GATLEY PRIMARY SCHOOL

RELATIONSHIPS EDUCATION, SEX EDUCATION AND HEALTH EDUCATION POLICY (RSHE)

This policy is intended as a framework for staff, parents and governors of the school.

September 2025

VERSION HISTORY

Date	Document Version	Document Revision History	Document Author / Reviser
May 2021	1.0		R.Clair
Nov 2021	1.1		R.Clair
Nov 2022	1.2	Parents rights to withdraw and example letters added	R.Clair
Sept 2023	1.3	Online Safety update and inclusion of Rights Respecting School	R Clair
November 2023	1.4	Following parent consultation, appendices added for the areas of study for 'Relationships' and 'Life cycles, change and growing'.	R.Clair
September 2024	1.5	Update on age limits in line with government review.	R Clair
September 2025	2.0	Policy amended following government review of the RSHE curriculum July 2025	R Clair

Rights Respecting Schools

Article 29 (Goals of Education): Children's education should develop each child's personality, talents and abilities to the fullest. It should encourage children to respect others, human rights and their own and other cultures.
(Rights Respecting Schools – UNICEF; The Convention on the Rights of the Child)

Gatley Primary Schools is a Rights Respecting School and therefore this policy is based on Children's Rights with the responsibility of all named parties to ensure that these rights are inviolate.

Introduction

Gatley Primary takes its responsibility to provide relevant, effective and responsible Relationships and Health education to all its pupils as part of the school's personal, social, health and economic education (PSHEE) curriculum very seriously. At Gatley Primary we want parents and pupils to feel assured that sex education will be delivered at a level appropriate to both the age and development of pupils, and that it is safe to voice opinions and concerns relating to the sex education provision.

This policy has been developed in consultation with parents, pupils and staff from the School to ensure that it meets the school community. The policy is available on the Gatley Primary School website and is reviewed and approved by the governing body annually.

At Gatley Primary School we believe that education in PSHEE enables children to become healthier, more independent and more responsible members of society. We encourage our pupils to play a positive role in contributing to the life of the school and the wider community. In so doing, we help to develop their sense of self-worth. We teach them how society is organised and governed. We ensure that the children experience the process of democracy through participation in the school council. We teach children about their rights and their responsibilities. They learn to appreciate what it means to be a positive member of a diverse and multi-cultural society, contribute, and achieve economic well-being".

Our objectives in the teaching of PSHEE are for all our children:
•   to know and understand what is meant by a healthy lifestyle;
•   to be aware of safety issues;
•   to understand what makes good relationships with others;
•   to have respect for others;
•   to be thoughtful and responsible members of their community and the school;
•   to become active members of our democratic society;
•   to develop self-confidence and self-esteem;
•   to make informed choices regarding personal and social issues;

- to gain some understanding of economic wellbeing;
- to respect and celebrate differences between each other.

Policy aims

Through the delivery of high quality, evidence-based and age-appropriate Relationships and Health Education, we aim to help prepare pupils for the onset of puberty, give them an understanding of sexual development and the importance of health and hygiene, create a positive culture in relation to relationships and to ensure pupils know how and when to ask for help and where to access support. By the end of their learning journey at Gatley Primary School we hope that pupils will have developed resilience and feelings of self-respect, confidence and empathy in preparation for the responsibilities and experiences of adult life.

Definitions

Relationships education

The focus for primary relationships education is on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe. Children will be taught about what a relationship is, what friendship is, what family means and who the people are who can support them. For example, children will learn skills for managing difficult feelings in their friendships, like disappointment or anger. This prepares them to reflect on how to behave with kindness in more complex or challenging relationships at secondary.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

School will be sensitive to pupils' circumstances, recognising that families of many forms provide a nurturing environment for children, and can include single parent families, same-sex parents, families headed by grandparents, young carers, kinship carers, adoptive parents and foster parents/carers. Teaching will illustrate a wide range of family structures in a positive way, and care will be taken to ensure that children are not stigmatised based on their home circumstances.

