



Relationships & Sex Education Policy

Contents

Section	Title	Page
1	Aims	3
2	Statutory Requirements	3
3	Policy Development	3
4	Definition	4
5	Curriculum	4
6	Delivery of RSE	4
7	Roles and Responsibilities	5
8	Parent's right to withdraw	5
9	Training	6
10	Monitoring Arrangements	6
11	Appendix 1: Curriculum Map	7
12	Appendix 2: By the end of Primary School pupils should know	8
13	Appendix 3: Parent form: withdrawal from Sex Education within RSE	11
14	Review of this Policy	12

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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

At Dowson we strongly believe that in order for a child to reach their full potential in life we must also educate them on how to keep healthy both physically and mentally. A great deal of this will be developing their awareness on health issues in order to help them make sensible choices and to help inform their decisions later in life. There is ever increasing concern that children's nutrition, physical activity and risky behaviours will have far reaching consequences on their health later in life. Many life-threatening conditions related to poor diet, inactivity, drugs and alcohol misuse, sexual activity and poor mental health are sadly becoming more prevalent and we hope that through education we may be able to improve the long-term outcomes for our children.

We are very proud that at Dowson Primary Academy we have always prioritised and been recognised for the quality of this important element of a child's education long before it became a legal requirement.

2. Statutory requirements

As a Trust we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. In teaching RSE, we are 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](#).

At The Enquire Learning Trust we teach RSE as set out in this policy.

This policy complies with our funding agreement and articles of association.

3. Policy development

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

1. Review – a Director pulled together all relevant information including relevant national and local guidance

2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

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

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

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 curriculum, see our curriculum map in Appendix 1.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

In addition to the science and PHSE curriculum, school uses Tameside SRE curriculum and Barnado's Real Love Rocks programmes to deliver quality assured and age appropriate lessons. Puberty and Reproduction lessons are taught during Spring and Summer Terms.

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).

7. Roles and responsibilities

7.1 The Board of Trustees

The Trustees will approve the RSE policy, and hold the Principal to account for its implementation.

7.2 The Principal

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

7.3 Staff

Staff are responsible for:

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

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

Topics may be delivered by specialised agencies, teachers, Pastoral Manager or Inclusion Co-ordinator.

The Pastoral Manager and Inclusion Co-ordinator have access to high quality resources and training beyond the recognised curriculum coverage including Real Love Rocks, Understanding Public Health, Grief Recovery Method, Mental Health First Aid, Cancer Champion, Children's Nutrition and understanding Adverse Childhood Experiences. They have also completed Public Health Training for schools including the Sex and Relationship Education and Drugs, Alcohol and Tobacco curriculum in addition to extensive Safeguarding Training.

7.4 Pupils

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

8. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

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

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

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

9. Training

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

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

Tameside Public Health provides training and support to deliver the Tameside Sex and Relationship Education Curriculum.

10. Monitoring arrangements

The delivery of RSE is monitored by the Principal through: enquiries and lesson observations.

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

This policy will be reviewed by the Board of Trustees annually.

11. Appendix 1: Curriculum map

Relationships and sex education curriculum map

With reference to Department for Education Statutory Guidance Relationships Education and Sex Education and Health Education

Key Themes

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful, kind relationships
- online safety and awareness
- being safe

Health Education aims to give children the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.

By the end of primary school, pupils will have been taught content on:

- general wellbeing
- wellbeing online
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol, tobacco and vaping
- health protection and prevention
- personal safety
- basic first aid
- developing bodies

The statutory guidance has clear descriptors for each Key Stage which ensures lessons are age appropriate and are progression focused.

Further Information on Sex and Relationships Education

It has become an increasingly important topic with the increase in accessibility to children via the internet and social media, that they understand language and risks in order to keep themselves safe and make sensible decisions.

It is also very important that children understand their bodies and what is appropriate so that they are able to alert a trusted adult if they are at risk.

Resources also include The NSPCC Underpants campaign and Barnados Real Love Rocks.

Healthy Relationships are also covered in SRE which ranges from being a good friend, dealing with falling outs, peer pressure, domestic abuse and Child Sexual Exploitation (CSE). Respect for diversity in family set ups and understanding homophobia is also covered in this topic. Relationship education is a vital aspect of the curriculum that helps children recognise danger signs (Red Flags) and how to raise a concern or a worry about themselves or others. It affirms that no child should be hurt, scared or over-powered by another child or adult and how to ask for help.

Sex Education lessons are not a compulsory element of the statutory guidance, however, it is recognised as a valued aspect of Relationship Education and an important safeguarding factor for many children. Learning about this at this age helps them to be prepared for difficult situations, helping them understand consent and choice, how to protect themselves, recognise risky behaviours and make sensible choices.

Education at an early age has been a key aspect of the reduction of teenage pregnancies and cases of sexually transmitted diseases.

Sex Education lessons are delivered in gender groups.

