



EBOR ACADEMY TRUST

29

Relationships and Sex Education Policy

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## 1. Introduction

As an academy group we have four clear drivers. Excellence, Belonging, Opportunity, Respect.

Excellence – We work to inspire and instil in others, the desire to be the best we can.

Belonging – To work together as a community, having a unique and valued part to play within our academy alliance.

Opportunity – To give, and be given, the opportunities to grow, flourish, and celebrate success.

Respect – To value, respect and care for others and ourselves.

## 2. Policy Intent

At Haxby Road Primary we have a dedicated time to teach RSE in a weekly timetabled session, approximately 45 minutes per week. We follow our PSHE curriculum and ensure coverage by using our long term plan. PHSE elements are also woven into our key stage and whole school assemblies. We take great care in our approach towards pupil wellbeing in school and place importance on children sharing their feelings and concerns through emotional check ins. All classes have dedicated PHSE sessions in our school HUB (Helping Us Belong).

We aim to promote personal well being and development through a comprehensive taught programme of PSHE that gives children and young people the knowledge, understanding, attitudes and practical skills to live a healthy, safe, productive and fulfilled life both now and in the future. We believe a high quality RSE curriculum helps create a safe school community and enhances our whole school key values in which children can **grow, learn** and **aspire** together.

## 3. What Is Relationship and Sex Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

## 4. Statutory Expectations

Relationships and Health Education is compulsory in Primary Schools. We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

For Primary Schools – Sex education is not mandatory although they must teach the elements of sex education contained in the science curriculum. The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw from this aspect of the curriculum. Primary Schools can decide to teach some aspect of Sex Education if they should deem it to be important in their context.

In teaching RSE, we must have regard to the statutory guidance from the DfE [www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education](http://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice.

## 5. Policy Consultation

We are committed to working in partnership with parents and carers on the delivery of the RSE curriculum, we want our parents and carers to feel included and involved in how we are working with their children when educating them on sensitive and thought provoking topics featured within this curriculum. We will always share information with parents in an informative and consultative way, that allows for a dialogue between

home and school in order to strengthen the practice and provision we can deliver to our children (See Appendix 3 a guide for parents)

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

- 1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations*
- 2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy. The publication of supporting resources and materials for the 'puberty' and 'growing up lessons' are made available to parents prior to the delivery of these. We work to incorporate parental feedback into the development and delivery of these lessons.*
- 3. Pupil consultation – we investigated what exactly pupils want from their RSE lessons and the areas of sensitivity, risk and development that is relevant to them and the context in which we teach.*

## **6. Aims and Objectives for Relationship and Sex Education**

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

6.1 The objectives of Sex and Relationship Education are:

- a) To provide the knowledge and information to which all pupils are entitled.  
To clarify/reinforce existing knowledge.
- b) To raise pupils' self-esteem and confidence, especially in their relationships with others.
- c) To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- d) To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- e) To provide the confidence to be participating members of society and to value themselves and others.  
To help gain access to information and support.
- f) To develop skills for a healthier safer lifestyle.
- g) To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- h) To respect and care for their bodies.
- i) To be prepared for puberty and adulthood.

6.2 RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- a) Families
- b) Respectful relationships, including friendships
- c) Online and media
- d) Being safe
- e) Intimate and sexual relationships, including sexual health

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).

## 7. Sex Education

At Haxby Road Primary Academy we will be continuing to provide some additional content on sex education to meet the needs of our pupils in line with all primary schools within our trust. We already choose to teach some aspects of sex education and will continue to do so in line with DfE advice that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Haxby Road Primary Academy we will teach this in Year 6. We will consult parents before the final year of primary school about the detailed content of what will be taught. Resources used will be made available to parents and a meeting with parents will be arranged prior. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school. Teaching staff will receive high quality training, to ensure they are able to deliver sex and relationship lessons effectively. The RSE curriculum plan (appendix 2) demonstrates that the Sex Education is different to those statutory elements of the science curriculum. For example, how babies are made would be one of the elements of the Sex Curriculum that would require consent.

