



# FAIRLANDS PRIMARY SCHOOL

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## POLICY STATEMENT

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

APPROVED ON	June 2021
TO BE REVIEWED BY	June 2022

## **FAIRLANDS PRIMARY SCHOOL RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY**

### **INTRODUCTION & AIMS**

At Fairlands, we aim to provide all children with an education that prepares them for the opportunities, responsibilities and experiences of adult life. We want to encourage our pupils to develop self-respect, confidence and empathy, which will enable them to make positive choices and decisions. We believe it is important to prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene, and help them move confidently and responsibly into adolescence and adulthood. We aim to create a positive culture around relationships and help children to make responsible choices about their health and wellbeing.

A key part of this relates to relationships and health education, which must be delivered to every primary-aged pupil from September 2020. Primary schools also have the option to decide whether pupils are taught sex education, and we believe it is important to include elements of sex education in our curriculum at Fairlands.

This policy sets out the framework for our relationships, sex and health education (RSHE) curriculum, providing clarity on how it is informed, organised and delivered, and how it relates to our curriculum as a whole.

### **TEACHING RSHE IN PARTNERSHIP WITH PARENTS/CARERS**

We believe that parents/carers are the first teachers of their children, and this includes what children learn about relationships, sex and health. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships. Schools complement and reinforce this role and build on what pupils learn at home as an important part of delivering a good education.

We therefore also understand how important parents'/carers' views are in shaping our RSHE curriculum. To support this, we work closely with parents/carers by establishing open communication and ensuring they are consulted in the development and delivery of the curriculum. Parents/carers are encouraged to provide their views at any time.

The RSHE curriculum opens up discussion about many aspects of a child's daily life. We recognise that, for a whole variety of reasons, some parents/carers can be anxious about RSHE being taught in school, or may hold strong beliefs about what is taught and when their own child should be exposed to certain content. We will support parents/carers by inviting them into school to discuss what will be taught, address any concerns and help parents/carers to manage conversations positively with their children on the issues covered by RSHE.

Parents/carers can only support the teaching of RSHE if they are provided with the right information at the right time. We will therefore ensure that parents/carers are provided with the following information and opportunities:

- the content of our RSHE curriculum, including what is taught in each year group
- the resources that will be used to support the curriculum
- the legalities surrounding withdrawing their child from sex education
- an 'open door' approach so that parents/carers can liaise directly with staff if they have any concerns
- signposting parents/carers to further support
- informing parents/carers of any questions which arise during RSHE lessons which fall outside of our planned curriculum and which may need to be followed up at home

### **LEGAL FRAMEWORK**

This policy has due regard to legislation and statutory guidance including, but not limited to, the following:

- [Section 78 and 80A of the Education Act 2002](#) and the [Academies Act 2010](#), under which a personal, social and health education (PSHE) curriculum must be provided which 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.
- [Section 34 and 35 of the Children and Social Work Act 2017](#), which makes it compulsory for us to provide relationships and health education to all pupils.

- As an academy, we do not have to follow the [National Curriculum](#), we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, including the elements of sex education contained in the science curriculum. In the Early Years, the [Statutory framework for the early years foundation stage](#) sets the standards that all early years providers must meet to ensure that children learn and develop well and are kept healthy and safe.
- [The Education \(Independent School Standards\) Regulations 2014](#) set out the standards independent schools must provide in relation to the quality of education; spiritual, moral, social and cultural development of pupils; and the welfare, health and safety of pupils.
- We are also required by our funding agreements to have regard to [guidance](#) issued by the secretary of state as outlined in [section 403 of the Education Act 1996](#), which makes it compulsory for us to provide relationships education, health education and sex education in such a way that children learn the nature of marriage and its importance for family life and the bringing up of children; and protects children from teaching and materials which are inappropriate, having regard to the age and the religious and cultural background of the pupils concerned.
- [The Equality Act 2010](#) which covers discrimination based on age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

## DEFINING OUR RSHE CURRICULUM

- We define **relationships education** as learning the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.
- We define **health education** as learning about physical health and mental wellbeing to give them the information that they need to make good decisions about their own health and wellbeing.
- We define **sex education** as learning about the facts of human sexual reproduction. As explained below, at primary level, we do not *proactively teach* other content, including other aspects of human sexual activity; reproductive health; reproductive rights; safe sex; birth control or sexual abstinence.

We use a nationally recognised programme called Jigsaw to deliver the core content of the relationships, sex and health education (RSHE) curriculum so children may refer to this as their ‘Jigsaw learning’.

