

# Elm Park Primary School Relationships, Health & Sex Education Policy



'Aspiring to be the best we can be!'

<b>Policy type</b>	Statutory
<b>Statutory compliance with</b>	Science National Curriculum Keeping Children Safe in Education (2020)
<b>Responsible (author)</b>	HT
<b>Consulted</b>	Model policy (The Key 2020) Inclusion Manager Designated Safeguarding Leads
<b>Informed</b>	All staff/governors/parents/pupils
<b>Review Frequency</b>	Annually
<b>Next review date</b>	06/07/2022
<b>Approved by &amp; when</b>	Full GB/06/07/2021

## **1. Introduction**

### **Vision and Values**

#### **‘Aspiring to be the best we can be!’**

We believe it’s every child’s first chance at formal education and they deserve nothing but the best. Through our school we aim to grow 'good' people; people who are inspired and excited to make a difference to their lives and the lives of those around them.

Our core values support the development of the whole child:

**A**chieve

**S**uccess

**P**erseverance

**I**ndependence

**R**espect

**E**nthusiasm

To be read in conjunction with the following:

- PSHE Policy
- Science Policy
- Safeguarding & Child Protection Policy

## **2. Equality Impact Assessment**

The school aims to design and implement services, policies and procedures that meet the diverse needs of our service, population and workforce, ensuring that none are placed at an unreasonable or unfair disadvantage over others. In the development of this policy, the school has considered its impact with regard to equalities legislation.

## **3. Purpose of the policy**

This policy explains the aims of RSHE (Relationship, Health and Social Education). It also describes what we teach and the approaches we use.

This policy helps to ensure that the whole school community including parents, staff, governors and pupils have a shared understanding of this important area of the curriculum.

## **4. What is sex and relationships education?**

Relationship, Sex and Health 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.

## **5. Aims of the RSHE programme**

Elm Park Primary School believes that RSHE in school will be developmental and a foundation for further work. As well as the National Curriculum Science topics, it will be delivered as part of an integrated PSHCE programme across the school. It aims 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.

## **6. Moral and values framework**

The RSHE curriculum will reflect the school's ethos and demonstrate and encourage the following values: Respect for self Respect for individuals and human rights Responsibility for their own actions Responsibility for their family, friends, school and wider community The value of family life

## **7. 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](#). However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Elm Park Primary School, we teach RSHE as set out in this policy.

## **8. Faith and cultural perspectives in RSHE**

The school believes that all young people from all faiths and cultures in the school have an entitlement to RSHE that can support them on their journey through childhood to adolescence and adulthood. RSHE should be sensitive to the range of different faiths in the school.

## **9. Policy Development**

This policy is developed in consultation with staff, pupils, parents and governors. The consultation and policy development process involves the following steps:

1. Review – a member of staff or working group pulls together all relevant information including relevant national and local guidance.
2. Staff consultation - all school staff are given the opportunity to look at the policy and make recommendations.

3. Governor consultation - all governors concerned are given the opportunity to look at the policy and make recommendations and give their view.
4. Parent/stakeholder consultation – parents and any interested parties are invited to look at the policy and give their view.
5. Pupil consultation- pupils are asked for their input.
6. Ratification – once all amendments are made, the policy is shared with governors again and ratified.

## **10. The RSHE Curriculum**

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum in consultation with parents, pupils and staff, 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 do not seek answers online.

The RSHE curriculum at Elm Park Primary School aims to:

- Provide pupils with accurate and relevant information about the physical and emotional changes they will experience as they grow into adults;
- Develop understanding about the way human beings reproduce;
- Establish the importance of a stable family life and relationships, including the responsibilities of parenthood and marriage;
- Provide opportunities for pupils to develop skills that will enable them to make and maintain appropriate relationships within the family, with friends and within the wider community;
- Enable pupils to develop and reflect upon their beliefs, attitudes and values in relation to themselves and others within the school and community;
- Foster self-awareness and self-esteem and a sense of responsibility and respect for themselves and others;
- Protect children from abuse and raise awareness of what pupils should do if they have any worries.

Topics and themes will be repeated as children progress through the school. These will be covered in greater depth, taking account of pupils' development and the spiritual curriculum content.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1

## **11. Organisation and delivery of RSHE**

Relationship, Sex and Health Education is taught through the use of the Personal, Social and Health Education Programmes, the Science Curriculum and the Early Years Foundation Stage Curriculum.

PSHE lessons are set within the wider context of the PSHE curriculum and focus more on the emotional aspects of development and relationships, although the physical aspects of puberty and reproduction are also included. The Science National Curriculum is delivered and although it is more concerned with the physical aspects of development and reproduction, the importance of relationships is inextricably linked within the delivery of programmes.