Parents are always informed in writing before these lessons take place. However, sometimes staff may need to respond to an incident or discussion that has occurred either for an individual child or group of children.

Specific Year Group Content:

Foundation Stage and is recapped throughout Key Stage 1 – NSPCC Underpants Rule

Tameside Sex and Relationship Education Curriculum

Year 1	• Naming body parts • People who look after us • How and who to ask for help • Secrets and surprises • Special people (families, school and community) • Rights and responsibilities
Year 2	• Keeping safe • Secrets and surprises • Respecting differences • Physical contact • Hurt – feelings and bodies
Year 3	• Feelings • Keeping safe online • Others who keep us safe • Physical contact

	• Confidential or a secret
Year 4	• Peer and media pressure • Puberty including periods • Contact • Nature and consequences of discrimination/bullying/ aggression (in person and online) • Challenging stereotypes • UN Rights of a child
Year 5	• Feelings • Puberty including periods • Mobile Phones – safety and responsibility • Relationships • Understanding unhealthy relationships and red flags • Protected characteristics • Stereotypes • Recognising and challenging bullying • Personal boundaries
Year 6	• Puberty • Human Reproduction • Unwanted touch

	• Managing images online and requests • Healthy/unhealthy relationships • Trust • Commitments – marriage, partnerships etc • British Law, human rights and culture • How media present information • Media image and information It will also include the delivery of the Barnado's Real Love Rocks which is designed to prevent Child Sexual Exploitation.
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Economic Wellbeing

Has been included across the key themes and includes aspirations, understanding risks of gambling and financial responsibility. This area is widely recognised as impacting on both mental and physical health. These lessons are also aimed at ensuring a future of equality for all our children.

Physical Activity

At Dowson we strongly encourage children to partake in physical activity and ensure there are a wide range of clubs and activities are available to all children to ensure they enjoy physical activity.

We also celebrate children's participation and achievements in activities out of school.

We advocate all forms of physical activity and help children understand the variety of activity – not just sports clubs. Playing in the garden, skipping, dancing, horse riding, walking the dog, family walks, building snowmen the list is endless.

During the school day children are encouraged to be physically active through P.E lessons, break and lunchtimes, treats wherever possible are activity based. Long periods of inactivity are broken up by short energizers to wake up the mind and body.

It is important to observe safety within school and sometimes the intensity of an activity will be limited due to the risk posed. For example, running on the Lower School Playground proves a serious risk as documented in Accident Records and is therefore not suitable at lunch or break, however children can skip, climb or take part in numerous games provided by adults and playleaders.

We are very lucky that we have extensive grounds and therefore physical activity is further enhanced by our Wild Side, Outdoor Classroom, Bike Path, Woodland walks, Cross country course, Welly Walks and Forest Schools Programme.

Healthy Eating/Drinking

Children are taught the importance of healthy choice and a balanced diet. This is in no way connected to weight loss or dieting. This is based on messages from Tameside Health and national organisations to ensure children have the correct nutrition and limit their intake of harmful sugars and fats.

Children will explore the effects of diet and drink on their physical and mental health, physical activity and oral health both in the short and long term.

School wherever possible ensure the healthiest option is available and also actively encourages water intake through water bottles and sugar swaps initiatives.

Children are taught how to cook and prepare food and the importance of hygiene.

Parents are asked to support children in this by:

Sending in healthy snacks

Providing water or juice in packed lunches

Providing a balanced packed lunch (this may include 1 small chocolate treat)

Not sending in sweets on birthdays, for snacks or in packed lunches

Drugs and Alcohol

Education is provided on 2 levels.

Level 1 – is a universal approach across school to deliver age-appropriate messages to children about the effects of drugs and alcohol. This includes smoking, vaping and medication.

Level 2 – is a tailored intervention to meet the specific needs of a child. This might be because they have a greater awareness due to family use or community exposure. This may also be used if it is felt the child is at risk of experimenting or is using drugs or alcohol. This is a supportive package particularly effective in helping a child understand parental addiction, allowing the child to be more resilient and safe.

Specific Key Stage content:

Key Stage 1	• Healthy lifestyle • Likes and dislikes/feelings • Emotional health • Consequences/impact of behaviour on others • Grief and loss • Medicines and household products • Who looks after us/special people and community • Safety • Recognise impact of behaviour • Respecting differences • Kindness and dealing with upset • Being unique • Loneliness • Asking for help • Dental hygiene • Sun safety • Personal Hygiene • Healthy Eating
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	• Vaccinations
Key Stage 2 (lower)	• What affects physical, mental and emotional health • How to make informed choices • Balanced lifestyle • Emotions and control • Assessing risk • Independence • Peer and media pressure • Impact of commonly available substances • Responding to other people's emotions • Loneliness and isolation • How to ask for help and support • Dental Health • Sun Safety • Healthy eating • Personal Hygiene • Basic First Aid
Key Stage 2 (upper)	• Revisit Key Stage 2 as above with further discussion • Wellbeing Online • Recognise transitions