Appendix 1 gives an overview of the ‘Jigsaw Puzzles’, which are half termly, whole-school themes around which the Jigsaw programme is organised.

Our RSHE curriculum complements, but does not duplicate, content covered in other national curriculum subjects, including science, computing and PE.

For simplicity, a summary of the main sources and content of our RSHE curriculum is shown below:

CURRICULUM AREA	SUMMARY CONTENT	RIGHT TO WITHDRAW?
<b>Relationships</b>	Relationships education includes learning about: <ul style="list-style-type: none"> <li>• different families</li> <li>• friendships</li> <li>• respect</li> <li>• online relationships</li> <li>• keeping safe</li> </ul>	<b>NO</b>
<b>Health</b>	Health education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing, including: <ul style="list-style-type: none"> <li>• mental wellbeing</li> </ul>	<b>NO</b>

	<ul style="list-style-type: none"> <li>• physical health and fitness</li> <li>• healthy eating</li> <li>• healthy and safe internet use</li> <li>• preventing ill health</li> <li>• drug, alcohol and tobacco education</li> <li>• basic first aid</li> </ul>	
<b>Computing</b>	<p>Pupils learn to:</p> <p>In key stage 1:</p> <ul style="list-style-type: none"> <li>• use technology safely and respectfully, keeping personal information private</li> <li>• identify where to go for help and support when they have concerns about content or contact on the internet or other online technologies</li> </ul> <p>In key stage 2:</p> <ul style="list-style-type: none"> <li>• understand computer networks, including the internet; how they can provide multiple services, such as the World Wide Web, and the opportunities they offer for communication and collaboration</li> <li>• use technology safely, respectfully and responsibly</li> <li>• recognise acceptable/unacceptable behaviour</li> <li>• identify a range of ways to report concerns about content and contact</li> </ul>	<b>NO</b>
<b>Physical Education (PE)</b>	<p>Pupils will:</p> <ul style="list-style-type: none"> <li>• develop competence to excel in a broad range of physical activities</li> <li>• be physically active for sustained periods of time</li> <li>• engage in competitive sports and activities</li> <li>• lead healthy, active lives.</li> </ul>	<b>NO</b>
<b>Values</b>	<p>Pupils learn about:</p> <ul style="list-style-type: none"> <li>• values and characteristics of individuals, including British values</li> <li>• respect and difference</li> <li>• the requirements of the law</li> <li>• their responsibilities and the possible consequences of their actions</li> </ul>	<b>NO</b>
<b>Science</b>	<p>Some biological elements of the statutory science curriculum cross over with our RSHE curriculum, including:</p> <ul style="list-style-type: none"> <li>• names of the main external parts of the human body</li> <li>• how the body changes as it grows from birth to old age, including puberty</li> <li>• the reproductive process in some plants and animals.</li> </ul>	<b>NO</b>
<b>Sex education</b>	<p>At Fairlands, we also teach pupils additional content covering the facts of human sexual reproduction. The focus is on giving our children an age-appropriate understanding of how a baby is conceived and born. We explore:</p> <ul style="list-style-type: none"> <li>• Year 4 - having a baby (simple explanation of conception)</li> <li>• Year 5 - conception (including IVF)</li> <li>• Year 6 - conception to birth</li> </ul>	<b>YES</b>

## DELIVERY OF THE CURRICULUM

The curriculum content above is synthesised into an integrated programme of study, as set out in Appendix 2: *Jigsaw content by chronological age – 2a Relationships, 2b Health, 2c Sex Education.*

This is aligned with the expectations in Appendix 3, which set out what every child should know by the end of primary school, published by the Department for Education.

Our Jigsaw learning is introduced through a whole-phase assembly, and is then followed up by classroom based activities. These sessions follow a carefully planned progression of skills, which address issues in a timely way in line with current evidence on children's physical, emotional and sexual development. Through this approach, the school ensures that all teaching and materials are appropriate for the ages of the pupils, their religious backgrounds, their developmental stages and any additional needs, such as SEND.

Occasionally, classes may be taught in gender-segregated groups, dependent upon the nature of the topic being delivered at the time, and the cultural background of pupils where, for example, it may only be appropriate to discuss the body in single gender groups.

Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning. Inappropriate images, videos, etc., will not be used, and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. If pupils ask questions outside the scope of our planned RSHE content, for example, about contraception, teachers will answer these questions sensitively, honestly and appropriately to the pupil's age and development, so that children have their questions answered and are not forced to find potentially inaccurate answers online or from peers. Teachers will always use their professional judgement to decide what an age-appropriate response is and whether it may be more appropriate to respond to an individual on a one-to-one basis, away from the whole class setting. We will always make sure that parents/carers are made aware if any questions arise which fall outside

Teachers will ensure that lesson plans are centred on reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.

