



### Relationships, Sex And Health Education Policy (RSHE)

#### Introduction

We want all children and young people to have their wellbeing, safety and emotional health enriched and supported by their experience at school. This includes promoting inclusivity within our communities, developing positive relationships, helping all children to feel safe and welcome in school and aiming to ensure that no child, young person, or family feels isolated.

Today's children and young people are growing up in an increasingly complex world, living their lives seamlessly both on, and offline. This presents many positive and exciting opportunities, but also challenges and risks.

Moorfield Primary School considers that Relationships, Sex and Health Education (RSHE) is an integral part of the Personal, Social and Health Education (PSHE) curriculum.

- PSHE makes a significant contribution to the promotion of young people's personal and social development.
- Through the promotion of PSHE, skills are developed that our pupils need for them to grow and flourish as individuals and members of society.
- PSHE contributes to helping children and young people to build their personal identities, confidence, and self-esteem.
- PSHE enables them to recognise and manage their emotions and to communicate positively in a range of different scenarios.

We believe that Relationships, Sex and Health Education includes supporting young people in developing self-confidence in preparing them for the physical and emotional changes into adulthood.

It promotes an understanding of the range of family types and other people who contribute to providing children with the care, love and support they need to grow and develop.

We passionately believe this is paramount for teaching pupils the skills and knowledge to safeguard themselves, and prepare children and young people for the challenges, opportunities, and responsibilities of adult life, building healthy relationships and staying safe.

#### **We aim to achieve this by:**

- Providing PSHE Education that is dynamic, relevant, and appropriate for the challenges and contexts of 21st century life as part of our commitment to broad outcomes for children.
- Teaching children about equality and diversity as is our duty within the Equalities Act (2010).
- Teaching about different family structures including single parent families, LGBT+ parents, adoptive parents, foster parents/carers amongst other structures.)
- Providing our pupils with Relationships, Sex and Health Education that is age appropriate and contributes to lifelong learning and pupil well-being.
- Preparing pupils for the opportunities, responsibilities, and experiences of adult life.
- Giving pupils the knowledge they need to make informed decisions about their health and well-being.
- Supporting pupils' skills to recognise positive, healthy, and respectful relationships.
- Teaching pupils tolerance, the importance of equality, and respect for diversity.
- Developing pupils' self-respect and self-worth, confidence, and empathy.
- Having a strong commitment to confidentiality and to providing a safe learning environment where all feel respected whilst safeguarding vulnerable pupils.
- Informing and working with parents and families to support and promote our work in school by making policies and schemes of work available in school, and on our website and supporting them should they have questions or concerns about RSHE.
- Working collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in Relationships, Sex and Health education where appropriate.

## Legal Framework

At Moorfield Primary school we are required to provide Relationship Education and Health Education to all pupils.

This policy has due regard to the following legislation and statutory guidance:

- Section 80A of the Education Act 2002: as part of the Education Act 2002/Academies Act 2010 all schools must provide a balanced and broad-based curriculum which *promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society*, whilst also preparing pupils *for the opportunities, responsibilities and experiences of later life...*
- Children and Social Work Act 2017.
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019.
- Equality Act 2010 and the Public Sector Equality Duty 2011.
- The Equality Act 2010 and schools (DfE, 2014).
- Mental health and behaviour in school (DfE, 2018).
- Science programmes of study: Key Stages 1 and 2 (DfE, 2013).
- Science programmes of study: Key Stage 3 (DfE, 2013).
- Keeping children safe in education – for schools and colleges (DfE, 2020).
- Promoting fundamental British values through SMSC (DfE, 2014)

This policy operates in conjunction with the following school policies:

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| <ul style="list-style-type: none"><li>• DfE 'National curriculum in England: science programmes of study'</li><li>• Safeguarding Policy</li><li>• Anti-Bullying Policy</li><li>• Behaviours for Learning Policy</li><li>• E-safety Policy</li><li>• SEND Policy</li></ul> | <ul style="list-style-type: none"><li>• PSHE Policy</li><li>• Equality and Diversity Policy</li><li>• Wellbeing Policy</li><li>• RE Policy</li><li>• Teaching &amp; learning policy</li></ul> |
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## Definition of Relationship Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with reference to friendships, family relationships, and relationships with other children and with adults.

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) Care needs to be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; e.g. looked after children or young carers.

## Definition of Sex Education

The DfE continues to recommend that all primary schools should have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils...’

Although it is not statutory to deliver sex education outside of the science curriculum (which is statutory) at primary level, the DfE recommends that all primary schools should have a Sex Education programme in place.