- | | |
|--|---|
| | <ul style="list-style-type: none">• Resilience• Safety – self and others• Red Flags and getting help• Habit• The importance of sleep• Facts and risks associated with drugs, alcohol, tobacco and vaping• Healthy relationships• Confidentiality and secrets• Working towards goals• Respecting differences and protected characteristics• Dares• Responsibilities |
|--|---|

Resources

School uses varied specialised and approved resources to deliver key areas of the curriculum. These include but are not limited to:

Tameside Public Health - Sex and Relationship Education Curriculum

Tameside Public Health - Drugs, Alcohol and Tobacco Curriculum

Tameside “Smoke Free Gates” lesson plans

PSHE Association lesson plans

British Red Cross

NSPCC

Barnados

Think u know

P4C (Philosophy for Children)

Mental Health

Schools have an important role in de-stigmatising this subject and explaining that everyone has mental health and how this feels can vary day to day and can easily change according to personal circumstances.

School works with Childline, Tameside and Oldham MIND, Relax Kids, CAMHS and Educational Mental Health Practitioner and participates in the Emotionally Friendly Schools project in order to promote awareness around Mental Health and support as necessary. The Pastoral Manager and Inclusion Co-ordinator focus on self-esteem, confidence, social skills, emotional control, bereavement support, anxiety and low mood through either individual, group, class and whole school work. They can also support parents with their child’s or their own mental health needs and are able to signpost or refer for additional support if required.

The whole school has a compassionate approach to children, families and staff that encourages an open, caring and non-judgemental ethos enabling and empowering individuals to seek help when needed as a sign of strength.

Upper School Children will have a specific focus on Mental Health throughout their Circle Time Sessions with the Inclusion Co-ordinator. These sessions will include self-control, resilience building, goal setting and citizenship - how we care for ourselves, others, animals and our world.

Managing difficult questions

During these topics children will often ask questions that go beyond what is set out in the curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information and therefore teachers will endeavour to answer any questions as part of a class discussion or individually if it is felt inappropriate for class discussion. Children are encouraged to ask questions in order to receive accurate information in a safe environment. Should a question raised by a child imply a concern around safeguarding the Child Protection and Safeguarding procedures will apply.

SEND

School is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can be a particularly important subjects for some pupils; for example those with Social, Emotional and Mental Health needs or specific learning and developmental needs.

Equality

Schools are required to comply with relevant requirements of the Equality Act 2010. Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, or sexual orientation (collectively known as the protected characteristics). This also requires schools to teach in a non-discriminative way that does not discriminate or favour a particular characteristic, and so we endeavour to produce a curriculum that embraces diversity and reflects the modern world that we live in. It is an expectation that all schools teach pupils about LGBT at timely points throughout the curriculum. We aim to develop understanding, tolerance and acceptance of a wide range of differences, celebrating the uniqueness of people.

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

RELATIONSHIPS EDUCATION : CONTENT TO BE COVERED BY THE END OF PRIMARY

Families and people who care for me

Curriculum content:

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

Curriculum content:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.
6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

Curriculum content:

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different

contexts to improve or support their relationships.

7. The conventions of courtesy and manners.

8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.

9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.

10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.

11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

Curriculum content:

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for

resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.

3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.

4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.

5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.

6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being Safe

Curriculum content:

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.

HEALTH AND WELLBEING: CONTENT TO BE COVERED BY THE END OF PRIMARY

General wellbeing

Curriculum content:

1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.
2. The importance of promoting general wellbeing and physical health.
3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on

mental wellbeing and how to seek help for themselves or others.

8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.

9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).

10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

Curriculum content:

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.

2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.

3. The benefits of limiting time spent online, the risks of excessive time spent on

electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.

4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.

5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.

6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.

7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.

8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.

9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.

10. That they have rights in relation to sharing personal data, privacy and consent.

11. Where and how to report concerns and get support with issues online.

Physical health and fitness

Curriculum content:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity.
3. The risks associated with an inactive lifestyle, including obesity.
4. How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

Curriculum content:

1. What constitutes a healthy diet (including understanding calories and other nutritional content).
2. Understanding the importance of a healthy relationship with food.
3. The principles of planning and preparing a range of healthy meals.
4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol, tobacco and vaping

Curriculum content:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

Health protection and prevention

Curriculum content:

1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.
5. About personal hygiene and germs including bacteria, viruses, how they are

spread and treated, and the importance of handwashing.

6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.

Personal safety

Curriculum content:

1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

Curriculum content:

1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

13. Appendix 3: Parent form: withdrawal from Sex Education within RSE

Parents can request a pupil is withdrawn from the sex education component up until 3 terms before the young person's 16th birthday.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from the sex education component 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	

14. Review of this Policy

Trustees to review this policy every 3 years. It may however review this policy earlier than this if the government produces new regulations, or if it receives recommendations on how this policy might be improved.