In teaching the wider RSHE curriculum, teachers will be aware that pupils may raise topics such as self-harm and suicide. When talking about these topics in lessons, teachers will be aware of the risks of encouraging these behaviours and will avoid any resources or material that appear as instructive rather than preventative.

## **CONFIDENTIALITY AND CHILD PROTECTION/SAFEGUARDING ISSUES**

As a general rule a child's confidentiality is maintained by the teacher or member of staff concerned. If the adult believes that the child is at risk or in danger, they talk to the named child protection co-ordinator who takes action as laid down in the child protection policy.

All staff members are familiar with the policy and know the identity of the member of staff with responsibility for child protection issues. The child concerned will be informed that confidentiality is being breached and reasons why. The child will be supported by the teacher throughout the process.

## **EQUALITY**

The school understands its responsibilities in relation to the Equality Act 2010, specifically that it must not unlawfully discriminate against anyone because of their:

- age
- sex or sexual orientation
- race
- disability
- religion or belief
- gender reassignment
- pregnancy or maternity
- marriage or civil partnership

Provisions under the Equality Act 2010 allow our school to take positive action, where it can be evidenced to be proportionate, to respond to particular disadvantages affecting a group because of a protected characteristic.

We are committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with special educational needs and disabilities (SEND) or other needs, such as those with social, emotional or mental health (SEMH) needs, are entitled to learn about RSHE and the programme will be designed to be inclusive of these pupils. We understand that we may need to reshape explanations and adapt planning of work and teaching methods in order to appropriately deliver the programme to pupils with SEND, SEMH or other needs.

We will be also be mindful that our RSHE curriculum is delivered in the context of family life, and will take care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ parents, families headed by grandparents, adoptive parents, foster parents/carers, amongst other family units). We will be sensitive to the fact that some children may have a different structure of support around them (for example: looked after children, post-looked after children, young carers or those who are subject to special guardianship orders).

We are equally mindful of the cultural sensitivity of the RSHE curriculum and that the content may be viewed differently by families from different ethnicities or religious and belief perspectives. We will take time to listen to views and opinions as they are expressed, and liaise with parents/carers to discuss their individual child. Our aim is always to create a community where different religious and belief perspectives are respected, tolerated and celebrated, alongside our legal duty to deliver a broad and balanced RSHE curriculum.

We believe that RSHE should meet the needs of all pupils, including those who are emerging as LGBTQ+ (lesbian, gay, bisexual, transgender, questioning, + other). We are mindful that children are developing their sexuality and sexual identity and will deal honestly and sensitively with matters around sexual orientation and gender diversity, answering questions in a way which is appropriate to the age and development of the child, and offering support where needed. LGBTQ+ bullying is dealt with strongly yet sensitively. Parents do not have the right to withdraw their child from lessons where LGBTQ+ issues are encountered. However, where needed, we will liaise with parents/carers to reassure them of the content and seek to understand the context for their individual child, including their religious and belief perspectives from home.

## **PARENTS' RIGHT TO WITHDRAW FROM SEX EDUCATION**

We are required by law to deliver relationships and health education and parents/carers do not have the right to withdraw their child from these lessons.

However, parents/carers do have the right to withdraw their children from our sex education curriculum. As clarified above, this solely relates to content around the facts of human reproduction in Years 4-6.

Those parents/carers wishing to exercise this right are asked to make an appointment to meet informally with the phase deputy headteacher and/or the RSHE curriculum leader in school who will:

- clarify what is taught
- share planned resources with parents/carers
- explore any concerns
- discuss any impact that withdrawal may have on the child.

Formal requests for withdrawal should then be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. A copy of this form will be placed in the pupil's educational record.

Once the formal request for withdrawal has been received, the child will not take part in sex education lessons until the request for withdrawal has been removed. Parents/carers can ask for a request for withdrawal to be removed at any time and are encouraged to review this on at least an annual basis.

If a pupil is excused from sex education, it is our responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Materials are available to parents/carers who wish to supplement the school sex education programme or who wish to deliver sex education to their children at home.

## **ROLES AND RESPONSIBILITIES**

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

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff are responsible for delivering RSE in a sensitive way; modelling positive attitudes to RSHE; monitoring progress; responding to the needs of individual pupils and responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE.

