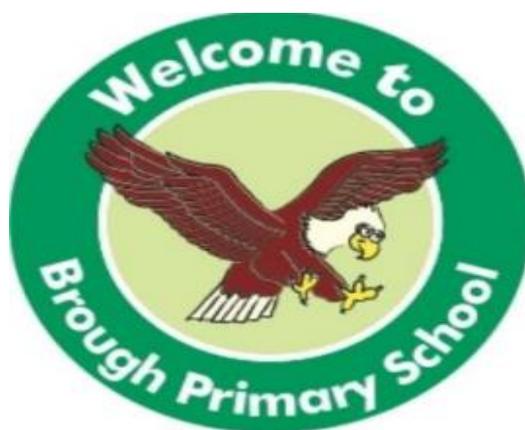


Brough Primary School



Relationships and sex education policy

Policy Date	February 2021
Policy Review Date	February 2023
Lead Person	Susan Stainton

To be read in conjunction with the PSHE and Behaviour policies.

Introduction

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and students alike, our ethos and approach and commitment to equality both within and outside of the classroom. It will be reviewed every 2 years to ensure that it reflects the attitudes and beliefs of the school population and remains up to date with both current guidance from Government and the Department for Education, but also remains relevant to the experiences of our pupils.

Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

Brough Primary School recognise that as a school we have a legal responsibility under The Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019, made under sections 34 & 35 of the Children & Social Work Act 2017, to provide comprehensive Relationship Education and Health Education for all pupils receiving primary education. We acknowledge that in order for children to embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. We understand that high quality, evidence-based and age-appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help.

We recognise that RSE needs to be taught sensitively with due regard to the different needs of individual pupils and that we may need to adapt and change our teaching as the pupils of the school change. Not only does the teaching need to be sensitive of these needs, but also to help the pupils realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours or prejudice-based language. It is essential that young people still have access to the learning they need to stay safe, healthy and understand their rights as individuals.

At Brough Primary School we acknowledge that all young people deserve the right to honest, open, and factual information to help better form their own beliefs and values, free from bias, judgement or subjective personal beliefs of those who teach them.

Statutory Requirements

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

We are not required to provide sex education; however, we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Brough Primary School we teach RSE as set out in this policy.

Policy development

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

1. Review – The RSE coordinator working with the deputy head teacher pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

Definition

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

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

RSE is not about the promotion of sexual activity.

Curriculum

Our curriculum is cross curricular in nature and can be seen embedded within our PSHE, SMSC and science curriculum and is set out in **Appendix 1**.

We have decided upon this curriculum considering the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

Delivery of RSE

In school we meet the learning objectives as set out in the Relationships Education, Relationship & Sex Education and Health Education (England) Regulations 2019 for primary schools with a whole school

approach. As a school we have a strong belief in the importance of PSHE and RSE and the vital role it plays in helping children to become happy and successful adults. Moving forward we will be using a programme of study called SCARF.

This will be rolled out towards the end of the academic year 2020/21. Year 5 and 6 will be covering the Growing and Changing unit and the Healthy Relationships unit during terms 5 and 6 2021. The rest of the school will teach appropriate units based on the needs of children returning to school after lockdown.

RSE is taught mainly within the personal, social, health and economic (PSHE) education curriculum. However, RSE is also taught through other subject areas. Biological aspects of RSE are taught within the science curriculum, and RSE will also be covered in Computing lessons – this will include teaching pupils how to be safe online, and about cyberbullying. RSE will also be covered in PE where children learn about healthy lifestyles and the importance of exercise. **(See Appendix 1).**

Pupils also receive stand-alone sex education sessions delivered by a trained health professional. This will take place for both girls and boys in Year 5. Parents will be advised before these sessions take place and will have the opportunity to view the materials that will be used in the talk.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Science Curriculum

EYFS children learn about life cycles as well as watching ducklings hatch. Through ongoing personal, social and emotional development, they develop the skills to form relationships and think about relationships with others.

Key Stage 1

Children learn:

- To identify, name, draw and label the basic parts of the human body and say which part of the body is to do with each sense.
- To notice that animals, including humans, have offspring which grow into adults.
- To find out and describe the basic needs of animals, including humans, for survival (water, food and air).
- To describe the importance of exercise, eating the right amounts of different food, and hygiene.

Key Stage 2

Children learn:

- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.