At Moorfield we do teach pupils Sex Education beyond what is required of the science curriculum – the content is tailored to the age, and physical and emotional maturity of pupils, and ensures that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

In this policy, the definition of Sex Education is ‘how a baby is conceived and born’ (reproduction and birth).

We are using the Discovery Education Programme Health and Relationships Programme (See Appendix 2 for full details of what is taught and in which year group). Please note the Sex Education is taught in Year 6 and is the only aspect of the programme which is non statutory. Every other aspect is statutory throughout the school.

## **Aims of Relationship and Sex Education**

Taking account of the age, maturity and needs of the pupils, Relationships and Sex Education aims to:

- To give children the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening, and thinking about feelings and relationships
- To be able to name parts of the body and describe how their bodies work
- To be prepared for puberty
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand what a healthy relationship is both on and offline
- We aim to ensure that children know how and where to access appropriate support

## **Safeguarding and Confidentiality – Safe and Effective Practice**

RSHE will be delivered in a safe, supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. ***Teachers must always refer to the designated safeguarding lead (DSL) if a disclosure is made and the schools safeguarding policy must be followed.***

Pupils need basic knowledge about the privacy of their bodies and genitalia, to support safeguarding. We have adopted a school-wide policy on the consistent use of correct terms for genitalia as part of safeguarding practice. This forms part of our statutory Health Education and is not Sex Education.

In RSHE lessons:

- Teachers and pupils will agree ground rules, so everyone is, and feels safe in lessons.
- Teachers will agree with pupils the limits of confidentiality.
- In a positive classroom environment where children's natural curiosity is encouraged, teachers will answer questions sensitively, honestly, and in a manner appropriate to a child's age and context.
- Teachers will respect the right of parents to withdraw their child from Sex Education lessons in Year 6. However, children may not see the boundaries between subjects (e.g. Science, Relationships, and Sex Education) and this may lead to them raising questions in class that relate to both statutory and non-statutory content.

## **Equality and Diversity**

The school understands its responsibilities in relation to the Equality Act 2010, meaning that school cannot unlawfully discriminate against any pupil because of their sex, race, disability, religion or belief or sexual orientation. RSE will be taught to ensure quality of access for all pupils and avoiding discrimination.

We ensure our Relationships, Sex and Health Education programme is sensitive to the needs of all our pupils and their families by:

- Being aware of pupils' individual characteristics, backgrounds, attitudes, and feelings.
- Differentiating teaching and learning from our planned scheme of work to allow access to Relationships, Sex and Health Education for all our pupils including those with SEND or EAL.
- The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education, and the programme will be designed to be inclusive of all pupils.
- Ensuring freedom from all forms of bullying including homophobic, biphobia and transphobic bullying as is our duty within the Equalities Act (2010) through a zero-tolerance approach within all our policies and practice

## **Faith and Cultural Perspectives on RSHE**

Teaching RSHE effectively means considering the many faiths and cultures of Britain today and knowing about the law.

As a school, we will deliver RSHE in a non-judgmental way, providing a balanced approach that acknowledges the wealth of beliefs, views and opinions of our community and country.

RSHE teaching will promote equality and challenge all forms of prejudice and discrimination.

A diverse range of resources will be used so every child and family feels included, respected, and valued.

Parents and carers are key partners in RSHE and are best placed to support their children to understand how their learning at school fits with their family's faith, beliefs, and values.

### **Role of the Headteacher**

It is the responsibility of the Headteacher or designated PSHE/RSHE Lead to:

- Ensure that parents and staff are informed about our RSHE policy.
- Encourage parents to engage with the formation of the policy and know about the final policy.
- Support requests from parents to withdraw their child from Sex Education lessons in Year 6 (including organising alternative education for any pupils withdrawn).
- Ensure that the policy is implemented effectively.
- Enable staff to access sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy.

### **Role of Subject Lead/Team**

- Support the development and implementation of the RSHE policy.
- Develop the school's RSHE curriculum.
- Provide appropriate resources and ensure they are age-appropriate and high-quality to support the teaching of RSHE.
- Ensure continuity and progression between each year groups.
- Ensure the school meets its statutory requirements in relation to the Relationships, Sex and Health curriculum.
- Ensure the Relationships, Sex and Health curriculum is inclusive and accessible for all pupils.
- Work with other subject leaders/ curriculum teams to ensure the Relationships, Sex and Health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitor and evaluate the effectiveness of RSHE and support teaching staff if required.
- Report to the Headteacher/Governing Board regarding compliance with the statutory requirements and effectiveness of the RSHE curriculum.