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

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

### **TRAINING**

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

The RSHE curriculum leader also supports colleagues, keeping them informed about current developments in the curriculum, and providing a strategic lead and direction for RSHE in the school.

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

### **MONITORING ARRANGEMENTS**

The delivery of RSHE is monitored by the curriculum leader by reviewing evidence of the children's work, talking to pupils and undertaking lesson observations of teaching across the school.

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

### **REVIEW**

The local governing body will review this policy in line with its schedule of policy review.

## Appendix 1: Curriculum map: Overview

### The Six Jigsaw 'Puzzles'

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<b>Autumn 1:</b>	<b>Being Me in My World</b>	Includes understanding my place in the class, school and global community as well as devising Learning Charters
<b>Autumn 2:</b>	<b>Celebrating Difference</b>	Includes anti-bullying (cyber and homophobic bullying included) and diversity work
<b>Spring 1:</b>	<b>Dreams and Goals</b>	Includes goal-setting, aspirations and resilience building
<b>Spring 2:</b>	<b>Healthy Me</b>	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices (on and off line)
<b>Summer 1:</b>	<b>Relationships</b>	Includes understanding friendship, family and other relationships, conflict resolution and communication skills
<b>Summer 2:</b>	<b>Changing Me</b>	Includes sex education elements, in the context of looking at and managing change

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## Appendix 2a: Jigsaw content by chronological age: Relationships

<b>Year Group</b>	<b>Age</b>	<b>Content</b>
<b>Early Years</b>	<b>3-5 years</b>	Family life; making friends; falling out and making up; being a good friend; dealing with bullying; growing up - how have I changed from baby to now; bodies (not including names of sexual parts); respecting my body and looking after it; personal hygiene.
<b>Year 1</b>	<b>5-6 years</b>	Recognising bullying and how to deal with it; celebrating differences between people; making new friends; belonging to a family; being a good friend; physical contact preferences; people who help us; qualities as a friend and person; celebrating people who are special to me; life cycles – animal and human; changes in me; changes since being a baby; differences between female and male bodies (correct terminology: penis, vagina, testicles, vulva); respecting my body and understand which parts are private.
<b>Year 2</b>	<b>6-7 years</b>	Assumptions and stereotypes about gender; understanding bullying; standing up for self and others; making new friends; gender diversity; celebrating difference and remaining friends; learning with others; group co-operation; different types of family; physical contact boundaries; friendship and conflict; secrets (including those that might worry us); trust and appreciation; expressing appreciation for special relationships; life cycles in nature; growing from young to old; increasing independence; differences in female and male bodies (correct terminology); assertiveness; appreciating that some parts of my body are private.
<b>Year 3</b>	<b>7-8 years</b>	Seeing things from others' perspectives; families and their differences; family conflict and how to manage it (child-centred); witnessing bullying and how to solve it; homophobic bullying; recognising how words can be hurtful; giving and receiving compliments; respect for myself and others; healthy and safe choices; family roles and responsibilities; friendship and negotiation; keeping safe online and who to go to for help; being aware of how my choices affect others; awareness of how other children have different lives; expressing appreciation for family and friends; how babies grow; understanding a baby's needs; outside body changes at puberty; inside body changes at puberty; family stereotypes.

<b>Year 4</b>	<b>8-9 years</b>	Challenging assumptions; judging by appearance; accepting self and others; understanding influences; understanding bullying including the role of the bystander; problem-solving in relationships; identifying how special and unique everyone is; first impressions; working in a group; celebrating contributions of others; healthier friendships; group dynamics; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; getting on and falling out; girlfriends and boyfriends; showing appreciation to people and animals; being unique; girls and puberty; boys and puberty; confidence in change; accepting change.
<b>Year 5</b>	<b>9-10 years</b>	Cultural differences and how they can cause conflict; racism; rumours and name-calling; types of bullying; enjoying and respecting other cultures; body image; self-recognition and self-worth; building self-esteem; safer online communities; rights and responsibilities online; online gaming and gambling; reducing screen time; dangers of online grooming; SMARRT internet safety rules; Self and body image; influence of online and media on body image; puberty for girls; puberty for boys; growing responsibility; coping with change.
<b>Year 6</b>	<b>10-11 years</b>	Children's universal rights; feeling welcome and valued; choices, consequences and rewards; group dynamics; democracy, having a voice; anti-social behaviour; role-modelling; perceptions of normality; understanding disability; understanding what transgender means; power struggles; understanding bullying; inclusion/exclusion; difference as conflict; difference as celebration; empathy; exploitation, including 'county-lines' and gang culture; love and loss; managing feelings; power and control; assertiveness; technology safety; responsibility with technology use; self-image, body image; puberty and feelings; reflections about change; physical attraction; respect and consent; boyfriends/girlfriends; sexting.