- To identify that humans and some other animals have skeletons and muscles for support, protection and movement.
- To describe the simple functions of the basic parts of the digestive system in humans.
- To identify the different types of teeth in humans and their simple functions,
- To describe the changes that take place as humans grow and develop through life.
- To identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.
- To recognise the impact of diet, exercise, drugs and lifestyle on their bodily functions.
- To describe the ways in which nutrients and water are transported within animals, including humans.
- 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 including the key facts about the menstrual cycle.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Since RSE incorporates the development of self-esteem and relationships, pupils' learning does not just take place through the taught curriculum but through all aspects of school life including the playground. It is important that all staff understand that they have a responsibility to implement this policy and promote the aims of the school at any time that they are dealing with children.

Appendix 2 lists the knowledge and key skills we feel children in our school should know by the end their time in primary school.

From September 2021 there will be an update on the school website every half term, to advise what subjects will be covered by each year group for the upcoming half term.

Roles and responsibilities

The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE. The headteacher, together with the RSE coordinator also ensure that staff are given sufficient training, so they can teach effectively and handle any difficult issues with sensitivity. The headteacher monitors this policy on a regular basis and reports to governors on the effectiveness of this policy.

Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Pupils

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

Parents

The school is well aware that the primary role in children's RSE is taught by parents and carers. We wish to build a positive and supporting relationship with the parents of our children through mutual understanding, trust and cooperation. In promoting this objective, we:

- Inform parents about the school's RSE policy and practice.
- Answer any questions that parents may have about the RSE teaching of their child; this includes providing opportunities for parents to view the resources that are used in lessons.
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. However, we hope that by working in partnership with parents that they recognise the importance of this aspect of their child's education.
- A register of any pupils who are removed from lessons will be kept and distributed to all the teachers involved.

Parents' right to withdraw

We believe that successful teaching around RSE can only take place when parents and school work together. Especially, considering we both want children to grow up safe and happy in healthy relationships, with the ability to manage their emotions and speak up when they feel unsafe. Therefore, we are committed to working together with parents.

We recognise that parents retain the right to request to withdraw their children from the non-statutory components of sex education within RSE.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.

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

Training

Staff training on the delivery of RSE will be included in our continuing professional development calendar.

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 RSE.

Special Educational Needs

Pupils with special educational needs will be given the opportunity to fully participate in RSE lessons, and a differentiated program will be provided where necessary, to ensure that all pupils gain a full understanding.

Equal Opportunities

RSE will be given to ensure quality of access for all pupils, regardless of gender, race or disability, so giving equal opportunities and avoiding discrimination.

Parental Concerns

Any complaints or concerns about the RSE programme should be made to the class teacher in the first instance. If things are not resolved then parents can contact the Headteacher.

Monitoring arrangements

The delivery of RSE is monitored by S.Stainton (PSHE lead) through:

Learning walks and discussions with the children.

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

This policy will be reviewed by S Stainton every two years. At every review, the policy will be approved by the

governing board and the headteacher.

Appendix 1 Relationships and Sex Education Curriculum

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Y E A R E Y E S	Me and My Relationships Knowing myself and what makes me special; Knowing who my special people are and who can help me; Knowing my feelings and how to cope with them.	Valuing Difference Knowing that while I am special, you are too; Knowing some families are the same and some are different; Knowing we are live in different types of houses; knowing how to be kind and caring and important that is.	Keeping Myself Safe What's safe to go into my body; how to be safe inside and outside; to know I need to listen to my feelings and know what makes me happy and sad; to know that I have to be careful with online things so I am safe; knowing who can me to stay safe.	Rights and Responsibilities I should look after my special people and my friends; I should be helpful at home and care for my classroom; Knowing how to care for our world in simple terms e.g. not throwing rubbish on the street; knowing that people have money and that they can spend it and that it should be kept safe.	Being My Best How you bounce back when things go wrong; Having an 'I can' attitude; knowing about some foods that can help me stay healthy; knowing why I should move my body – exercise; know why a good night's sleep is so important.	Growing and Changing Know about the seasons; Know that different living things have life stages e.g. plants, animals, humans; Knowing that I am getting bigger; me and my body – girls and boys.
Y E A R 1	Me and My Relationships Which groups we belong to e.g. family; know a range of feelings; know that bodies and feelings can be hurt; know why we have rules; know what makes a good friend; how to make up and listen to each other.	Valuing Difference Know that people are different; know that some families are different; know about bullying and being unkind; know how school rules help them; know about their special people; know the difference between fair and unfair, kind and unkind.	Keeping Myself Safe Know how we get energy; importance of sleep; know about keeping themselves safe and telling a trusted adult; know about feelings of loss, know medicines can make people feel better and how to be safe around them; understand about good and bad touches and the 'PANTS' rule; Name and know which parts should be private e.g. bottom, privates.	Rights and Responsibilities Know about personal hygiene; learn to care for school and other things e.g. plant; Know where money comes from; know about value of coins and notes and how to keep money safe.	Being My Best Know about five-a-day; know about personal taste in food; know catch it, kill it, bin it and need to wash hands; know that people make mistakes when learning and that is okay; know how their own behaviour can affect others.	Growing and Changing Know major parts of the body e.g. heart and lungs; know about caring for a baby; know about changes between baby, toddler and now; know difference between teasing and bullying; know about trusted adults; know difference between a secret and a nice surprise; know parts of body that are private and how to keep them private.