In line with statutory policy, parents have a right to withdraw their children from this aspect of the curriculum (as detailed more fully below).

## 8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in [Appendix 4](#) of this policy and addressed to the headteacher. We will invite you to talk through your concerns, explain our school's rationale for RSE and invite you to review some of the materials we hope to use. Withdrawing your child from sex education remains a statutory right as a parent or legal guardian.

Alternative work will be given to pupils who are withdrawn from sex education.

## 9. The organisation of Relationship and Sex Education

Our school's overall aim is to give all children the best possible opportunities to grow and develop as people in their own right during their time at Haxby Road Primary Academy.

Relationship and sex education is delivered through science, PSHE, Citizenship and circle time. Sex and relationship education is taught by classroom teachers, teaching assistants and if appropriate, outside visitors such as the school nurse. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Consistency across all staff and across all areas is really important. All staff promote the same message, 'Learn, Grow, Aspire' which is our school vision, instead of it being contained within discrete PSHE lessons only. We support parents who may need it, for key skills. Our Wellbeing and behaviour team runs face to face sessions where needed, online support and newsletters to encourage parental engagement and involvement from home.

For more information about our RSE curriculum plans ([See Appendix 2](#))

### **10. The Role of Visitors in regards to RSE**

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it. Where it is deemed appropriate the school may call upon specialists or guest speakers to contribute to the delivery of lessons to enhance children's learning experience.

### **11. SEND Pupils and Vulnerable groups**

Relationships Education, Sex and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for those pupils who do have additional needs.

At Haxby Road Primary Academy school we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be a subject that provokes much thought and discussion for pupils. For the more vulnerable pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. We are aware that making adaptations, pre-teaching and regular liaison and consultation with those pupils will be needed.

### **12. Safeguarding Children**

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

### **13. Sexual Identity and Sexual Orientation**

Haxby Road Primary School believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

#### **14. Controversial and Sensitive Issues**

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a difference of opinions.

#### **15. Dealing with Difficult Questions**

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. ([See Appendix 1](#))

#### **16. Monitoring & Evaluation**

The senior leadership team will work with subject leaders to monitor the provision of RSE across the school. This will be completed a minimum of once a term and will include learning walks, CPD, pupil perceptions and book monitoring. Pupils' perception evaluations will be used to monitor the progress of pupils' understanding of RSE. It is the responsibility of each leadership team to ensure that pupil voice and parental consultation remains at the heart of the RSE core offer.

## Appendix 1: Additional guidance for supporting children

### Answering Children's Questions:

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smartphone. In the age of information, where children in primary have access to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had a chance to form.
4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.
5. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:
  - a) Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
  - b) If a question is relevant to the whole class, we will answer it to the whole group. However, as with any other subject, there may occasionally, be the need to
  - c) differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
  - d) If a child asks a question that is not necessarily suitable for the entire class, we will respond by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
  - e) If the member of staff doesn't have an answer or doesn't know, they will say so.
  - f) There is no shame in not knowing the answer, but the member of staff should try to help the child to find the answer later.
  - g) If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*

- h) This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.
- 6. If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
- 7. Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