### **Role of the Governing Body**

The governors should make sure that:

- The school meets its statutory requirements in relation to Relationships and Health Education.
- Approve the RSHE policy.
- Ensure the curriculum is well led, effectively managed and well planned.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Provide clear information for parents on subject content and their rights to request that their children are withdrawn from Sex Education lessons in Year 6.

### **Organisation of the Curriculum**

RSHE will be delivered as part of the school's PSHE curriculum which has been organised in line with the statutory requirements outlined in the 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' guidance.<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Relationships, Sex and Health education (RSHE) will be taught within the Personal, Social ,Health and Economic (PSHE) curriculum/programme and in other areas of the curriculum such as assemblies, themed weeks (e.g. anti-bullying week, mental health awareness) and other curriculum areas (e.g. science).

At Moorfield we have the flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of all our pupils.

RSHE teaching will promote:

- equality and challenge all forms of prejudice and discrimination.
- the importance of safe, caring, healthy, positive, and respectful relationships.

Teaching will be inclusive, so it meets the needs of all pupils - particularly those with special education needs/disabilities, those from a range of faith backgrounds and LGBT+ pupils and/or their families. This means a teacher will refer to different viewpoints and beliefs on a range of RSHE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children. This is part of relationships education.

Pupils will be given the opportunity to: reflect on the values, beliefs and influences (such as from parents, peers, media, faith and culture) that may shape their own attitudes to relationships and sex; develop critical thinking skills; nurture their tolerance/respect for different views.

All staff will undergo regular training to ensure they are familiar with the content and subject specific pedagogy of RSHE, so they feel confident and competent to teach it effectively. The class teacher is responsible for the planning and monitoring of the content for their class.

Staff will be kept up to date about new guidance, support, and resources for RSHE.

At Moorfield, we follow the Discovery Education Health and Relationships scheme of work, which is split into six core themes. The scheme of work maps out the lessons/units for each year group, which progresses and returns to themes as children move through the school:

- **Core Theme 1: Health and happy friendships**
- **Core Theme 2: Similarities and differences**
- **Core Theme 3: Caring and Responsibility – being a responsible citizen.**
- **Core Theme 4: Families and committed relationships**
- **Core Theme 5: Healthy bodies, healthy minds**
- **Core Theme 6: Coping with change**

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

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

(Refer to appendix 1 for full content)

### **Curriculum Links**

- The school seeks opportunities to draw links between Relationships, Sex and Health education and other curriculum subjects wherever possible to enhance pupils' learning. Relationships, Sex and Health education will be linked to the following subjects in particular:
- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.
- Circle time - Gives pupils the opportunity for discussion and listening to other people views and opinions
- PSHE – pupils learn about respect and difference, values and characteristics of individuals.

### **Assessment**

As with any learning, the assessment of pupils' PSHE and RSHE is important as it enables the teacher to gauge individuals' progress. Pupils have the opportunity to reflect upon their personal learning experience, set goals, and record their understanding in a range of ways, including: - reflective diaries, class discussions, group work, questionnaires / surveys, and peer assessment.

Pupil voice will also be used to inform future planning for PSHE and RSHE, to ensure it is both relevant and effective.

## **Monitoring and Evaluation**

The PSHE subject leader/ team will monitor delivery of PSHE and RSHE with teaching staff to ensure consistent and coherent curriculum provision including –

- Self-evaluations
- Lesson observations and ‘drop ins’
- Topic feedback forms
- Learning walks
- Lesson planning scrutiny
- Pupil Interviews

## **Consultation and the role of Parents and Carers**

The school is aware that the primary role in children’s Relationships, Sex and Health Education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. Our aim at Moorfield Primary School is to establish open communication with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSHE. Similarly, we also understand how important parents/ carers’ views are in shaping the curriculum.

In promoting this we will:

- Consult and inform parents/carers about RSHE through the school prospectus, letters, school website and information sessions.
- Inform parents about our school’s Relationships, Sex and Health Education policy and practice.
- Answer any questions that parents may have about the Relationship, Sex and Health Education of their child.
- Provide information and advice about how to support/complement RSHE teaching at home.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for Relationships, Sex and Health Education in our school. If parents/carers have concerns about any aspect of the RSHE curriculum, they are encouraged to share these with the school. We will then invite parents/carers to come and talk to us.

## **Answering Difficult Questions**

If a child asks an explicit or difficult question, the staff will use their professional judgement in deciding the best way to answer it. This may be through individual work or discussion with the child/ parent. If the staff member is concerned, they must discuss the matter with Designated Safeguarding Lead, Parent/Carer if appropriate and always follow the schools safeguarding policy.

