

MOORFIELD PRIMARY SCHOOL



PSHE & RSE POLICY

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Inspiring Creative Learners for Exciting Futures

Personal, Social, Health and Economic (PSHE) Education and Relationships and Sex Education (RSE) are important and necessary parts of all pupils' education. All schools should teach PSHE Education and RSE, drawing on good practice.

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.

PSHE Education and RSE can encompass many areas of study. Teachers are best placed to understand the needs of their pupils. At Moorfield, we tailor our PSHE Education and RSE programmes to reflect the needs of pupils, and use our PSHE Education programme to equip pupils with a sound understanding of risk and with the knowledge and skills necessary to make safe and informed decisions. Relationships and Sex 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. This is paramount for teaching pupils the skills and knowledge to safeguard themselves, prepare them for the challenges, opportunities and responsibilities of adult life, building healthy relationships and staying safe.

We seek to use PSHE education and RSE to build, where appropriate, on the statutory content already outlined in the national curriculum, the basic school curriculum and in statutory guidance on: drug education, financial education, sex and relationship education and the importance of physical activity and diet for a healthy lifestyle.

We look to achieve the aims of PSHE and RSE 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 etc.)
- Providing our pupils with Relationships and Sex 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, 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 RSE.
- Working collaboratively with partners and agencies such as healthcare professionals etc to enrich and support pupil's learning in Relationships and Sex Education where appropriate.

Legal Framework

At Moorfield Primary School we are required to provide Personal, Social, Health, Economic Relationship and Sex 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).
- Keeping Children Safe in Education – for schools and colleges (DfE, 2020).
- Promoting fundamental British Values through SMSC (DfE, 2014).

Intent

In line with the National Curriculum 2014, all schools must provide a curriculum that is broadly based, balanced and meets the needs of all pupils. Under section 78 of the Education Act 2002 and the Academies Act 2010, a PSHE Education and RSE curriculum:

- Promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and
- Prepares pupils at the school for the opportunities, responsibilities and experiences of later life.

Moorfield, PSHE Education and RSE are considered across the curriculum and are a fundamental part of the children's school experience and are explored 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). In all subjects, pupils are taught the importance of a 'having a go' and teachers encourage pupils to be positive through praise which supports their self-belief, resilience and perseverance and supports success across the wider curriculum and in social contexts. In Geography, pupils learn the significance of their local area and key figures from within it. Pupils also have access to positive role models from the community and this supports their learning in many areas and learn about a range of career possibilities. In addition, the emphasis on PSHE Education and RSE across the work of the school, is taught explicitly as part of the whole-school approach. We believe that successful PSHE Education and RSE supports pupils learning capacity and this aspect of the school's work is held in high regard as we believe that it promotes wellbeing and underpins children's development as people.

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

- RSE 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 RSE issues. All pupils and their families need to feel included and the school recognises different types of families and structures of support for children.
- 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 RSE, 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 RSE.

Implementation

We follow the 1 decision programme scheme of work, which holds the PSHE Association Quality Mark, alongside DATE Spiral Curriculum, PSHE Association and Christopher Winter's Programme of Study. The 1 decision PSHE Education programme offers a comprehensive, carefully thought-through scheme of work which brings consistency and progression to our children's learning in this vital curriculum area. Our approach also supports the "Personal Development" and "Behaviour and Attitude" aspects required under the Ofsted Inspection Framework, as well as significantly contributing to the school's Safeguarding and Equality Duties, the Government's British Values agenda and the SMSC (Spiritual, Moral, Social, Cultural) development opportunities provided for our children. 1 decision covers all areas of PSHE Education for the primary phase including statutory Sex, Relationships and Health Education; the learning deepens and broadens every year. Our 1 Decision, DATE Spiral Curriculum, PSHE Association and Christopher Winter's Programme of Study focus on three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Each year group covers content related to each theme every year, ensuring that a spiral programme is in place: one that revisits themes, gradually extending thinking, expanding knowledge and developing skills. We avoid, where possible, 'one-off', stand-alone sessions that will not be revisited, and instead make constant links to previous learning and experiences, and build upon these.

Where possible we make cross-curricula links between PSHE Education, RSE and other subjects; this is particularly true and relevant in English, Religious Education, Physical Education, History and Geography, with other content also linking to Maths, Science and Computing.