Relationships education is about pupils being taught different relationships including about friendships, family and the people that can help them. Respect for others is also taught in an age appropriate way with a focus on healthy relationships that pupils will encounter. This also applies to online relationships to ensure that children are safe when online and how others can use their information in a way that they may not expect. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. This will include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

There will be a focus on boundaries and privacy, ensuring children understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong.

Sex education

Sex education is not compulsory in primary schools, but it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the **national curriculum for science**. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

There will be parent consultation about the content of anything that will be taught within sex education. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school as well as advice about parents' right to request withdrawal from sex education.

Health and wellbeing

The aim of teaching about health and wellbeing is to enable pupils to make good decisions about their own health and wellbeing, to understand the links between physical and mental health, to recognise when things are not right in their own health or the health of others and to seek support when needed.

Health education in primary starts with the benefits and importance of physical activity, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools

should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical activity and time spent outdoors.

Roles and responsibilities

Governors

Governors will monitor and evaluate the impact of the policy by reviewing pupils' progress in achieving the expected educational outcomes. They will hold the head teacher to account for the implementation of the policy.

Head teacher

The head teacher, with support from their respective Senior Leadership Team, will ensure that staff are supported and up to date with policy changes. They will ensure that RSE or Relationships Education and Health Education is well led, effectively managed and well planned across various subjects (to avoid unnecessary duplication of topics) and that the quality of provision is subject to regular and effective self-evaluation. The head teacher will ensure that teaching is age-appropriate, delivered in ways that are accessible to all pupils with SEND and that the subjects are resourced, staffed and timetabled appropriately. They will ensure that teaching delivered by any external organisation is age-appropriate and accessible for pupils and will liaise with parents regarding any concerns or opinions regarding Relationships and Health Education provision and will manage parental requests for withdrawal of pupils from non-statutory, non-science components of sex education.

Staff

Teachers of Relationships and Health Education will ensure that they are up to date with school policy and curriculum requirements regarding sex education and will attend and engage in professional development training. Teachers will encourage pupils to communicate concerns regarding their social, personal and emotional development in confidence, listen to their needs and support them seriously.

Parents

Gatley Primary School expects parents to share the responsibility of sex education and support their children's personal, social and emotional development. We encourage parents to create an open home environment where pupils can engage, discuss and continue to learn about matters that have been raised through school PSHEE. We aim to be transparent about the materials used in the teaching of RSHE and parents are encouraged to seek additional support or information from the school where they feel it is needed.

Pupils

Pupils are expected to attend Relationships, classes that are in their school timetable and take them seriously. Although they are not assessed through examination, these classes are still a very important part of the curriculum and a tool to aid personal development and the school expects pupils to recognise this.

Pupils should support one another with issues that arise through Relationships Education. Listening in class, being considerate of other people's feelings and beliefs. Complying with confidentiality rules that are set in class are key to effective provision. Pupils who regularly fail to follow these standards of behaviour will be dealt with under the school behaviour policy.

> *Gatley Primary School's behaviour policy can be accessed via the school's website.*

We also hope that pupils will feel comfortable to talk to a member of staff, in confidence, regarding any concerns they have in school related to relationships, sex education or otherwise.

Implementation and curriculum

It is important that at Gatley Primary School, we implement the Relationships and Health policy consistently throughout the school and provide effective provision throughout classrooms. We encourage teachers to provide classes that are specific to the needs of the pupils in that class, and responsive to their behaviour and development.

Through this aspect of our curriculum we aim to explore different attitudes, values and social labels, and develop skills that will enable our pupils to make informed decisions regarding Relationships and Health Education. It is important that pupils know the difference between fact, opinion and belief.

The Relationships and Health Education will be delivered throughout out curriculum areas by means of a 'Golden Thread' **Appendix 1** and through PSHEE. We understand that different pupils of the same age may develop at different stages and staff will be able to plan provision to take into account these differences. **Appendix 1** sets out the concepts and themes that will be taught to pupils before the end of primary. Given the age of primary pupils, the focus of the curriculum is around relationships of pupils, with their family members, friends and online relationships.