All questions will be handled sensitively, and consideration will be given to religious or cultural factors, and to parents’ wishes before questions are answered. Staff will allow questions to be placed inside a ‘No Worries’ Box in each classroom if children wish to ask questions anonymously.

## **Language**

At Moorfield, we believe it is important that acceptable and unacceptable terminology is clarified and after initial discussion, correct biological terms will always be used for teaching.

*Teaching children common terminology to describe genitals is important in relation to safeguarding. This aspect of teaching may link with elements of the Science curriculum around naming body parts. It also links to the following Relationships Education outcome: ‘how to report concerns or abuse, and the vocabulary and confidence needed to do so.*

Relationships and Health Education are statutory at primary school and there is no right to withdraw from these subjects. It is important for all children to be taught the content on such essential matters like friendships and keeping safe both on and offline.

## **Right of Withdrawal from Sex Education Lessons in Year 6**

As Sex Education is not statutory at primary level (other than what is taught as part of the science curriculum), parents / carers have the right to request to withdraw their child from all or part of the Sex Education curriculum which is taught in Year 6 and delivered as part of the RSHE programme (DfE, para 45/page 17).

Parents are not able to withdraw their child from any aspect of Relationships Education or Health Education (which includes learning about the changing adolescent body, puberty, and menstruation) or any content delivered through the national curriculum science programme.

Any parent wishing to withdraw their child from Sex Education lessons in Year 6 will be invited to meet with the Headteacher and/or RSHE Lead and class teacher to '*discuss the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child*'. Whilst there is no requirement for parents or the school to do so, this is good practice (DfE, para 45/page 17).

**(Appendix 3 has an example of a sample letter to parents/ carers in response to their request to withdraw their child from Sex Education lessons).**

The parent(s) and the Headteacher and/or RSHE Lead will complete the form: Parental withdrawal from Sex Education within RSHE (**Appendix 4**). This will record the main points of the discussion (if this has taken place), the reason for the withdrawal, and the arrangements for ensuring the pupil receives appropriate, purposeful education during the period of withdrawal.

Before considering this option, we would always encourage parents to come and talk to us.  
(For more information, please go to <https://www.gov.uk/government/publications/relationships-sex-and-health-education-guides-for-schools>)

### **The Role of External Agencies**

The school may liaise with external agencies to support and compliment the schools PSHE/RSHE programme of study. All agencies will be aware of the schools policies and procedures and their role within them. Any matters reported by visitors will be dealt with in line with our Safeguarding Policy. We will ensure that the teaching delivered by visitors fits with the planned programme of study. The content of lessons provided by external agencies is age appropriate and accessible for all pupils and is approved by the school in advance of delivery.

### **Review**

The policy will be reviewed every three years.

The policy will be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The governing board is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

### **Policy approved by Governing Body**

**Signed:** .....

**Chair of Governing Body**

**Date approved: Summer 2021**

**Date of next review: Summer 2024**

## Appendix 1

### **The Statutory Content: Relationships Education and Health Education. (DfE)**

#### **Relationships Education Overview (DfE para 62/page 20)**

By the end of primary school children should know:

<b>Families and people who care for me</b>	<b>Pupils should know</b> <ul style="list-style-type: none"><li>· that families are important for children growing up because they can give love, security, and stability.</li><li>· the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li><li>· that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li><li>· that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up.</li><li>· that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>· how to recognise if family relationships are making them feel unhappy</li></ul>
<b>Caring friendships</b>	<b>Pupils should know</b> <ul style="list-style-type: none"><li>· how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>· the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</li><li>· that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li><li>· that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.</li><li>· how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</li></ul>
<b>Respectful relationships</b>	<b>Pupils should know</b> <ul style="list-style-type: none"><li>· the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</li><li>· practical steps they can take in a range of different contexts to improve or support respectful relationships.</li><li>· the conventions of courtesy and manners.</li><li>· the importance of self-respect and how this links to their own happiness.</li><li>· that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.</li><li>· about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li><li>· what a stereotype is, and how stereotypes can be unfair, negative, or destructive.</li><li>· the importance of permission-seeking and giving in relationships with friends, peers and adults</li></ul>
<b>Online relationships</b>	<b>Pupils should know</b> <ul style="list-style-type: none"><li>· that people sometimes behave differently online, including by pretending to be someone they are not.</li><li>· that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous.</li><li>· the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li><li>· how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.</li><li>· how information and data is shared and used online</li></ul>