Y E A R 2	Me and My Relationships Take part in writing classroom rules; increase range of words to describe feeling; understand difference between bullying and teasing; Know difference between bullying and isolated unkind behaviour; know who can help; know how special friendship is; know how to deal with feelings – including anger;	Valuing Difference Identify some physical differences and similarities; know who their special people are; know how their behaviour can affect others; know how it feels to be left out of a group; know what a difference kind and also unkind behaviour can make to others; know how to be a good listener; begin to learn how negotiation can help maintain positive friendships.	Keeping Myself Safe Know about safety around medicines; know when they feel safe and unsafe; know who they can talk to if they feel unsafe; Know how body language gives clues about how a person is feeling; know what touches they like and do not like; know what to do if they are touched in a way they don't like; identify difference between safe secrets which are a nice surprise and unsafe secrets.	Rights and Responsibilities Know how to get on with others; know how to control their 'impulsive' behaviour; know which people in and out of school keep them safe; know what they like about the school environment; know about choices about what to do with their money; know the difference between need and want when spending money; know that money can be saved.	Being My Best Know about the importance of a 'can do' attitude; know what choices they have and what choices are made for them; know about their likes and dislikes; know how germs are spread and how to prevent it; know importance of vaccinations; know about oral hygiene; know about our bodies need for energy and how sleep & exercise keep us well; know major body parts and functions.	Growing and Changing Know how to give constructive feedback to others; learn how to deal with strong emotions such as a parent moving away; know about the different stages of growth – baby, toddler, child, teenager, adult, know some of the things people can do at each stage; know that private parts help make babies when they are grown up; remind about private parts and that you should not touch; Know what privacy means in the wider sense, and that some information and belongings are private.
Y E A R 3	Me and My Relationships Know that different rules apply to different situations e.g. internet; different ages; consider consequences when rules are broken; explain how we feel when we lose things; understand how to work in a group; maintaining positive relationships; conflict resolution within friendships; know what a	Valuing Difference Different types of family – adoption, fostering, same-sex relationships; understand about communities; respectful listening; UK population has different origins – varying national, regional, ethnical and religious backgrounds; think about qualities needed to get on with people from different origins; know repeated	Keeping Myself Safe Know when they are safe and unsafe; know who can help; know the difference between danger and risk; show strategies for dealing with and managing risk; know risks of cigarettes and alcohol; know most people chose not to smoke; define the word drug and know that nicotine and alcohol are drugs; Know that	Rights and Responsibilities Define a volunteer and know why some people volunteer in school and other settings; suggest how they can help volunteers; know difference between fact & opinion; define the term environment – devise ways to look after school environment; Know income, saving and spending; know when we	Being My Best Understand healthy eating and balanced diet; know how infections are spread; begin to understand acquire skills of debate; understand achievements and areas for development; know that being complimented makes us feel good; know team work and collaboration can benefit all members of the team;	Growing and Changing Know different types of relationships; understand personal space; know what to do if someone is too close; know how different surprises make them feel; know what to do if a secret makes them feel uncomfortable; Use a range of words to describe intensity of feelings; know good and bad feelings;