We wish to promote pupils' health and well-being by encouraging self-control, their ability to self-regulate and strategies for doing so. This will enable pupils to become confident in their ability to achieve well and persevere even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. We

believe that an integrated, whole-school approach to the teaching and promotion of health and wellbeing will have a positive impact on behaviour and attainment. Health Education will be delivered within:

- English, Communication and Language,
- Mathematical Understanding,
- Physical Development, Health and Wellbeing (including PHSEE), History,
- Social Understanding,
- The Arts, and
- Science and Technological Understanding.

By the end of their primary education we expect pupils to know the information set out at Appendix [2/3].

Teaching and learning style

We use a range of teaching and learning styles to meet the PSHEE requirements of the National Curriculum. We emphasise active learning by including the children in discussions, investigations and problem-solving activities. We encourage the children to take part in a range of tasks that promote active citizenship, e.g. charity fundraising, the planning of special school events.

We organise classes in such a way that pupils are able, through discussion, to set agreed classroom rules of behaviour and resolve any conflicts. We offer children the opportunity to hear visiting speakers such as health workers, police and local clergy whom we invite into the school to talk about their role in creating a positive and supportive local community. Whenever possible PSHEE will be taught with cross curricular links to class themes.

PSHEE/RSE curriculum planning

We teach RSE/PSHEE in a variety of ways. Sometimes, e.g. drugs education, we teach PSHEE and as a discrete subject. On other occasions RSE/PSHEE topics can be introduced through the teaching in other subjects, for example good dental health can be taught through the Science curriculum. The teaching of RSE/PSHEE appears on our curriculum progression grids as a 'Golden Thread' **(see Appendix 1),** it is the thread that runs through all of our curriculum areas meaning that it is embedded into teaching and learning across the curriculum. We also develop PSHEE/RSE through various activities and whole school events e.g., the school council representatives and wellbeing ambassadors from each year group meet regularly to discuss school matters.

The Early Years Foundation Stage

In our Nursery and Reception classes, we teach PSED as an integral part of our work. The PSED aspects of the children's work in the Foundation Stage are related to the Early Learning Goals. The teaching of PSHE matches the aim of developing a child's personal, social and emotional development as set out in the ELGs. We also support citizenship education in the Early Years Foundation Stage when we teach 'how to develop a child's knowledge and understanding of the world'.

Dealing with difficult questions

Staff training will include sessions on how to deal with difficult questions. There may still be times when staff are faced with a difficult question in class that they feel uncomfortable or ill equipped to answer. In this case, they may wish to put the question to one side and seek advice from the PDHWB team.

Ground rules in class are essential when discussing sensitive subject matter. Some strategies staff may use to support this might be:

- an anonymous question box; this will enable pupils to feel more comfortable to ask questions without being identified
- making the classroom a zone of silence; this means that whatever is discussed in the classroom stays in the classroom and should not be brought up at any other time. We hope this will give pupils the sense that they are in a safe zone to speak freely about sex and relationships.

Pupils with special educational needs

At Gatley Primary, we work hard to ensure that all aspects of the school curriculum are inclusive and support the needs of pupils of all ranges of abilities. High quality teaching is adapted and personalised to ensure that all members of the class can access the information fully, and this is no different when it comes to Relationships and Health Education. In the teaching of RSHE, school and teachers are mindful of preparing pupils for adulthood outcomes as set out in the SEND code of practice. There will be an awareness that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of the SEND and that Relationships Education can also be a particularly important subject for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities and these factors are taken into consideration when planning and designing lessons. Where and when appropriate content and teaching will be tailored to meet the specific needs of pupils at different developmental stages. Teaching will be sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

We will use a variety of different strategies to ensure that all pupils have access to the same information. Some of these include:

- practical activities
- using video
- group and paired activities

Withdrawal from RSE

At Gatley Primary, we hope that parents will feel comfortable with, and understand the importance of, the education provided to their children as described in this policy.

