding responsibilities and how these override withdrawal rights if a safeguarding concern arises during RSE&H lessons.

2.5 Rutherford School recognises the importance of faith backgrounds and takes the religious backgrounds of learners into account when teaching RSE&H.

2.6 Learners at Rutherford School have particular protected characteristics, and we recognise they may be statistically at greater risk. To address this, staff are provided

with bespoke in-house teaching resources, developed and delivered in training by Chailey Heritage Foundation ("Sex Factor"), specifically for learners with PMLD.

Topics include intimate care and safe touch, delivered in ways that are relevant, respectful, and accessible for our learners. Staff receive training to deliver these materials confidently and appropriately.

- 2.7 Rutherford School is aware of wider societal issues such as everyday sexism, misogyny, systemic racism, homophobia, and gender stereotypes. In line with the Equality Act 2010, we take positive action through training, working groups, and inclusive educational resources to build a culture where discrimination of any kind is not tolerated.
- 2.8 Rutherford School ensures learners are taught about sexual orientation and gender identity at a time that is developmentally appropriate for each individual. LGBTQ+ content is fully integrated into the RSE&H materials used within the school.

3. STATUTORY REQUIREMENTS

Rutherford School is required to:

- *Ensure all staff involved in delivering RSE&H are aware of and adhere to their safeguarding responsibilities as outlined in KCSIE 2025, including recognizing signs of abuse or exploitation that may be disclosed or become apparent during RSE&H sessions.*
- Provide relationships education to learners receiving primary education.
- Provide relationships and sex education (RSE) to learners receiving secondary education.
- Provide health education to all learners, in line with statutory guidance.
- Have regard to the DfE statutory guidance (July 2025) and legal duties under the Education Act 1996 and Equality Act 2010.
- The curriculum will cover the content specified in statutory guidance for RSE and Health Education while adapting delivery to the individual needs of learners with PMLD.
- *Ensure all staff involved in delivering RSE&H are aware of and adhere to their safeguarding responsibilities as outlined in KCSIE 2025, including recognizing signs of abuse or exploitation that may be disclosed or become apparent during RSE&H sessions.*

4. AIMS

4.1 The aims of the RSE&H program at Rutherford School are to:

- Support learners through their physical, sexual, emotional, and moral development.
- Encourage a positive self-image as disabled people to raise confidence and empower learners.
- Promote the understanding of healthy living, wellbeing, and health.
- Promote mental wellbeing.
- Emphasise the normality of sexual feelings, bodily changes during puberty, and sexual behaviour.
- Promote healthy, appropriate, safe, and respectful relationships.
- Establish patterns of socially acceptable behaviour.

- Enable learners to make informed decisions about wellbeing, health, and relationships.
- Equip learners with strategies to stay safe and seek help if needed.
- Teach learners that they have a right to form both friendships and intimate relationships in adult life.
- Raise learner awareness, where possible, of wider issues in society.
- Foster positive characteristics, including resilience, honesty, and kindness.
- Create a positive culture around issues of sexuality and relationships.
- Rutherford School aim to provide a safe and caring place where learners with PMLD are supported in a personalised way to explore questions and communicate concerns about relationships, health, and safety using student specific AAC.

5. IMPLEMENTATION &

- 5.1 RSE&H is delivered taking into consideration the maturity and age of each learner. It is delivered clearly, positively, and sensitively, appropriate to each individual student. Teachers and staff are supported by the RSE&H/PSHE Co-ordination Team and attend training as necessary to ensure confident, informed delivery.

All staff delivering RSE&H receive up-to-date safeguarding training, including guidance on handling disclosures, maintaining professional boundaries, and promoting a culture of safety and respect.

- 5.2 At Rutherford School, students access learning at their individual level and along their own meaningful pathway. For example, menstrual care may feature in a personalised curriculum for a student who requires it, while healthy eating may not be relevant for a student who does not eat orally. However, all students will have opportunities to develop strategies for mental wellbeing and to experience and encounter respectful and caring relationships as part of their timetable.

We address four core areas within RSE&H:

- My Relationships
- Being Safe
- Growing and Changing
- Keeping Healthy

Our approach ensures that the learning pathway for each learner is personalised and specific to their needs, while facilitating opportunities for all learners to experience our universal RSE provision. Some students will follow differentiated RSE pathways, while a small group may require a bespoke pathway according to individual needs. This pathway will be discussed and agreed with parents/carers prior to delivery. Additionally, all lessons include clear guidance and opportunities for learners to understand how to seek help and report any concerns related to their safety or wellbeing.