PSHE Education and RSE learning comes in many different forms: through whole-class teaching, group activities, individual tasks, assemblies, outside speakers, cross-curricula lessons and discrete lessons.

During PSHE Education and RSE sessions children are encouraged to both ask and answer questions, to deepen their knowledge and understanding. A great deal of time is spent considering scenarios and possible responses to them.

The Equality Act (2010) is taught through direct teaching. For example: learning about different families, the effect of stereotypes and celebrating differences.

Further information can be sourced from the following document: 5. PSHE – Overview and Curriculum Coverage.

At Moorfield, PSHE Education and RSE lessons are taught every week in Reception, KS1 and KS2. This ensures that we are able to teach the PSHE Education and RSE knowledge and skills in a developmental and age-appropriate way. These explicit lessons are reinforced and enhanced in many ways which include:

- Picture News Assemblies, supporting pupils in discuss and to make links to their own lives within and beyond school
- Praise and reward systems
- Restorative conversations, supporting pupils using the school's behaviour system
- Positive relationships child to child, adult to child and adult to adult across the school.

In each curriculum area, consideration is given to the school's own context to ensure that learning experiences are meaningful and relevant. Learning experiences themselves are also varied and opportunities for learning outside the classroom are also valued, considered and specifically planned for. Children are provided with opportunities to take pride in and ownership of the school grounds, making use of the allotment resources and pond/ wild area. Through the involvement of visitors with specialist skills and backgrounds and the careful consideration and planning of trips and real-life experiences, the children are able to build on their knowledge of community and develop the skills they will require for life after education.

Impact

Moorfield has established and maintained a positive learning environment where the children have positive relationships with their peers and teachers. The extent to which the school successfully promotes the spiritual, moral, cultural, mental and physical development of pupils at the schools is further evidenced through pupil's attitudes and behaviour. With weekly Picture News assemblies, we ensure that PSHE Education and RSE remains a constant and relevant part of each pupil's education.

We regularly maintain up to date training which the subject co-ordinator disseminates to ensure an approach that is informed by current pedagogy and advice from experts, as well as involving the use of recommended resources.

Planning

Each teacher is able to access the central resources for 1 decision lessons through the 1 decision website. Lesson plans, teacher notes, assessment guides, word banks, student self-assessment sheets, videos and activity worksheets are easily accessed on the online platform and can be downloaded. Teachers are encouraged to modify lessons, to ensure that they fully meet the needs of the class and address specifically recognised social and emotional aspects of learning effectively. This is done using the additional sources provided on the whole school planning overview. Teachers also refer to objectives for each unit theme to ensure that lessons, including those beyond PSHE Education and RSE, promote their achievement as outcomes. PSHE Education and RSE are embedded across the curriculum. The school will also plan special events, which involve the wider school community in the interests of PSHE Education and link learning to other areas, such as environment and sustainability.

Teaching and Learning

PSHE education and RSE is taught in a way where pupils can acquire the knowledge, understanding and skills they need to manage their lives now and in the future. We also ensure that all members of the school community understand their respective roles in relation to teaching and confidentiality.

- Teachers aim to ensure that pupils are able to learn in the way best suited to their individual needs.
- Lessons have a clear focus and learning intentions and desired outcomes are shared with the children in order for them to understand how to be successful.
- Teachers reassure pupils that their best interests will be maintained.
- Teachers ensure that a safe place is successfully established through the use of an agreed set of ground rules. This ensures that all individuals are able to contribute and that all contributions are valued.
- Ground rules are behaviour focused and implementation in PSHE Education and RSE lessons are consistent and rigorous. This ensures that all are well equipped should sensitive issues arise.

- Where appropriate, children are encouraged to talk to their parents or carers, or directed to a relevant support organisation and are provided with support to do so, with appropriate follow-up and subsequent dialogue with parents and carers, where necessary.