## Appendix 2: RSE Curriculum Plan Long Term Overview

| Year Group | Autumn 1                          | Autumn 2                 | Spring 1                   | Spring 2                  | Summer 1                                | Summer 2                 |
|------------|-----------------------------------|--------------------------|----------------------------|---------------------------|---|--------------------------|
|            | Relationships Education           |                          | Health Education (and RSE) |                           |   |                          |
| EYFS       | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Health & Prevention                     | Health & Prevention      |
|            | Caring Friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            |   |                          |
| Year 1     | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Healthy & Prevention                    | Basic First Aid          |
|            | Caring Friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            | Drugs, alcohol & tobacco                | Changing adolescent body |
| Year 2     | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Healthy & Prevention                    | Basic First Aid          |
|            | Caring Friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            | Drugs, alcohol & tobacco                | Changing adolescent body |
| Year 3     | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Health & Prevention                     | Basic First Aid          |
|            | Caring Friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            | Drugs, alcohol & tobacco                | Changing adolescent body |
| Year 4     | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Health & Prevention<br>Basic first aid  | Basic First Aid          |
|            | Caring Friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            | Drugs, alcohol & tobacco                | Changing adolescent body |
| Year 5     | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Healthy & Prevention<br>Basic first aid | Basic First Aid          |
|            | Caring friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            | Drugs, alcohol & tobacco                | Changing adolescent body |
| Year 6     | Families & people who care for me | Respectful Relationships | Mental Wellbeing           | Physical health & fitness | Healthy & Prevention<br>Basic first aid | Changing adolescent body |
|            | Caring Friendships                | Being Safe               | Internet safety & Harms    | Healthy eating            | Drugs, alcohol & tobacco                | Conception to Birth      |

| Year Group  | Autumn 1  | Autumn 2   | Spring 1   | Spring 2  | Summer 1   | Summer 2   |
|-------------|---|--|--|---|--|--|
|             | Relationships Education   |  | Health Education (and RSE)   |   |  |  |
| <b>EYFS</b> | <b>Families and people who care for me</b><br>P&C<br>•Enjoys joining in with family customs and routines.<br>Caring friendships<br>MR<br>• Initiates conversations, attends to and takes account of what others say.<br>• Explains own knowledge and understanding, and asks appropriate questions of others. | <b>Respectful relationships</b><br>MR<br>•Takes steps to resolve conflicts with other children, e.g. finding a compromise.<br>Being safe<br>MFB<br>• Aware of the boundaries set, and of behavioural expectations in the setting.<br>• Beginning to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy. | <b>Mental wellbeing</b><br>MFB<br>•Understands that own actions affect other people, for example, becomes upset or tries to comfort another child when they realise they have upset them.<br>SCSA<br>• Confident to speak to others about own needs, wants, interests and opinions.<br>• Can describe self in positive terms and talk about abilities.<br>Internet safety and harms<br>Tech<br>• Completes a simple program on a computer.<br>• Uses ICT hardware to interact with age-appropriate computer software | <b>Physical health and fitness</b><br>HSC<br>• Usually dry and clean during the day.<br>• Shows understanding of how to transport and store equipment safely<br><br>Healthy eating<br>HSC<br>• Eats a healthy range of foodstuffs and understands need for variety in food. | <b>Health and prevention</b><br>HSC<br>•Practices some appropriate safety measures without direct supervision                        | <b>Health and prevention</b><br>HSC<br>•Shows understanding of the need for safety when tackling new challenges, and considers and manages some risks.<br>•Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.<br><br>Growing Up: How we have changed since we were babies |
| <b>1</b>    | <b>Families and people who care for me</b><br>•That families are important for children growing up because they can give love, security and stability.  | <b>Respectful relationships</b><br>•Practical steps they can take in a range of different contexts to improve or support respectful relationships.<br>>The conventions of courtesy and manners.  | <b>Mental wellbeing</b><br>•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.   | <b>Physical health and fitness</b><br>•The characteristics and mental and physical benefits of an active lifestyle.   | <b>Health and prevention</b><br>•How to recognise early signs of physical illness.<br>Why sleep is important, keeping teeth healthy. | <b>Basic first aid</b><br>•How to make a clear and efficient call to emergency services if necessary.  |
|             | Caring friendships<br>•How important friendships are in making us feel happy and secure, and how people choose  | Being safe<br>•What sorts of boundaries are appropriate in friendships with peers and others (including in a digital   | Internet safety and harms<br>•That for most people the internet is an integral part of life and has many benefits.   | Healthy eating<br>•What constitutes a healthy diet (including understanding calories and other nutritional  | Drugs, alcohol and tobacco<br>•What do we put into our bodies?<br>•What do we put on to  | Recognising what makes them unique and special; feelings & managing when things go wrong   |