RSE&H at Rutherford School will be:

- Delivered by trained staff using appropriate, accessible resources, including **sensory** stories and intensive interaction.
- Personalised to each learner's needs and linked to EHCP outcomes where relevant.
- Taught within the Rutherford Curriculum across My Relationships, Being Safe, Growing and Changing, and Keeping Healthy.
- Supported by ongoing consultation with parents/carers, respecting statutory rights to withdraw learners from non-statutory elements of sex education up to three terms before the learner turns 16.
- Underpinned by a policy aligned with the Safeguarding and Child Protection Policy and the Teaching and Learning Policy.

6. HEALTH

- 6.1 Each learner's daily and weekly timetable includes physical activity, with programmes devised by physiotherapists, occupational therapists, MOVE programme leads, aqua therapists, and the rebound therapy team. Each learner has an individual physiotherapy programme and access to individual physiotherapy as needed.

Timetables include activities such as:

- Positioning on Acheeva stations
- Floor time
- Standing
- Hydrotherapy
- Rebound therapy

Keeping learners fit and healthy is at the very core of Rutherford School's purpose.

Where health education includes topics such as puberty, consent, and body autonomy, teaching will incorporate safeguarding messages that empower learners to recognise inappropriate behaviour in an appropriate way for our cohort.

- 6.2 Where appropriate, the concepts of healthy living are taught in line with each learner's cognitive ability and profile of needs. This will be reflected in individual IEPs and next steps to ensure a personalised, meaningful approach for each learner.

7. RESOURCES

7.1

- 7.1 Rutherford School utilises a range of resources to support the delivery of RSE&H, including:

- Chailey Heritage "Sex Factor" resources
- ASDAN materials
- Makaton and symbols
- Sensory stories
- Anatomically correct dolls

- Literature and personalised sensory resources

Resources are evaluated to ensure alignment with statutory requirements and DfE guidance. They are available to all departments and will be supplemented and updated as necessary to remain current and effective.

7.2 The RSE&H Lead at Rutherford School has attended The Sex Factor! training (Chailey Heritage Foundation), providing the school with access to a comprehensive bank of resources, including:

- Over 30 bespoke multi-sensory stories
- Rationale for teaching techniques
- Staff training materials

These stories are designed to be used with anatomically correct dolls to provide accessible, meaningful learning experiences for our learners.

7.3 Each toilet changing area is fitted with a mirror parallel to the changing bed, enabling learners, where appropriate, to see their bodies during intimate care. This approach provides education in context, and all staff are trained to deliver appropriate narrative during these moments, following guidance outlined in The Sex Factor resource pack.

7.4 Many learners benefit from Intensive Interaction, Massage Stories, and personalised TacPacs, which form part of our multi-sensory, individualised approach to delivering RSE&H.

All RSE&H resources are reviewed regularly to ensure they are age-appropriate, accessible, culturally sensitive, and do not contain any material that could be misinterpreted or cause harm to learners.

8. MONITORING

SLT and the RSE&H Lead will monitor implementation through planning scrutiny, observations, and feedback from parents and staff. Progress will be tracked in line with the Teaching and Learning Policy.

8.1 The RSE&H Policy will be reviewed regularly by the RSE&H Lead and the School Management Team. The policy will be reviewed annually or following statutory updates.

The monitoring process will include regular reviews of safeguarding practices within RSE&H delivery, ensuring staff compliance with KCSIE 2025 and the effectiveness of safeguarding responses.

8.2 Teachers are responsible for setting learning outcomes and next steps in line with the Rutherford Curriculum, ensuring that RSE&H is delivered at an appropriate level for each learner. Progress will be monitored and recorded by the teacher in accordance with the Teaching and Learning Policy.

8.3 The RSE&H Lead is available to all staff and parents to discuss and plan relevant work, ensuring consistency and confidence in the delivery of RSE&H across the school.

8.4 *The RSE&H Lead will work closely with the Designated Safeguarding Lead (DSL) to ensure alignment between RSE&H delivery and the school's safeguarding procedures.*

9. Roles and Responsibilities (Updated)

9.1 The Governing Board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.

The governing board will ensure that RSHE is delivered in line with Keeping Children Safe in Education (KCSIE) 2025, safeguarding requirements, and the school's Child Protection Policy.

9.2 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school using strategies that enable all students to access the curriculum.

The headteacher is also responsible for:

- Sharing resources and materials with parents and carers.
- Managing requests to withdraw students from [non-statutory/non-science] components of RSE.
- Ensuring that all staff delivering RSHE are trained and confident in safeguarding procedures relevant to RSHE delivery.

9.3 The Teaching and Learning Lead (RSE&H Lead)

The Teaching and Learning Lead is responsible for:

- The delivery of RSHE, ensuring that all students have access to the curriculum using appropriate strategies.
- Monitoring provision and student progress in RSHE.
- Supporting teachers and class staff in the delivery of RSHE.
- Working closely with the Designated Safeguarding Lead (DSL) to ensure alignment between RSHE delivery and safeguarding procedures, including regular review of safeguarding practices within RSHE.