Parents of children in primary school have the right to withdraw their child only from sex education and should state this in writing and send it to the head teacher. We encourage parents to then meet with the head teacher so they are able to understand the request and to clarify the nature and purpose of the curriculum

Before withdrawing or making a request, the school strongly urges parents to carefully consider their decision as sex education is a vital part of the school curriculum and supports child development. Parents **cannot withdraw** their child from **Relationships or Health Education or the elements on human growth and reproduction** which fall under the National Curriculum for science.

Parents are welcome to come into school to view the resources which will be used within the teaching of sex education in particular but also in relation to the teaching of puberty.

If a pupil is excused from sex education the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Complaints

Parents or carers who have complaints or concerns regarding the RSE curriculum should contact the school and follow the school's complaints policy.

Equal Opportunities

The School has duties under the Equalities Act 2010 to ensure that pupils are not discriminated against because of their sex, race, disabilities, religion or belief, sexual orientation or any other protected characteristic. Schools must also make reasonable adjustments to alleviate disadvantage and be mindful of the SEND Code of Practice when planning for these subjects.

Our RSHE curriculum reflects the diversity of modern Britain and is designed to foster respect, understanding and tolerance. Teaching and resources are carefully selected to

ensure they are age-appropriate, culturally sensitive and inclusive of different families, backgrounds and experiences.

We recognise that pupils have varying needs and learning styles. Staff will adapt teaching and provide appropriate support to ensure all children, including those with special educational needs and disabilities (SEND), can access the curriculum fully and confidently.

Through RSHE, we aim to create a safe, supportive environment where every child feels valued, respected and able to express themselves without fear of discrimination or prejudice.

> *The school's behaviour policy can be accessed via the Gatley Primary School website.*

Equality and Diversity

Our school promotes equality and celebrates diversity by ensuring that all pupils are respected, valued, and included, regardless of their background, identity, or beliefs.

Safeguarding, report of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe, and schools can play an important role in preventative education. Keeping Children Safe in Education (KCSIE) sets out that all schools and colleges should ensure children are taught about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We hope to provide a safe and supportive s*chool* community where pupils feel comfortable seeking help and guidance on anything that may be concerning them about life either at school or at home. Children will be made aware of how to raise their concerns or make a report and how any report will be handled. This should include processes when they have a concern about a friend or peer.

It may be the case that discussion around what is acceptable and not acceptable in relationships may lead to the disclosure of a child protection issue. If this is the case, the school's **child protection and safeguarding procedure** will be followed.

KCSIE is clear that all staff should know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff are trained to know how to manage the requirement to maintain an appropriate level of confidentiality. This means only involving those who need to be involved, such as the Designated Safeguarding Lead (or deputy) and children's social care. Staff will never promise a child that they will not tell anyone about a report of abuse, as this may ultimately not be in the best interests of the child.

Monitoring, review and evaluation

The educational and personal needs of our pupils develop in line with varying societal pressures and economic change. Our aim is to provide Relationships Education that is relevant and tailored to meet the needs of our pupils, depending on their age and stage of personal development. For this reason, we review the Relationships curriculum yearly, and will inform parents of any revisions to the school policy or sex education curriculum.

We aim to monitor the effectiveness of our sex education provision through:

- yearly feedback from pupils
- yearly feedback from parents
- feedback from staff
- classroom observations.

Gatley Primary School will review this policy annually, evaluating its effectiveness by taking into account feedback from pupils, staff and parents, as well as what has come to light through classroom observations and information we receive from national reports and curriculum reviews.

Support

We hope that pupils will feel safe in the school environment to talk to any member of staff in confidence about any areas of concern regarding their personal, social and emotional development, including matters raised by or relating to Relationships Education. We promote the school ethos as one of inclusion and acceptance throughout all areas of school activity and hope that pupils respond to this by feeling comfortable to ask questions and continue their learning both in and outside of the classroom.