|          |   |   |  |  |   |  |
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|          | and make friends.   | context).   |  | content).  | our bodies?   |  |
| <b>2</b> | <b>Families and people who care for me</b> <ul style="list-style-type: none"> <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> </ul> | <b>Respectful relationships</b> <ul style="list-style-type: none"> <li>•The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> </ul> | <b>Mental wellbeing</b> <ul style="list-style-type: none"> <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> </ul>   | <b>Physical health and fitness</b> <ul style="list-style-type: none"> <li>•The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>   | <b>Health and prevention</b> <ul style="list-style-type: none"> <li>•About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>   | <b>Basic first aid</b> <ul style="list-style-type: none"> <li>•How to make a clear and efficient call to emergency services if necessary.</li> </ul>   |
|          | <b>Caring friendships</b> <ul style="list-style-type: none"> <li>•That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>  | <b>Being safe</b> <ul style="list-style-type: none"> <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> </ul>  | <b>Internet safety and harms</b> <ul style="list-style-type: none"> <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> </ul>  | <b>Healthy eating</b> <ul style="list-style-type: none"> <li>•What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>   | <b>Drugs, alcohol and tobacco</b> <ul style="list-style-type: none"> <li>•When I needed some medicine</li> <li>•Where do medicines come from?</li> <li>•Staying safe around medicines.</li> </ul>   | <b>The changing me</b> <p>Boys and girls<br/>Understanding that growing and changing is natural and happens to everyone at different rates.</p>  |
| <b>3</b> | <b>Families and people who care for me</b> <ul style="list-style-type: none"> <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> </ul>  | <b>Respectful relationships</b> <ul style="list-style-type: none"> <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> </ul>                             | <b>Mental wellbeing</b> <ul style="list-style-type: none"> <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> </ul> | <b>Physical health and fitness</b> <ul style="list-style-type: none"> <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> </ul> | <b>Health and prevention</b> <ul style="list-style-type: none"> <li>•About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul> <b>Basic first aid</b> <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</li> </ul> | <b>Changing adolescent</b> <p>Outside and inside<br/>Body changes<br/>How our bodies need to change so they can make babies when we group up<br/>outside changes and how we feel about them.</p> |

|          |  |  |   |   |  |   |
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|          |  |  |   |   | dealing with common injuries, including head injuries.   |   |
|          | <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <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> </ul> | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>•How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>  | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>•Why social media, some computer games and online gaming, for example, are age restricted.</li> <li>•Where and how to report concerns and get support with issues online.</li> </ul>   | <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>•The principles of planning and preparing a range of healthy meals.</li> </ul>  | <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>•Drugs that are common in everyday life</li> <li>•About Alcohol</li> <li>•Drug use</li> <li>•Asthma</li> </ul>   |   |
| <b>4</b> | <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <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> </ul>          | <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <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> </ul> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <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> </ul> | <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <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> </ul> | <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>•About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>Basic first aid</li> <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> | <p><b>Changing adolescent body</b></p> <p>Girls and puberty</p> <p>How a girl’s body changes so that she can have a baby when she’s an adult-including menstruation</p> |
|          | <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <li>•That most friendships have ups and downs, and</li> </ul>  | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <li>•How to respond safely and appropriately to adults they</li> </ul>   | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <li>•Why social media, some computer games and online gaming, for example,</li> </ul>  | <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <li>•The principles of planning and preparing</li> </ul>  | <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>•Drugs that are</li> </ul>   |   |