<b>Being safe</b>	<p><b>Pupils should know</b></p> <ul style="list-style-type: none"> <li>what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</li> <li>about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> <li>how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> <li>how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>where to get advice e.g. family, school and/or other sources.</li> </ul>
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## Appendix 1

### The Statutory Content: Relationships Education and Health Education. (DfE)

#### Health Education Overview: The focus at primary level is teaching the characteristics of good health and mental well-being (DfE para 96/page 32)

<b>Mental Wellbeing</b>	<p><b>By the end of primary school pupils will know:</b></p> <p>That mental wellbeing is a normal part of daily life, in the same way as physical health.</p> <p>That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise, and nervousness.</p> <p>The scale of emotions that humans experience in response to different experiences and situations.</p> <p>How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</p> <p>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</p> <p>The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.</p> <p>Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.</p> <p>How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.</p> <p>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p>Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.</p> <p>That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</p>
<b>Internet Safety and Harms</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>That for most people, the internet is an integral part of life and has many benefits.</p> <p>About the benefits of rationing time spent online.</p> <p>The risks of excessive time spent on electronic devices.</p> <p>The impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>How to consider the effect of their online actions on others.</p> <p>How to recognise and display respectful behaviour online.</p> <p>The importance of keeping personal information private.</p> <p>Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</p> <p>How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected, and targeted.</p> <p>Where and how to report concerns and get support with issues online.</p>

<b>Physical Health and Fitness</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>The mental and physical benefits of an active lifestyle.</p> <p>The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.</p> <p>The risks associated with an inactive lifestyle, including obesity.</p> <p>How and when to seek support, including which adults to speak to in school if they are worried about their health.</p>
<b>Healthy Eating</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>What constitutes a healthy diet, including an understanding of calories and other nutritional content.</p> <p>The principles of planning and preparing a range of healthy meals.</p> <p>The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.</p>
<b>Drugs, Alcohol and Tobacco</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p>
<b>Health and prevention</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.</p> <p>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood, and ability to learn.</p> <p>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p>About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.</p> <p>The facts and science relating to immunisation and vaccination.</p>
<b>Basic First Aid</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>How to make a clear and efficient call to emergency services, if necessary.</p> <p>Concepts of basic First Aid, for example dealing with common injuries, including head injuries.</p>
<b>Changing Adolescent Body.</b>	<p><b>By the end of primary school, pupils will know:</b></p> <p>Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p>About menstrual wellbeing and key facts relating to the menstrual cycle.</p>

## Programme progression



HEALTH AND  
RELATIONSHIPS

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance – valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

### **Appendix 3: Sample letter to parents/carers (engagement)**

Dear .....

Thank you for your letter/request about withdrawing your child from sex education.

We respect the legal right of all parents to withdraw their child from some or all of sex education delivered as part of our RSHE/PSHE ed programme.

Before you make the final decision about which aspects of sex education lessons you wish your child to be withdrawn from, I would like to invite you into school, so we can talk about this together. This will give us an opportunity to share our programme and look at some resources together and give you the chance to ask any questions or share any concerns you may have. We can put a plan together to agree when/how to withdraw your child whilst in school and consider when/how you can talk to your child about the content at home.

One of the reasons we are keen to keep all children in our lessons is that we believe that age appropriate relationships and sex education helps children to be safe, happy and healthy in their interactions with others (now and in the future). When children are withdrawn from lessons, there is always a possibility that they will hear information that is only partly accurate with no chance to ask questions in a safe environment.

In lessons, teachers are always careful to ensure that children learn about growing up in a way that respects different religious and cultural views and reflects the values and ethos of the school.

I would welcome the opportunity to meet with you to learn more about how we can work together to support your child.

Thank you for considering this matter so carefully.

## **Appendix 4**

### **Sample form to be used for parental withdrawal from Sex Education delivered as part of the RSHE/PSHE Curriculum**

<b>Parental withdrawal from sex education delivered as part of the RSHE/PSHE ed curriculum</b>	
<b>A copy of this form should be given to the parent(s) and a copy retained in school</b>	
<b>To be completed by the parent(s)</b>	
Name of child	
Name of parent(s)	
Year 6 / class	
Reason for withdrawing the child from sex education delivered as part of RSHE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
<b>To be completed by the Headteacher</b>	
Notes from discussion with parent(s)	
How the school will inform the parent about sex education	
Where the pupil will work/supervision	
Work to be undertaken by the pupil at this time	
Headteacher signature	
Review date	