For one-on-one support on providing effective sex and relationships education at home you can contact your child's class teacher or be referred to the school nurse by contacting the school office:

Phone & Email
Tel: 0161 428 6180
office@gatleyprimary.com

Signed by

_____   **Chair of Governors**   **Date: ....**

_____   **Headteacher**

Date: ....

This policy will be reviewed annually

Appendix 1 – Relationships Education Primary stage curriculum

The 'Golden Thread' is related to the 6 new concepts which are formed from the new PSHEE and RSE curriculum and related policies. They will enable us to embed topics relating to relationships, health and wellbeing into our curriculum instead of them being taught discretely. The 'Golden Thread' runs through each of our curriculum areas:

- Physical Development, Health and Well being
- English, Communication and Language
- Mathematical Understanding
- History, Geography and Social Understanding
- Arts
- Science and Technological Understanding
- Life Skills

The Golden Thread can be identified through 6 key concepts on progression maps within each of the curriculum areas.
The 6 new concepts are:

- ECL: Caring Friendships & Respectful relationships
- MU: Economic Wellbeing
- PDHWB: Health and Wellbeing
- HGSU: Families & People who Care for us
- Arts: What it means to be healthy (hobbies, healthy mind, creativity)
- STU: Online Safety (including online relationships and online wellbeing)
- Life Skills- Being Safe

Example:

Golden Thread

Families and people who care for me	• That families are important for children growing up safe and happy because they can provide love, security and stability. • 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. • 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. • That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. • That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends. • 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. • 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. • 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. • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. • How to manage conflict, and that resorting to violence is never right. • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful relationships	• 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.
	• The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
	• 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.
	• 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.
	• 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.
	• Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
	• The conventions of courtesy and manners.
	• 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.
	• 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.
	• What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
	• How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online relationships	• 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. • 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. • 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. • The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. • 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. • 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	• 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.
	• 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.
	• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
	• How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
	• How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
	• 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.
	• 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.

Sex Education

Sex education is not compulsory in primary schools, but it is recommended that primaries teach sex education in years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.

The National Curriculum for Science covers:

- naming the main external parts of the human body,
- the human body as it grows from birth to old age (including puberty),
- processes of reproduction and growth in some plants and animals

- **Appendix [2 or 3] – Health Education Primary stage curriculum and outcomes**

General Wellbeing	• 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.
	• The importance of promoting general wellbeing and physical health.

	• 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. • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • That isolation and loneliness can affect children, and the benefits of seeking support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. • 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. • 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). • That it is common to experience mental health problems, and early support can help.

Wellbeing Online	• 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.
	• 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.
	• 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.
	• How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
	• Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
	• The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
	• 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.
	• That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.
	• How to understand the information they find online, including from search engines, and know how information is selected and targeted.
	• That they have rights in relation to sharing personal data, privacy and consent.
	• Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle.
	• 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.
	• The risks associated with an inactive lifestyle, including obesity.
	• How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • Understanding the importance of a healthy relationship with food. • The principles of planning and preparing a range of healthy meals. • 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 and tobacco	• 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	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • 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. • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • 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	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

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

Appendix 2- Areas of study for Relationships and Growth (including sex education)

Relationships	
EYFS	Work and play cooperatively NSPCC- Talk Pants Special people (parents, carers, friends) Appropriate and inappropriate behaviour (and how it affects others) Taking turns with others. Forming positive relationships with adults and friendships with peers.
Year 1	Identify special people (parents, carers, friends) and what makes them special. The characteristics of positive and negative relationships Showing empathy with others Identifying and respecting the differences and similarities between people.
Year 2	Knowing how to respond if physical contact makes you feel uncomfortable or unsafe. Understanding about seeking and giving permission in different situations and why it is important. Recognising when people are being unkind and how to respond.
Year 3	Awareness of the different groups and communities we belong to (such as family and school) Ways to develop good, positive, trusting relationships Conflict and resolution Giving and seeking permission Greater awareness of bullying (including cyber bullying), and how to respond to bullying.
Year 4	Recognise ways in which a relationship can be unhealthy and whom to talk to for support. The importance of permission-seeking (consent) in relationships. Boundaries and personal space Learn about harassment and exploitation in relationships, including physical and emotional abuse and how to respond.
Year 5	Different types of relationships (Inc. those between acquaintances, friends, relatives and family) What is meant by pressure (including peer pressure) Types of committed stable relationships. Positive, healthy relationships What consent is (including when it is right to say 'no')
Year 6	Maintaining healthy relationships and discuss the ways in which relationships can be unhealthy. Pupils recognise different types of physical contact; what is acceptable and unacceptable. Strategies to respond to unwanted physical contact. Boundaries and personal space including the importance of giving consent.