Assessment for Learning

Moorfield are committed to knowing our pupils well and promote good relationships. Assessment of PSHE Education, RSE and Citizenship is an integral part of every curriculum subject where ever possible. Outcomes and aspects of PSHE Education and RSE are communicated to parents and carers regularly throughout the school year, including parent's evenings and within weekly news letters. It is important for pupils to have opportunities to reflect on their learning, assessment also increases pupils' motivation and improves learning as their raised awareness of their development. Pupils are active in the assessment of their lessons and are able to review their learning in relation to the intended lesson outcomes, as well as longer term goals. Assessment in PSHE Education and RSE is ongoing and supported through the use of questioning and ongoing observation.

Language

At Moorfield we believe it is important that acceptable and unacceptable terminology is clarified. Teaching children correct terminology to describe genitals is important in relation to safeguarding and after an initial discussion correct biological terms will always be used for teaching. 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'.

SMSC

Spiritual

- Developing pupil's relationship with the environment by reflecting on their own values and beliefs and those of others.
- Providing opportunities to explore pupils' own feelings about the people, culture, place and environments that they are learning about.
- Developing the ability to be reflective about their own beliefs (religious or otherwise) and perspective on life.
- Developing knowledge of, and respect for, different people's faiths, feelings and values.
- Having a sense of enjoyment and fascination in learning about themselves, others and the world around them.
- Using pupils' imagination and creativity in their learning and developing a willingness to reflect on their experiences.

Moral

- Providing opportunities for distinguishing a moral dimension through exploring issues through decision-making activities, where children understand the views held by society, and by various groups within society, and will develop their own attitudes and values in relation to these.
- Developing an ability to recognise the difference between right and wrong and to readily apply this understanding to their own lives.
- Understanding the consequences of their behaviour and actions.
- Developing an interest in investigating and offering reasoned views about moral and ethical issues and develop the ability to understand and appreciate the viewpoints of others on these issues.

Social

- Developing a greater degree of self-discipline and rely on collaborative skills to ensure the learning is successful.
- Teaching an understanding of citizenship, where debates and discussions teach pupils about the planning process in a town or city; pupils learn about national and international trade links how this has an impact on people and places; and understand of the concept of sustainable development.
- Using a wide range of social skills in different contexts, for example, working and socialising with pupils from different religious, ethnic and socio-economic backgrounds.
- Developing a willingness to participate in a variety of communities and social settings, including volunteering, cooperating well with others and being able to resolve conflicts effectively.

Cultural

- Understanding the features and characteristics the local area, pupils understand why it is like that, and can contrast where they live with more distant localities, in this country and abroad.
- Understanding and appreciating a wide range of cultural influences that have shaped their own heritage and that of others in school and further afield as an essential element of their preparation for life in modern Britain.
- Developing the ability to recognise and value the things we share in common places across cultural, religious, ethnic and socio-economic communities.
- Developing an interest in exploring, improving understanding of and showing respect for different faiths and cultural diversity, and the extent to which pupils understand, accept and respect diversity. This is evident in pupils' attitudes towards different religious, ethnic and socio-economic groups in the local, national and global communities.

The Role of the Adult

It is the teacher's responsibility to plan, carry out and monitor the delivery of the PSHE Education and RSE. Other adults in the classroom may assist in the delivery of the curriculum and provide valuable assistance in group work. The subject leader is responsible for supporting members of staff in all aspects of PSHE Education and RSE, updating the resources and monitoring and evaluating the planning and assessment to ensure continuity and progression. The Headteacher and Governors play a vital role in encouraging good practice and ensuring the policy is adhered to.

The Role of External Agencies

The school may liaise with external agencies to support and compliment the schools PSHE Education/RSE programme of study. All agencies will be aware of the school's 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.

Monitoring and Evaluation

Monitoring is achieved through:

- Self- evaluations
- Topic Feedback Forms
- Pupil Interviews
- Lesson Planning Scrutiny
- Monitoring of planning
- Lesson observations
- Learning walks
- Pupil and teacher questionnaires

Safeguarding and Confidentiality – Safe and Effective Practice

We aim to ensure that children know how and where to access appropriate support. RSE and PSHE Education will be delivered in a safe and supportive learning environment, so that young people feel able to express their views and beliefs, ask questions and know where to find help.

Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can possibly lead to a disclosure of a child protection issue. ***Staff 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 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 RSE 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.