	dare is and how to handle dares; consider other points of view; rehearse making up.	name calling is bullying; explore why some people have prejudiced views and what this is.	medicines are drugs and suggest ways they can be helpful or harmful; know about on-line safety including how to stay safe when browsing online; know what not to share online; know what to do if they are asked to provide information;	can buy and when to save; suggest items/service around the home that need paying for; understand people earn 'income' through their jobs; amount of pay depends on lots of things e.g. experience or responsibility.	know how food and air get into the body; explain difference between skills and talents recognising their own.	identify people they can trust.
Y E A R 4	Me and My Relationships Know how feelings can affect our physical state; understand positive, healthy relationships; know that sometimes they need to say 'no' to a friend; explain how feelings can be linked to the physical state; know that feelings about someone might change; know who might pressure them to behave in an unhealthy, unacceptable or risky way and how to deal with that.	Valuing Difference Understand negotiation and compromise; right to protect personal space; understand they can have different relationships with people they know e.g. close family, wider family, teachers, friends etc; list differences between people e.g. race, gender, religion; recognise consequences of aggressive behaviour; understand that they should respect all people; know about stereotypes that may be portrayed in the media.	Keeping Myself Safe Know danger, risk and hazard; identify and suggest ways to manage familiar risks; know what should and should not be shared online – including images; Know and explain implications of sharing an image online without consent; revisit ways to deal with dares; know about safe ways to deal with medicine and how to stop the spread of infectious diseases; understand risks of smoking and alcohol and that many people now don't smoke or drink alcohol;	Rights and Responsibilities Explain how people help them stay healthy and safe; understand all humans including children have rights; identify some of the rights and also the responsibilities; recognise everyone can make a difference through the democratic process e.g. school council; know media and other things can 'influence us'; understand how national and environmental organisations are working to protect the environment; understand income & expenditure; prioritise expenditure in the home from most essential to least essential; understand income tax,	Being My Best Know everyone is unique; appreciate their own uniqueness; know they all make choices and that their choices may sometimes be different to their friends; Know about healthy eating, sleep and exercise; understand how they can contribute to caring for the environment; Understand the school community and identify the attributes and qualities of people who support the school community.	Growing and Changing Describe some of the changes that happen during life such as moving house, starting school or getting a younger brother or sister; know how to deal with change; Understand in broad terms that their bodies will change and that this is called puberty: understand how the onset of puberty can have emotional as well as physical impact; suggest why young people sometimes fall out with their parents;

				National Insurance and VAT; recognise how a pay slip is set out.		
Y E A R 5	Me and My Relationships Know what attributes are needed to work collaboratively; understand negotiation and compromise; know key qualities of true friendship; reflect on own friendship qualities; identify what things make a relationship unhealthy; recognise basic human emotional needs; identify risks and consider possible costs of taking risks e.g. smoking; understand about acceptable use of computers and the need for responsible, respectful behaviours.	Growing and Changing Understand how someone feels when they are separated from someone or something they like; identify parts of the body male and females have in common; know the correct terminology for their genitalia; understand and explain why puberty happens; Know the key facts of the menstrual cycle; know that periods are a normal part of puberty for girls; identify some ways to cope better with periods. know babies come from joining of an egg and sperm; explain what happens when an egg doesn't meet sperm; understand that for girls, periods are a normal part	Valuing Difference Define qualities of lasting friendship; respond appropriately to others; develop an understanding of discrimination and injustice – listing some examples; consider how discriminatory behaviour can be challenged; describe benefits of living in a diverse society; understand importance of mutual respect for faiths and beliefs is important; understand information online is not always true or accurate; know some people post things online about themselves that are not true; begin to understand the differences between sex, gender identity, gender	Keeping Myself Safe Understand what a habit is giving examples; know why habits are hard to break; recognise positive and negative risks and how to weigh them up when making a decision; demonstrate strategies for dealing with face-to-face and online bullying; understand about dares; know how to protect personal information online; know people online aren't always who they appear to be; understand risks of being friends online with someone they haven't met; know about the complexities of categorising drugs; know all medicines are drugs but	Rights and Responsibilities Discuss issues in the media about health and wellbeing; make suggestions about how to improve the situation; understand difference between fact and opinion; know that some reporting can be biased; know the difference between responsibilities, rights and duties; understand voluntary, community and pressure (action) groups; discuss what a consumer should ask before buying; define loan, credit, debt and interest; consider what advice to give for a range of financial situations; understand what local councils do and that they are part of our	Being My Best Know about how to stay healthy; understand the norms around smoking and the common misconceptions of this; know the basic functions of the four systems of the human body; explain function of at least one internal organ; knowing what they need to improve upon; understand community and how they value the communities to which they belong; know people responsible for keeping them safe and how to help them; describe 'star' qualities of celebrities as described in the media; understand people are often portrayed differently in