9.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, inclusive, and safeguarding-informed way.
- Modelling positive attitudes towards RSHE.
- Monitoring progress and responding to the needs of individual students.
- Responding appropriately to students whose parents/carers wish them to be withdrawn from [non-statutory/non-science] components of RSE, ensuring the child's safety and wellbeing remain paramount.
- Being alert to potential safeguarding concerns that may arise during RSHE lessons and reporting these immediately in line with the school's safeguarding procedures and KCSIE 2025.
- Setting learning outcomes and next steps in line with the Rutherford Curriculum, ensuring RSHE is delivered at an appropriate level for each learner. Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss these with the headteacher. The SLT and the RSE&H Lead will monitor implementation through planning scrutiny, observations, and feedback from parents and staff. Progress will be tracked in line with the Teaching and Learning Policy.

10. Curriculum

We have developed the curriculum in line with the national guidance published by the DfE in July 2025 taking into account the age, developmental stage, needs and feelings of our students.

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

Due to the developmental levels of our students, our RSHE curriculum covers the requirements for the both the primary and secondary phases of education. Our RSE curriculum map is set out as per Appendix 1.

RSE AREAS AND OUTCOMES

RSE PATHWAY	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
Universal Outcomes	To experience friendships with others To experience sharing an activity with others To experience someone being kind to me To experience someone supporting me To experience sharing an activity with a friend that we both like To experience different types of appropriate safe touch To be able to respond to touch To experience laughter To experience wearing different types of clothes To experience stories about different kinds of relationships	To experience hearing the words for different body parts To experience touching their own body part To experience which part of your body is private To experience playing with male and female dolls To experience meeting people of different genders To experience how your body changes during puberty and be told what is happening To experience different products used to keep our bodies clean To experience different feelings and emotions To experience stories about how it might feel to be attracted to someone else	To experience feeling clean after personal care To experience the body sign for bathroom To experience a positive surprise To experience being told when they are given medication To experience feeling happy, sad, angry and excited To experience somebody showing empathy towards me	To be made aware of who is carrying out their personal care To experience a carer explaining what is happening during personal care To experience receiving support from a trusted person if someone is unkind

	To experience stories about people of all genders To experience sharing a memory about someone who has passed away	To experience meeting people and hearing stories about people of different ages		
Targeted Outcomes	To respond to familiar people at home To respond to familiar people at school To be able to identify someone who is my friend To recognise the names of different types of touch e.g. hug, tap, massage To respond with laughter To choose who they want to share an activity with To be able to indicate that they don't want to do something	To be able to identify a body part To identify male and female dolls To respond to how your body is changing during puberty To experience using sanitary products during my period (female students) To know that women may wear bras when they grow breasts (female students) To know that breasts may hurt as they grow (female students) To express different feelings and emotions that may be affected by hormones	To respond to the sign/symbol/object for bathroom To respond to a surprise To respond to the person giving me medication To respond when feeling happy, sad, angry and excited	To respond to the carer who is explaining what is happening during personal care To indicate if they feel discomfort or pain in the bathroom To respond to receiving support from a trusted person if someone is unkind To indicate if I don't want my picture taken

	To know that people can wear whatever clothes that they chose To respond to a memory about someone who has passed away To communicate about someone who has passed away	To know that that it is ok if they experience an erection (male students) To know that it is ok if their voice sounds or feels different as they grow To express feelings towards another person To respond to people and hearing stories about people of different ages		
Specialist Outcomes *additional outcomes may be appropriate based on individual learning pathway	To identify familiar people in the school To recognise that some people have boyfriends or girlfriends To experience a wedding To have an awareness of missing someone who has passed away	To be able name body parts To know that it is ok to touch their own body parts To identify which places are private To know which body parts are private To know that if they touch their private parts it should be in 'private' To identify males and females	*Intimate Relationships including Sexual Health To indicate that they need the bathroom To identify how I am feeling To develop strategies to manage more challenging emotions	**Keeping safe online To know that only parents/carers give me personal care To know that their private parts are only touched by parents/carers/medical staff for personal care and medical check-ups if needed To indicate if I am unhappy during an interaction

		To identify which gender they present as To know that I can ask staff for private time if he/she wishes		
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* NB. Due to the severe physical disabilities of our learners, this will be taught in a personalised it is very important that this area is taught in an inclusive way that is relevant and meaningful for our learners and that the content is agreed with the SLT, RSE & PHSE Lead and parents.