	Life Cycle, change and growing.
Nursery	I can do this myself My Body (basic body parts- head, shoulders, arms, legs, knees, feet) Preparing for school (starting Reception)
Reception	Being Independent Bodies (basic body parts; head, shoulders, legs, arms, feel, knees, toes)) Growing Changes- transition to Year 1
Year 1	Being healthy and survival (habitats, healthy/unhealthy) Basic human needs The main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) Comparing animals (including humans) Transition to Year 2
Year 2	Introduction to the processes of reproduction and growth in animals (but not how reproduction occurs) Recognise growth- e.g, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, and adult. Being healthy and survival- Exercise and diet- what animals need to survive and what humans need to stay healthy. Transition to Year 3
Year 3	Personal Boundaries Main body parts- associated with the skeleton and muscle and special functions of different body parts. Making connections between living things. Transition to Year 4
Year 4	Main body parts associated with the digestive system and understanding their special functions. Puberty- Change in boys Puberty- Changes in girls Puberty- Changing Emotions- Hormones that affect both sexes **Teacher's reference: Stages of puberty** (NHS.UK). Transition to Year 5
Year 5	Changing Bodies (including physical changes for both boys and girls) The stages of growth and development of humans. Comparing gestation periods between animals and humans. Changing Emotions- Hormones that affect both sexes Menstruation- Key facts and the menstrual cycle Menstruation- the nature and role of menstruation during the fertility cycle, and that fertility is involved in the start of life. Menstrual Wellbeing Personal Hygiene Practical help to manage the onset of menstruation. Body Image Keeping your body safe Transition to Year 6
Year 6	The changing adolescent body (including physical and emotional changes for both boys and girls) Emotions and Behaviour (puberty and the changing adolescent body) Physical changes- Healthy eating during puberty, changes in sleep cycles. Transition to High School- feelings and anxieties Transition challenges and opportunities

Teaching staff are supported in their teaching of the RSHE curriculum through the use of the following resources:

- DFE Primary Teacher Training Modules- https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health
- - Oak National Academy
- Stages of puberty (NHS.UK).
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Appendix 3- Letter to parents (Year 5/6)

Dear Parents\Carers

As part of the RSHE curriculum year *** will be learning about:

- The stages of a human lifecycle, including a review of reproduction (as covered in Year 5) and an introduction to fertilisation and gestation
- Different relationships and the importance of consent

In line with our Relationships and Sex Education (RSE) Policy, which can be found on our school website, parents have the right to withdraw their children from part of the session when sexual intercourse as a process of reproduction is explained. The Government has produced a factual guides to RSE for parents in this link.
https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools

If you would like to see the resources that will accompany this teaching, there will be an opportunity to come into school to view and discuss these on ****** at ***** .

If you wish for your child to be withdrawn from the elements of the session focusing on sexual intercourse, please contact your class teacher via Class Dojo before...

Kind regards

Appendix 4 – Letter to parents (Year 4)

Dear Parents\Carers

As part of the RSHE curriculum year *** will be learning about:

- The stages of a human lifecycle, including reproduction and birth
- Puberty including emotional wellbeing
- Relationships (Add/delete as applicable)

We wish to give you an overview of what will be taught and this is attached.

If you would like to see the resources that will accompany this teaching, there will be an opportunity to come into school to view and discuss these on ****** at ***** .

Kind regards

Appendix 4 – Letter to parents (Year 4)