## Appendix 2b: Jigsaw content by chronological age: Health

Year Group	Age	Content
Early Years	3-5 years	Understanding feelings; Identifying talents; being special; challenges; perseverance; goal-setting; overcoming obstacles; seeking help; physical activity; healthy food; sleep; keeping clean; being safe; respecting my body; growing up; growth and change; fun and fears; celebrations.
Year 1	5-6 years	Feeling special and safe; rewards and feeling proud; consequences; setting goals; identifying successes and achievements; tackling new challenges; identifying and overcoming obstacles; feelings of success; keeping myself healthy; healthier lifestyle choices (including oral health); keeping clean; being safe; medicine safety/safety with household items; road safety; linking health and happiness; people who help us; changes in me; changes since being a baby; linking growing and learning; coping with change.
Year 2	6-7 years	Hopes and fears for the year; recognising feelings; achieving realistic goals; perseverance; motivation; healthier choices; relaxation; healthy eating and nutrition; healthier snacks and sharing food; growing from young to old.
Year 3	7-8 years	Self-identity and worth; positivity in challenges; responsible choices; giving and receiving compliments; difficult challenges and achieving success; dreams and ambitions; new challenges; motivation and enthusiasm; recognising and trying to overcome obstacles; evaluating learning processes; managing feelings; simple budgeting; exercise; fitness challenges; food labelling and healthy swaps; attitudes towards drugs; keeping safe and why it's important online and off line; respect for myself and others; healthy and safe choices; body changes at puberty.

<b>Year 4</b>	<b>8-9 years</b>	What motivates behaviour; rewards and consequences; accepting self and others; understanding influences; hopes and dreams; overcoming disappointment; creating new, realistic dreams; achieving goals; resilience; positive attitudes; healthier friendships; group dynamics; smoking; alcohol; assertiveness; peer pressure; celebrating inner strength; jealousy; love and loss; memories of loved ones; body changes at puberty.
<b>Year 5</b>	<b>9-10 years</b>	Being a citizen; rights and responsibilities; rewards and consequences; how behaviour affects groups; democracy, having a voice, participating; material wealth and happiness; future dreams; the importance of money; jobs and careers; dream job and how to get there; goals in different cultures; supporting others (charity); motivation; smoking, including vaping; alcohol; alcohol and anti-social behaviour; emergency aid; body image; relationships with food; healthy and safe choices; motivation and behaviour; changes in the body at puberty.
<b>Year 6</b>	<b>10-11 years</b>	Choices, consequences and rewards; group dynamics; democracy, having a voice; emotions in success; making a difference in the world; motivation; recognising achievements; compliments; taking personal responsibility; how substances affect the body; exploitation, including 'county lines' and gang culture; emotional and mental health; managing stress; mental health; identifying mental health worries and sources of support; love and loss; managing feelings; power and control; assertiveness; technology safety; take responsibility with technology use; self-image; body image; impact of media; discernment; puberty; reflections about change; respect and consent.

## Appendix 2c: Jigsaw content by chronological age: Sex Education

<b>Year Group</b>	<b>Age</b>	<b>Content</b>
<b>Year 4</b>	<b>8-9 years</b>	Having a baby (simple explanation of conception)
<b>Year 5</b>	<b>9-10 years</b>	Understanding conception (including IVF)
<b>Year 6</b>	<b>10-11 years</b>	Understanding conception to birth

### Appendix 3a: DfE Guidance - Relationships: By the end of primary school, pupils should know...

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<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 or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<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>
Respectful relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<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>
Being safe	<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>

**Appendix 3b: DfE Guidance - Health: By the end of primary school, pupils should know...**

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom 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).</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• about the benefits of rationing 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.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise 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, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

#### Appendix 4: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Specific sex education content you would like to withdraw your child from			
			<b>TICK</b>
<b>Year 4</b>	<b>8-9 years</b>	Having a baby (simple explanation of conception)	
<b>Year 5</b>	<b>9-10 years</b>	Understanding conception (including IVF)	
<b>Year 6</b>	<b>10-11 years</b>	Understanding conception to birth	
<b>Other</b>			
Reason for withdrawing your child			
<i>...please continue on reverse with any other information you would like the school to consider</i>			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	
Headteacher's signature	