Consultation and the Role of Parents and Carers

The school is aware that the primary role in children's RSE and PSHE 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 is to establish open communication with all parents/carers so they are given every opportunity to inform and understand the purpose and content of RSE and PSHE Education. 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 RSE and PSHE Education through the school prospectus, letters, school website and information sessions.
- Answer any questions that parents may have about the RSE and PSHE Education of their child.
- Provide information and advice about how to support/complement RSE and PSHE Education teaching at home.

- Take seriously any issue that parents raise with teachers or governors about this policy, or the arrangements for RSE and PSHE Education in our school. If parents/carers have concerns about any aspect of the RSE curriculum they are encouraged to share these with the school.

Right to withdraw from Sex Education Lessons in Year 6

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.

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 RSE 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 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 Headteacher will automatically grant a parent's request to withdraw their child from any Sex Education other than as part of the science curriculum. (DfE, para 49/page 18). The parent(s) and the Headteacher will complete the form: Parental withdrawal from Sex Education within RSE (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. This will be reviewed at least annually. 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>)

Review

- The policy will be reviewed annually.
- 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.

Appendix 1:

The Statutory Content: Relationships Education and Health Education (DfE), Relationships Education Overview (para 62/page 20)

Theme	By the end of primary school children should know:
Families and people who care for me.	<ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability.• 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.• that other 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.• 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.• that marriage represents 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.
Caring friendships	<ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends.• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.• that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded.• 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.• how to recognise who to trust, who not to trust and how to judge when a friendship is making them feel unhappy or uncomfortable.• managing conflict and how to seek help or advice from others if needed.
Respectful relationships	<ul style="list-style-type: none">• 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.• practical steps they can take in a range of different contexts to improve or support respectful relationships.• the conventions of courtesy and manners.• the importance of self-respect and how this links to their own happiness.• 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.• 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.• what a stereotype is and how stereotypes can be unfair, negative, or destructive.• the importance of permission-seeking and giving in relationships with friends, peers and adults.
Online relationships	<ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not.• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others• how to stay safe online.• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.• how to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met.• how information and data is shared and used online.
Being safe	<ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).• about the concept of privacy and the implications of it for both children and adults• that it is not always right to keep secrets if they relate to being safe.• that each person's body belongs to them, the differences between appropriate and inappropriate, or unsafe physical and other contact.• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.• how to recognise and report feelings of being/feeling unsafe about any adult.• how to ask for advice or help for themselves or others.• how to report concerns, or abuse and the vocabulary and confidence needed to do so.• where to get advice e.g. family, school and/or other sources.

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

Health Education Overview: The focus at primary level is teaching the characteristics of good physical health and mental wellbeing (DfE, para 96/page 32)

Theme	By the end of Primary School pupils should/will know:
Mental Wellbeing	<ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness. • The scale of emotions that humans experience in response to different experiences and situations. • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation and voluntary/service-based activity on mental wellbeing and happiness. • Simple self-care techniques including the importance of: rest, time spent with friends and family, and the benefits of hobbies and interests. • How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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. • 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.
Internet Safety and Harms	<ul style="list-style-type: none"> • That for most people, the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online. • The risks of excessive time spent on electronic devices. • The impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others. • How to recognise and display respectful behaviour online. • The importance of keeping personal information private. • Why social media, some computer games and online gaming are age restricted. • 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. • How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical Health and Fitness	<ul style="list-style-type: none"> • The mental and physical benefits of an active lifestyle. • 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. • 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	<ul style="list-style-type: none"> • What constitutes a healthy diet, including an understanding of calories and other nutritional content. • The principles of planning and preparing a range of healthy meals. • 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.
Drugs, Alcohol and Tobacco	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> • 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 good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing. • The facts and science relating to immunisation and vaccination.
Basic First Aid	<p>By the end of primary school, pupils will know:</p> <ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services, if necessary. • Concepts of basic First Aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	<p>By the end of primary school, pupils will know:</p> <ul style="list-style-type: none"> • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 2 Overview of Progression of Skills