**NB.' Healthy Eating', 'Drugs, Alcohol and Tobacco' 'Basic First Aid' 'Keeping Safe Online' and 'Online relationships', are unlikely to be relevant topics for many of the learners at Rutherford School. It is recommended that where appropriate, learners are educated about their own specific medical needs and begin to build up an understanding of the purpose of their own medication, health appointments/clinics and equipment. For older learners this may include a discussion about how alcohol could react with their medication and help them to make informed decisions. Within the area of online safety, our students will have access to a range of online devices which will typically be used with a significant level of support from adults. Where appropriate the measures taken to keep students safe online should be discussed and the concept of consent for sharing their pictures or being on an interactive platform obtained.

RSE RESOURCE LIST

RSE Resource	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
Universal Provision				
Gulab's good touch	X		X	X
Connor's Crush	X	X		
Daz's Disastrous Day	X		X	X
Betty's Bad Secret				X
Joshie / John's Day		X		X
Beth's Bad Secret (Part 1)	X			X
Baz is a Bully	X		X	X
Billy's Bad Secret	X		X	X
Finley's Friend	X	X	X	X
Olivia and Johnny Stories	X	X		
Olivia and Johnny's First Time	X	X		
Olivia asks Johnny Out	X	X		
Olivia and Johnny Boyfriend and Girlfriend	X	X		X
Olivia and Johnny: Jealousy	X	X	X	
Olivia and Johnny: Fallout	X	X		X
Olivia and Johnny: Make Up	X	X	X	
UNIVERSALPROVISION				
RSE Resource	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE

Dalip's Deodorant	X	X		
What does private mean	X	X	X	X
Sanjay's Spots	X	X		
Miriam's / Matt's Mood	X	X	X	
Hajar's Growing Hair	X	X	X	
Haidar's Growing Hair	X	X	X	
Coping with Familiar Medical Routines (ASDAN)	X		X	
Experience Personal Hygiene Activities (ASDAN)		X	X	X
Exploring Relationships 1 (ASDAN)	X			
Puberty (ASDAN)	X	X	X	
Boyfriends and Girlfriends (ASDAN)	X	X	X	X
Feelings and Emotions (ASDAN)	X	X	X	
Puberty (ASDAN)	X	X	X	
Public and Private (ASDAN)	X	X		X
Understanding Personal Hygiene (ASDAN)		X	X	
Understanding Relationships (ASDAN)	X			X
Some Students will access:				
RSE Resource	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
Pippa's Period		X	X	
Ben's Bad Secret	X			X

Nina says no	X	X		
Kelly's Kiss	X	X		
Beth's Bad Secret (Part 1 & 2)	X			X
Crossdressing	X	X		
Diversity Same Sex Relationships	X	X	X	X
Olivia and Johnny: Show love	X	X	X	X
Sean's Shave	X	X	X	
Exploring Relationships (ASDAN)	X			
Exploring Relationships 2 (ASDAN)	X			
Understanding Relationships (ASDAN)	X	X	X	X
Participate in Hygiene Activities		X	X	
Puberty 2 (ASDAN)	X	X		
Understanding the impact of Lifestyle choices (ASDAN)	X		X	X
Own Heart Rate (ASDAN)			X	
Understanding Wellbeing (ASDAN)		X	X	X
Specific Students will access:				
RSE Resource	MY RELATIONSHIPS	GROWING & CHANGES	KEEPING HEALTHY	BEING SAFE
Pete's Private Time		X		X
Being Adaptable		X		
Poppy's Private Time	X	X	X	X
Sexual Relationships	X	X	X	

Appendix 1: Curriculum map

Relationships and sex education curriculum map

TERM	TOPIC/THEME DETAILS	RESOURCES
Year 1 Autumn Term 1	Growing and changes - Conception and birth; Puberty and menstruation	
Year 1 Autumn Term 2	My relationships – Family and people who care for me	
Year 1 Spring Term 1	Being safe – Being safe; RSE (8); Online safety, social media (8-10)	
Year 1 Spring Term 2	Keeping healthy – Good mental and physical health; Risk and personal safety; Wellbeing	
Year 1 Summer Term 1	Growing and changes – Caring friendships	
Year 1 Summer Term 2	My relationships – Respectful, kind relationships	
Year 2 Autumn Term 1	Growing and changes – Developing bodies; Pregnancy (7)	
Year 2 Autumn Term 2	Keeping healthy – Healthy relationships: Alcohol, drugs, tobacco and vaping; Physical health and fitness	
Year 2 Spring Term 1	Being safe – Risk assessments; Alcohol, drugs, tobacco and vaping	
Year 2 Spring Term 2	My relationships – Marriage, civil partnerships; Unhappy/unsafe relationships; Safe respect/self esteem	
Year 2 Summer Term 1	Being safe – The sun, protection and sleep; Consent	

TERM	TOPIC/THEME DETAILS	RESOURCES
Year 2 Summer Term 2	Keeping healthy – Sexual reproduction, intimate relationships (4); STIs, diseases and vaccination	