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|   | that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.   | may encounter (in all contexts, including online) whom they do not know.  | are age restricted.<br>•Where and how to report concerns and get support with issues online.   | a range of healthy meals.  | common in everyday life<br>•About Alcohol<br>•Drug use<br>•Asthma  |   |
| 5 | <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <li>•That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> </ul>   | <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <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> </ul> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <li>•That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</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> </ul> | <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>•The risks associated with an inactive lifestyle (including obesity).</li> </ul>  | <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>•About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>Basic first aid</li> <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> | <p><b>Changing adolescent body</b></p> <p>Puberty for girls<br/>Puberty for boys</p> <p>Physical changes and feelings about them-importance of looking after yourself<br/>Developing understanding of changes for both sexes-reassurance and exploring feelings</p> |
|   | <p><b>Caring friendships</b></p> <ul style="list-style-type: none"> <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</li> </ul> | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <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> </ul>   | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <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> </ul>   | <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <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</li> </ul> | <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>•Risks of smoking</li> <li>•The media and other influences</li> <li>•Resisting pressure</li> </ul>   |   |

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|               | to seek help or advice from others, if needed.  |  |  | impact of alcohol on diet or health).  |  |  |
| <b>6</b>      | <p><b>Families and people who care for me</b></p> <ul style="list-style-type: none"> <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> | <p><b>Respectful relationships</b></p> <ul style="list-style-type: none"> <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> | <p><b>Mental wellbeing</b></p> <ul style="list-style-type: none"> <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> | <p><b>Physical health and fitness</b></p> <ul style="list-style-type: none"> <li>•How and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>  | <p><b>Health and prevention</b></p> <ul style="list-style-type: none"> <li>•The facts and science relating to immunisation and vaccination</li> </ul> <p><b>Basic first aid</b></p> <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> | <p><b>Changing adolescent body</b></p> <p>Puberty<br/>Girl Talk/Boy Talk</p> <p>Consolidating understanding of physical and emotional changes and how they affect us<br/>A chance to ask questions and reflect (single sex)</p>  |
|               | <b>Caring friendships</b>   | <p><b>Being safe</b></p> <ul style="list-style-type: none"> <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> </ul>            | <p><b>Internet safety and harms</b></p> <ul style="list-style-type: none"> <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> </ul>   | <p><b>Healthy eating</b></p> <ul style="list-style-type: none"> <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> | <p><b>Drugs, alcohol and tobacco</b></p> <ul style="list-style-type: none"> <li>•Risks and effects of different drugs</li> <li>•Judging risk</li> <li>•Managing situations</li> </ul>  | <p><b>Human reproduction and birth, increasing independence; managing transition</b></p> <p>(Sex Education session: Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life. The story of pregnancy and birth )</p> |
| <b>Themes</b> | <p><b>Relationships Education</b></p> <p>Families &amp; People who care for me<br/>Caring Friendships<br/>Respectful Relationships</p>  |  | <p><b>Health Education (and RSE)</b></p> <p>Mental Wellbeing<br/>Internet Safety and Harm<br/>Physical Health &amp; Fitness</p>  |  |  |  |

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| <p>Being Safe</p> | <p>Healthy Eating<br/>Drugs, alcohol &amp; tobacco<br/>Health &amp; prevention<br/>Basic First Aid<br/>Changing adolescent body</p> |
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**Please note the content in red is where parents could request their children are withdrawn from this lesson.**

## Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

### Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

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

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

### Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



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

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

## Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



## Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

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



Department  
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

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

### TO BE COMPLETED BY PARENTS

|               |  |       |  |
|---------------|--|-------|--|
| Name of child |  | Class |  |
|---------------|--|-------|--|

|                |  |      |  |
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| Name of parent |  | Date |  |
|----------------|--|------|--|

Reason for withdrawing from sex education within relationships and sex education

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Any other information you would like the school to consider

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|                  |  |
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| Parent signature |  |
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### TO BE COMPLETED BY THE SCHOOL

|   |  |
|---|--|
| Agreed actions from discussion with parents | Include notes from discussions with parents and agreed actions taken.<br>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom |
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|                 |  |
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| Staff Signature |  |
|-----------------|--|