AUTUMN: RELATIONSHIPS

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Change & Transitions Families & Friendships	Managing new experiences. Taking on new challenges. Building confidence. Managing changes at home.	Roles of different people; families. Feeling cared for.	Making friends; feeling lonely and getting help.	What makes a family; features of family life.	Positive friendships, including online	Managing friendships and peer influence.	Attraction to others; romantic relationships; civil partnership and marriage.
Relationships Safe Relationships	Managing friendships and social interactions. Being aware of our own needs and having empathy for and understanding of others.	Recognising privacy; staying safe; seeking permission.	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour.	Personal boundaries; safely responding to others; the impact of hurtful behaviour.	Responding to hurtful behaviour; managing confidentiality; recognising risks online.	Physical contact and feeling safe.	Recognising and managing pressure; consent in different situations.
Feelings & Emotions Respecting ourselves and others	Understanding emotions. Develop strategies for managing feelings. Understand that it is OK to ask for help.	How behaviour affects others; being polite and respectful.	Recognising things in common and differences; playing and working cooperatively; sharing opinions.	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite.	Respecting differences and similarities; discussing difference sensitively.	Responding respectfully to a wide range of people; recognising prejudice and discrimination.	Expressing opinions and respecting other points of view, including discussing topical issues.

SPRING: HEALTH AND WELLBEING

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Keeping/ Staying Safe Keeping safe	Identifying risks to keep ourselves and others safe. Understand that rules help to keep ourselves and others safe.	How rules and age restrictions help us; keeping safe online.	Safety in different environments; risk and safety at home; emergencies.	Risks and hazards; safety in the local environment and unfamiliar places.	Medicines and household products; drugs common to everyday life.	Keeping safe in different situations, including responding in emergencies, first aid and FGM.	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media.
Keeping/ Staying Healthy Physical health and Mental wellbeing	Develop an understanding of the importance of making healthy choices (for example: health, allergies, diet, sleep, screen time, germs, oral health).	Keeping healthy; food and exercise, hygiene routines; sun safety.	Why sleep is important; Medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help.	Health choices and habits; what affects feelings; expressing feelings.	Maintaining a balanced lifestyle; oral hygiene and dental care.	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies.	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online.
Growing and changing		Recognising what makes them unique and special; feelings; managing when things go wrong.	Growing older; naming body parts; moving class or year.	Personal strengths and achievements; managing and reframing setbacks.	Physical and emotional changes in puberty; external	Personal identity; recognising individuality and different qualities; mental wellbeing.	Human reproduction and birth; increasing independence; managing transition.

					genitalia; personal hygiene routines; support with puberty.		
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SUMMER: LIVING IN THE WIDER WORLD

	Reception	Y1	Y2	Y3	Y4	Y5	Y6
Being Responsible Belonging to a community	Understand that sometimes we have to do things that we don't like doing. Developing a sense of responsibility.	What rules are; caring for others' needs; looking after the environment.	Belonging to a group; roles and responsibilities; being the same and different in the Community.	The value of rules and laws; rights, freedoms and responsibilities.	What makes a community; shared responsibilities.	Protecting the environment; Compassion towards others.	Valuing diversity; challenging discrimination and stereotypes.
Computing & Online Safety Media literacy and digital resilience	Understand the risks and how to stay safe when using technology.	Using the internet and digital devices; communicating online.	The internet in everyday life; online content and information.	How the internet is used; assessing information online'	How data is shared and used.	How information online is targeted; different media types, their role and impact.	Evaluating media sources; sharing things online.
Our World Money and work	Understand similarities and differences. Identify people who help us in our local community Respecting the local environment.	Strengths and interests; jobs in the community.	What money is; needs and wants; looking after money.	Different jobs and skills; job stereotypes; setting personal goals.	Making decisions about money; using and keeping money safe.	Identifying job interests and aspirations; what influences career choices; workplace stereotypes.	Influences and attitudes to money; money and financial Risks.

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

Dear

Thank you for your letter/request regarding 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 RSE/PSHE EDUCATION 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, 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 RSE/PSHE Education Curriculum

Parental withdrawal from sex education delivered as part of the RSE/PSHE Education curriculum A copy of this form should be given to the parent(s) and a copy retained in school	
To be completed by the parent(s)	
Name of child	
Name of parent(s)	
Year group/class	
Reason for withdrawing the child from Sex Education delivered as part of RSE/PSHE education	
Any other information you wish the school to consider	
Parent(s) signature	
To be completed by the Headteacher	
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	