RSHE is normally delivered by class teachers in mixed gender groups other than when it is deemed more appropriate for topics to be covered in single sex groups. Active learning methods which involve children's full participation are used.

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

For more information about our RSHE curriculum, see **Appendices 1 and 2**

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).

## **12. Specific Issues Statement**

All the issues highlighted in this section will be addressed while ensuring pupils are referred to the values of their communities and to discuss the issues with their parents and families if they are able. Up to date medical information will be given in discussion of these subjects, where appropriate. This could be from the school nurse or other visiting Health Professionals.

### **13. Puberty**

All children, including those who develop earlier than the average, need to know about puberty before they experience the onset of physical changes. This will include addressing emotional and physical changes and how young people can deal with these. It is important for boys and girls to understand the changes for their own sex, as well as for the opposite sex. Teachers will need to tailor this theme to the physical and emotional maturity of the pupils.

### **14. Menstruation**

Our RSHE programme is preparation for menstruation. Boys as well as girls will need to understand menstruation. It may be appropriate to divide the classes into single sex groups for these lessons. Teachers will need to tailor this theme to the physical and emotional maturity of the pupils. Girls will be supported sensitively by the school and will be told whom they can go to for this support.

### **15. Sexual Identity and Sexual Orientation**

We aim to deal sensitively and honestly with issues of sexual orientation, answering appropriate questions and offering support and guidance.

### **16. Answering difficult questions**

Any PSHE lesson may consider questions or issues that some will find sensitive. Before embarking on these lessons, ground rules are established which prohibit inappropriate or personal information being requested or disclosed by those taking part in the lesson. When pupils ask questions, we aim to answer them honestly, within the ground rules established at the start of the sessions. When it is felt that answering a specific question would involve information at a level inappropriate to the development of the rest of the pupils, the question may be dealt with individually at another time.

Teachers should not feel that they have to give an answer if they are not sure or do not want to for any reason but must do what they can to ensure pupils have access to the relevant information, if appropriate.

If outside visitors are being used to deliver elements of RSHE, it may be possible to consult with them to answer these questions by getting the pupils to write down questions for the visitors.

### **17. Confidentiality and child protection**

The classroom cannot be deemed to be a confidential environment and young people should be made aware of this when ground rules are being established at the beginning of the sessions.

As a general rule a child's confidentiality will be maintained by the teacher or member of staff concerned, though it cannot be promised to the students. If this person believes that a child is at risk or in danger, she or he is to talk to the Designated Child Protection Lead and should record this concern through the school's MyConcern system and pass this to the Headteacher.

The child concerned will be informed that the confidentiality is being breached and the reasons why. The child will be supported by the teacher throughout the process.

The school's Safeguarding Procedures and the school policy are available to all via the school's website or via the school office.

## **18. Inclusion**

### **Ethnic and Cultural Groups**

We intend our policy to be sensitive to the needs of different ethnic, cultural and religious groups. We encourage parents/carers to discuss any concerns with the Headteacher.

### **Pupils with Special Needs**

We will ensure that all pupils receive age appropriate relationship, sex and health education, and we will offer provision appropriate to the particular needs of all our pupils, taking specialist advice where necessary.

### **Withdrawal from the RSHE**

The school is committed to working with parents and is aware that some parents prefer to take the responsibility for aspects of this element of education. Under the Education Act 1993, parents can withdraw pupils from parts of RSHE that are outside the compulsory elements contained in the Science National Curriculum. Should parents wish to withdraw their child then this should be put in writing at the earliest opportunity and addressed to the Headteacher.

An appropriate senior leader will then contact the parent to discuss the matter.

### **Use of support agencies**

The school appreciates the input of particular expertise that visitors can contribute to the RSHE programme. There are many people who can resource and support school-based relationship, sex and health education such as the school nurse and other health professionals. All visitors must understand, be familiar with and work within the school's RSHE policy. All input to PSHE lessons is part of a planned programme and negotiated and agreed with staff in advance.

Loco parentis remains with the teacher when an outside visitor is leading a class and it is important that the teacher and the visitor have agreed roles and responsibilities so that they do not undermine each other.

### **19. Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way ;
- Modelling positive attitudes to RSHE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately and sensitively to pupils whose parents wish them to be withdrawn from the non-statutory or non-science components of RSHE.

### **20. Pupils**

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

### **21. 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 or non-science components of Sex Education within RSHE.

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

Alternative work will be given to pupils who are withdrawn from Sex Education.

### **22. Training and support**

The school is committed to the development of all staff in order to raise standards. This is achieved through the School Improvement Plan. Training opportunities are open to all staff based on needs identified in the Appraisal process, personal and whole school needs. Training is organised through the CPD Lead.