		of puberty; Know the correct words for external sexual organs; understand acceptable and unacceptable touch and how that changes as you grow up recognise how our body feels when we are relaxed, nervous or sad and know that this is normal; know how individual and group actions can impact positively and negatively on others; discuss safe and unsafe secret; recognise some people can be bullied for the way they express their gender; know what to do to stop it.	expression and sexual orientation.	not all drugs are medicines; know drugs can be helpful and harmful; identify some of the risks both physical and emotional around a specific drug – nicotine.	countries democratic process.	the media to what they are really like; describe 'star' qualities of 'ordinary' people.
Y E A R 6	Me and My Relationships Demonstrate a collaborative approach to solving tasks; demonstrate how to negotiate; know some of the challenges from friendship; understand how difficult peer pressure can be and suggest ways to deal with it; understand consequences of reacting to people in both a positive and negative way;	Valuing Difference Know how to deal with bullying or rude offensive behaviour as a bystander; know that while we are unique we have lots in common; know how to show respect using verbal and non-verbal communication; consider how discriminatory behaviour can be challenged; describe benefits of living in a	Keeping Myself Safe Accept responsible and respectful behaviour is the norm and expected both online and face-to-face; know how to stay safe online; know it is illegal to share (sexual) images of children under 18 years old; explore the risk of sharing images of themselves directly on online; understand what is meant by addiction;	Rights and Responsibilities Understand opinion, biased and unbiased; know legal age for social media accounts; know why people often only post the good bits about themselves online; Know why different jobs have different levels of pay; understand the pros and cons of saving money; describe the aim, mission statement, activity and	Being My Best Identify aspirational goals; explain the five ways to wellbeing; describe how to have a healthy lifestyle; present information about health and wellbeing issues; understand risks in a given situation, including emotional risks; understand the risks in growing up and explain the need to be aware of these.	Growing and Changing Suggest positive strategies for dealing with change; know who can support them; know that fame can be short-lived, know photographs can be changed to match society's view of perfect; know how the media can reinforce gender stereotypes; understand how people can feel pressured into behaving in

	<p>understand commitment; understand different types of commitment including marriage; understand everyone has the right to choose who and if/when they marry; know that some inappropriate touch is illegal; describe safe and respectful behaviours when using information, communication technology.</p>	<p>diverse society; understand importance of mutual respect for faiths and beliefs is important; explain differences between friend and acquaintance; describe benefits of other types of relationship e.g. neighbour, carer, relative, know what is meant by stereotype; know how the media can influence gender stereotypes.</p>	<p>understand that drugs can have both medical and non-medical uses; begin to understand that some drugs are illegal; understand some of the risks and effects of drinking alcohol; suggest ways people's emotional needs can be met; know independence and responsibility go together.</p>	<p>beneficiaries of a chosen voluntary, community or action group, understand what is meant by living in an environmentally sustainable way.</p>		<p>a certain way; suggest strategies that might help someone who felt challenged by the changes in puberty; identify the situations in which someone might need to break a confidence in order to keep someone safe; discuss myths associated with puberty; identify some products that may be needed during puberty and why.</p>

Appendix 2 By the end of their time in primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<p>Pupils should know</p> <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 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 ● 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 or unsafe, and how to seek help or advice from others if needed
Caring Friendships	<p>Pupils should know</p> <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

	<ul style="list-style-type: none"> ● 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
Respectful Relationships	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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 online including when we are anonymous ● 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	<p>Pupils should know</p>

	<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; including that it is not always right to keep secrets if they relate to being safe ● That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe 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 unsafe or feeling bad about any adult ● How to ask for advice or help for themselves or others, and to keep trying until they are heard ● 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
Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> ● That mental wellbeing is a normal part of daily life, in the same way as physical health. ● There is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scare of emotions that all humans experience in relation 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, voluntary and service-based activity on mental health. ● Isolation and loneliness can affect children and that it is very important for children to 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), 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).

	<ul style="list-style-type: none"> ● 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.
Internet safety and harms	<p>Pupils should know</p> <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 and the impact of positive and negative content on their own and others' mental and physical wellbeing. ● 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. ● Why social media, some computer games and online gaming, for example, 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, including from search engines is ranked, selected and targeted. ● Where and how to report concerns and get support with issues online.
Physical and health fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> ● The characteristics and 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, 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.
Health eating	<p>Pupils should know</p> <ul style="list-style-type: none"> ● What constitutes a healthy diet (including understanding calories and other nutritional content).

	<ul style="list-style-type: none"> ● The principles of planning and preparing a range of health meals. ● The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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, viruses, how they are spread and treated, and the importance of handwashing. ● The facts and science relating to allergies, immunisation and vaccination.
Basic First aid	<p>Pupils should 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>Pupils should know</p>

- | | |
|--|---|
| | <ul style="list-style-type: none">● Key facts about puberty and the changing adolescent body, particularly from 9 through to age 11, including physical and emotional changes.● About menstrual wellbeing including the key facts about the menstrual cycle. |
|--|---|

Source: DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education.

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/908013/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

Appendix 3 Parent form: withdrawal from sex education within RSE

To be completed by parents			
Name of child		Class	
Name of parent		date	
Reasons for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

To be completed by the school	
Agreed actions from discussion with parents	

--	--