### **23. Teaching materials and resources**

The school has a selection of materials to encourage active and participatory learning methods that it uses to deliver elements of RSHE education.

Materials used will be available for parents to view on request and as part of parental curriculum meetings.

## **24. Monitoring and Review**

At Elm Park Primary School, we are aware of the need to review and monitor the school Relationships, Sex and Health Education Policy regularly so that we can take account of revised Local Authority procedures and Government legislation.

The Governing Board is responsible for approving, overseeing, reviewing and organising the revision of the Relationship, Sex and Health Education Policy. The Governing Board will hold the headteacher to account for the implementation of this policy.

The delivery of RSHE will be monitored by the RSHE Lead (Mrs Fuller) :

- Planning scrutiny
- Learning Walks
- Book scrutiny

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed annually by the RSHE Lead and the Headteacher. At every review, the policy will be approved by the Governing Board. 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 (see section on Parents' Right to Withdraw).

## Appendix 1 Relationships, Sex and health Education Curriculum Overview

Year 1	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Relationships</b> 0 - About Me 1- My Friends and Family 2- About Me and Why I Am Special? 3 - Feeling proud of myself 4 - My Dreams	<b>Relationships</b> 10 - Our Similarities and differences 16 - Friends and Family 19 - Friends and Family 20 - Friends and Family	<b>Living in the Wider World</b> 8- My Helping Hand 11 - Faith and Religion 12 - Money and possessions	<b>Living in the Wider World</b> 15 - Rights and Responsibilities 17 - The Environment and Animals	<b>Physical Health and Mental Wellbeing</b> 5 - Feeling Safe and My 'Uh-Oh' Signs 6 - Feeling Safe and My 'Uh-Oh' Signs 7 - Feeling Safe and My 'Uh-Oh' Signs 9 - Feeling Safe and My 'Uh-Oh' Signs	<b>Physical Health and Mental Wellbeing</b> 13 - The Internet and Social Media 14 - My Health and Mental Wellbeing 18 - Risks in my Home 21 - Safety on the Roads
Year 2	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Relationships</b> 0- About Me and Why I'm Special 1- About Me and Why I'm Special 24 - About Me and Why I'm Special (Identify) 2 - Feeling Proud of Myself 3 - Feeling proud of myself	<b>Relationships</b> 4 - My Dreams 22- My Friends And Family 27 - My Friends and Family (Commitment)	<b>Living in the Wider World</b> 8 - Emergency Services 10 - My Helping Hand Network 12 - Faith and Religion 12 - Money and possessions 18 - Environment & Animals 23 - Rights & Responsibilities	<b>Physical Health and Mental Wellbeing</b> 4 - Feeling Safe and My 'Uh-Oh' Signs 5 - Feeling Safe and My 'Uh-Oh' Signs 6 - Feeling Safe and My 'Uh-Oh' Signs 9 - Feeling Safe and My 'Uh-Oh' Signs 7- Secrets and Surprises	<b>Physical Health and Mental Wellbeing</b> 11- Similarities and Differences 14 - The Internet & Social Media 26 - The Internet & Social Media 15 - My Health (Exercise) 16 - My Health (Eating) 17 - My Health (Dental Health)	<b>Physical Health and Mental Wellbeing</b> 19 - Risks In My Home 20 - Making Safe Decisions 21 - Safety On The Roads & Streets 25 - Changing Schools
Year 3	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	<b>Relationships</b> 0 - Meet the Characters 1 - The Emergency Services 1 - About Me and Why I'm Special 3 - My Dreams 22 - My Friends and Family 24 - My Friends and Family	<b>Relationships</b> 3 - My Dreams 22 - My Friends and Family 24 - My Friends and Family	<b>Living in the Wider World</b> 5 - Faith & Religion 10 - Money and Possession 15 - My Helping Hand Network 16 - My Helping Hand Network 20 - Rights and Responsibilities	<b>Physical Health and Mental Wellbeing</b> 4 - Similarities and Differences 6 - Differences and Similarities 7 - Feeling Safe and My 'Uh-Oh' Signs 8 - Feeling Safe and My 'Uh-Oh' Signs 9 - Feeling Safe and My 'Uh-Oh' Signs 14 - Feeling Safe and My 'Uh-Oh' Signs	<b>Physical Health and Mental Wellbeing</b> 19 - The Internet and Social Media 25 - The Internet & Social Media 21 - Risks in The Home 23 - Safety On The Roads and Streets	<b>Physical Health and Mental Wellbeing</b> 19 - The Internet and Social Media 25 - The Internet & Social Media 21 - Risks in The Home 23 - Safety On The Roads and Streets
Year 4	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2

	<b>Relationships</b> 0 - Meet the Characters 1 - About Me and Why I'm Special 2 - My Dreams 3 - My Friends and Family	<b>Living in the Wider World</b> 4 - Faith and Religion 14 - Law and Crime 15 - Law and Crime 16 - Money and Possessions 24 - My Community and the Wider World 27 - Rights and Responsibilities	<b>Physical Health and Mental Wellbeing</b> 5 - Making Safe Decisions 7 - Making Safe Decisions 8 - Making Safe Decisions 9 - Making Safe Decisions 10 - Making Safe Decisions 11 - Making Safe Decisions	<b>Physical Health and Mental Wellbeing</b> 23 - Making Safe Decisions 31 - Making Safe Decisions (Discrimination) 6 - Feeling Safe and My 'Uh-Oh' 12 - Feeling Safe and My 'Uh-Oh' 13 - Feeling Safe and My 'Uh-Oh'	<b>Physical Health and Mental Wellbeing</b> 32 - The Internet & Social Media 25/26 - Feeling Safe (Grooming) 28 - Puberty and Changes 29 - Puberty and Changes 30 - The Emergency Services (First Aid)	<b>Physical Health and Mental Wellbeing</b> 17 - Changes and When Someone Goes Away 18 - Changing Schools 19 - My Health 20 - My Health (Isolation and Loneliness) 21 - My Health (Physical Illness) 22 - The Internet & Social Media
<b>Year 6</b>	<b>Autumn 1</b>	<b>Autumn 2</b>	<b>Spring 1</b>	<b>Spring 2</b>	<b>Summer 1</b>	<b>Summer 2</b>
	<b>Relationships</b> 0 - Meet The Characters 1 - About Me and Why I am Special 4 - My Friends and Family 5 - My Friends and Family 27 - My Friends and Family	<b>Living in the Wider World</b> 2 - Rights and Responsibilities 3 - Faith & Religion 16 - The Emergency Services 18 - Law and Crime (Knife Crime) 20 - Money and Possessions	<b>Living in the Wider World</b> 24 - Law and Crime (County Lines) 25 - Law and Crime (County Lines) 33 - Law and Crime (Hate Crime) 34 - Law and Crime (Hate Crime) 28 - My Helping Hand Network	<b>Physical Health and Mental Wellbeing</b> 6 - Feeling Safe and My 'Uh-Oh' 7 - Feeling Safe and My 'Uh-Oh' 17 - Feeling Safe and My 'Uh-Oh' 8 - My Health (Eating) 9 - My Health 29 - My Health (Mental Wellbeing)	<b>Physical Health and Mental Wellbeing</b> 30 - My Health 10 - Drugs, Alcohol and Smoking 12 - Drugs, Alcohol and Smoking 13 - Drugs, Alcohol and Smoking 11 - Risks in My Home 19 - Safety On the Roads and Streets	<b>Physical Health and Mental Wellbeing</b> 21 - Secrets and Surprises 22 - The Internet and Social Media 32 - The Internet and Social Media 23 - Making Safe Decisions 26 - Making Safe Decisions (Discrimination) 31 - Changing School

## Appendix 2

APPENDIX 2: By the end of primary school pupils should know:	
Topic	Relationships Education
<b>Families and people who care about me</b>	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<b>Caring friendships</b>	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

<b>Respectful relationships</b>	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online relationships</b>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<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> </ul>

	<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> <li>● 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</li> </ul>
--	---

<b>By the end of primary school pupils should know:</b>	
<b>Topic</b>	<b>Physical Health &amp; Mental Wellbeing</b>
<b>Mental Wellbeing</b>	<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</li> </ul>

	early enough.
<b>Internet Safety and Harms</b>	<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>
<b>Physical Health &amp; Fitness</b>	<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>
<b>Healthy Eating</b>	<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>
<b>Drugs, Alcohol &amp; Tobacco</b>	<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>

<b>Health &amp; Prevention</b>	<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>
<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 dealing with common injuries, including head injuries.</li> </ul>
<b>Changing Adolescent Body</b>	<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 3**



**Parent Form: Withdrawal from Sex Education within RSHE**



<b>To be completed by parents</b>			
<b>Name of child:</b>		<b>Class:</b>	
<b>Name of parent:</b>		<b>Date:</b>	
<b>Reason for withdrawing from the <u>Sex Education</u> within Relationships and Sex Education:</b>			
<b>Any other information you would like the school to be aware of:</b>			
<b>Parent signature:</b>			

<b>To be completed by the school:</b>
<b>Agreed actions from discussion with parents/carers:</b>
<b>Headteacher's signature:</b>