HAWLEY PRIMARY SCHOOL

RELATIONSHIPS, SEX and HEALTH EDUCATION (RSHE) POLICY

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1. Aims

The aims of relationships sex and health education (RSHE) 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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.

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

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

3. Policy development

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

- Review – a member of staff or working group reviewed relevant information, including national and local guidance, to inform the development of the RSHE curriculum and policy.
- Staff consultation – all school staff were given the opportunity to provide feedback on the RSHE curriculum through an online survey. Responses were considered and used to inform the development of the curriculum and policy.
- Parent/carer consultation – parents/carers were invited to share their views on the RSHE curriculum through an online survey. Feedback received was reviewed and taken into consideration when developing the curriculum and policy.
- Pupil consultation – pupil conferencing took place to gather pupils' views, experiences and perspectives on RSHE and to ensure that the curriculum reflects their needs and interests.
- Ratification – following consultation and any necessary amendments, the policy was shared with governors for review and ratification.

4. Definition

Relationships, sex and health education will:
Teach the skills and knowledge that form the building blocks of all positive relationships

Support children from the start of their education to grow into kind, caring adults who:

- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness

Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors

Emphasise the relationship between physical health and mental wellbeing
Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

As a primary school, we have chosen to provide additional sex education alongside the statutory content covered within the Science curriculum. This forms part of our wider RSHE curriculum and is taught in an age-appropriate, sensitive and carefully planned manner. The additional content aims to ensure that pupils have the knowledge and understanding they need to manage the physical and emotional changes associated with growing up, prepare for greater independence and understand reproduction and birth as part of the human life cycle.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taken into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND. We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the Science curriculum, and relevant aspects are also supported through Religious Education (RE) where appropriate.
At Hawley Primary School, RSHE is delivered through a planned, progressive curriculum which builds knowledge and skills year on year. The curriculum is designed to be age-appropriate, inclusive and responsive to the needs of our pupils.

Core knowledge is taught in manageable units and is carefully sequenced so that pupils can build on previous learning. Teachers provide opportunities for pupils to discuss, practise and apply their learning in age-appropriate and real-life contexts.

Relationships Education
Relationships Education focuses on the knowledge, skills and understanding pupils need to develop healthy, respectful and positive relationships. This includes:

- families and people who care for us;
- caring friendships;
- respectful and kind relationships;
- online relationships and staying safe online;
- being safe and recognising when something may be unsafe;
- understanding personal boundaries and seeking help from trusted adults;
- respecting differences between people and understanding the importance of equality and respect.

We recognise and respect the different family circumstances and backgrounds of our pupils. Teaching reflects a range of family structures, including single-parent families, families headed by grandparents, adoptive and foster families, and families with same-sex parents. This is taught sensitively and, in an age-appropriate way, without stigmatising pupils because of their family circumstances.

Health Education
Health Education is taught as part of the wider RSHE programme. It supports pupils to understand the importance of looking after their physical and mental health and includes areas such as:

- physical activity and healthy lifestyles;
- healthy eating and good nutrition;
- sleep and the importance of rest;
- mental wellbeing and emotional health;
- growing and changing;
- puberty and the physical and emotional changes associated with growing up;
- menstrual wellbeing;
- personal hygiene;
- medicines and keeping safe;
- recognising when and how to seek help and support.

Teaching will help pupils understand the relationship between physical health and mental wellbeing and develop practical strategies to support their own health.

Sex Education
Sex education is not compulsory at primary school beyond the content included within the statutory Science curriculum. Hawley Primary School has chosen to provide additional age-appropriate sex education because we believe this supports pupils' understanding of growing up, relationships, reproduction and preparation for secondary school.
The statutory Science curriculum includes learning about the human body, growth and reproduction. Additional sex education is taught primarily in Years 5 and 6 and builds on pupils' previous learning about relationships, puberty and human development.
Additional sex education includes age-appropriate learning about:

- the changes that happen during puberty;
- the emotional aspects of growing up and becoming more independent;
- the male and female reproductive organs;
- how a baby is conceived;
- sexual intercourse as one way in which a sperm can meet an egg, taught in the context of an intimate relationship between consenting adults;
- pregnancy and the development of a baby in the womb;
- birth;
- contraception and its purpose in preventing pregnancy;

- different ways in which families may be formed, including adoption, IVF and surrogacy;
- the responsibilities involved in becoming a parent.

The content is taught sensitively and at an age and developmental level appropriate to the pupils. Further detail about the content and timing of sex education can be found in Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance and share any relevant materials on request.
These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them.
- Is sensitive to all pupils' experiences.
- During lessons, it makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that is appropriate for them, for example in:
    - A whole class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Consider the level of differentiation needed.

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.
The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We will:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs
- Comply with:
    - This policy
    - The Teachers' Standards
    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996

➢ Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
➢ Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
➢ Review any case-study materials and look for feedback from other people the agency has worked with
➢ Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed

➢ Ask to see in advance any materials and lesson plans that the agency may use
➢ Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people
➢ Make sure the visitor understands and agrees in advance:
    - How confidentiality will work in any lesson
    - How safeguarding reports should be dealt with, in line with our school policies

➢ Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
➢ Check the agency's protocol for taking pictures or using any personal data they might get from a session
➢ Remind teachers that they can say "no" or, in extreme cases, stop a session
➢ Make sure that the teacher is in the room during any sessions with external speakers
➢ Inform all external organisations that the school is legally obliged to share all content with parents and carers
➢ Share all external materials with parents and carers
➢ Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
➢ Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We won't, under any circumstances:

➢ Work with external agencies that take or promote extreme political positions
➢ Use materials produced by such agencies, even if the material itself is not extreme
➢ Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy and hold the headteacher to account for its implementation.
The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the school's designated safeguarding lead (DSL)

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education. Parents/carers have the right to withdraw their child from the non-statutory components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory parts of sex education. Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.
The headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the Headteacher and Senior Leadership Team in the context of the overall school plans for monitoring the quality of teaching and learning.

Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.
This policy will be reviewed by the PSHE Leader every three years. At every review, the policy will be approved by the Headteacher and the governing body.

Links with Other Policies
This policy links to the following policies and procedures:

- Science Policy
- PSHE Policy
- RE Policy
- Anti-bullying Policy
- Positive Relationships and Behaviour Management Policy
- Safeguarding policy

Appendix 1: Curriculum map
Relationships, sex and health education curriculum map

Year group	Term	Topic/ Themes
		Cycle A
KS1	Autumn 1	**Making friends: Playing and learning together** - learn about the importance of ground rules in PSHE lessons - learn how to work and play with others - learn how friendships are made. - learn that falling out and making up are normal in friendships, and how to seek help if a friendship is causing unhappiness. - learn about kind behaviour and what to do if they witness unkind behaviour.
	Autumn 2	**Mental health and wellbeing** - recognise and describe different feelings in themselves and others. - that feelings change and that not everyone experiences the same feeling in the same situation - about 'big' feelings and how to manage them - about different kinds of change and how change can affect people
	Spring 1	**Keeping safe online** - learn how the internet and digital devices are used and how to communicate safely and respectfully online. - learn how to recognise that not everything online is true and that people may behave differently online. - learn how to stay safe online by protecting personal information and being kind to others. - learn that there are age-ratings that can help us make choices about what to watch. - learn about how to make good viewing choices that are right for a person's age - learn about what to do if someone watches something that makes them feel upset or worried
	Spring 2	**Being healthy** - learn how to keep safe in the sun. - learn about the things that will help us to fall asleep and get a good night's sleep. - learn about food and drink that can help keep people healthy. - learn about looking after our teeth
	Summer 1	**Celebrating me, you and our Families** - everyone is unique and has special qualities - learn that everyone is equal, regardless of their similarities and differences. - learn about what makes a family - learn about different types of families
	Summer 2	**Me, my body and staying safe** learn the importance of and how to maintain personal hygiene to stop germs from spreading - learn about the special people in our lives and how we care for one another - learn about the process of growing from young to old and how people's needs change. - know the names for the main parts of the body (including external genitalia: *vagina, penis, testicles*) and the bodily similarities and differences between boys and girls

		- what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy
Year 3/4 Topic	Autumn 1	**Me, my friends and belonging** - learn about the importance of ground rules. - learn how and why friendships can change over time - learn how to manage challenges within friendships - learn about the important role friendship plays in someone's wellbeing - learn about healthy friendships and how to manage conflict in friendships
	Autumn 2	**Mental Health and wellbeing** - about the different feelings and emotions people experience; how feelings and emotions change and what helps people to feel good - about ways of expressing feelings and emotions and why this is important - about the impact of different life changes, and strategies for dealing with grief - about managing feelings and emotions in different situations - about getting help, advice and support with feelings and emotions
	Spring 1	**Building healthy habits** - learn about why healthier eating and drinking is important - learn how to manage influences when choosing what to eat or drink - learn how to plan and prepare a healthy meal - learn how to maintain dental health.
	Spring 2	**Making choices online** - Learn how to create and manage passwords - Learn about the age ratings system for games and other media - Learn how to choose appropriate films for ourselves and others and how to resist pressure to watch something we are unsure about
	Summer 1	**Keeping safe out and about** - learn how to manage risk in relation to sun exposure, including skin damage and heat stroke. - learn how to take responsibility for personal safety around roads - learn how to recognise and manage risk in relation to railways - learn about keeping safe near rivers, canals, lakes and reservoirs - learn about the risk of flooding
	Summer 2	**Me, my body and growing up** - understand how their body will, and their emotions may, change as they approach and move through puberty - understand the importance of keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty
Years 5/6	Autumn 1`	**Mental health and wellbeing** - Learn about mental health; what it means and how we can take care of it - Learn about how feelings and emotions are affected and can be managed at changing, challenging or difficult times - Learn about the impact of loss and bereavement and strategies for dealing with grief
	Autumn 2	**Friendships, stereotypes and bullying** - learn about the benefits and importance of including others - learn about positive friendships and communicating respectfully - learn about the impact of bullying and how to seek support

		- learn how stereotypes can influence behaviours and attitudes towards different groups of people - how attitudes and opinions can sometimes be influenced by being exposed to prejudiced or extremist views - how to resist and challenge these viewpoints
	Spring 1	**Embedding healthy habits and learning first aid** - Learn how to stay safe in the sun and why sun protection is important. - develop our self-confidence to become a confident mover - develop our understanding of inclusivity to be a good team player - develop a positive mindset to become an effective goal setter. - Learn how to recognise an asthma attack, give appropriate first aid, and know when to get emergency help - Learn how to recognise head injuries, give first aid, and call for help when needed.
	Spring 2	**Positively engaging with our world** - learn how to discuss news stories and how they can make people feel - use strategies to identify fake and real news stories - learn to question images presented in news stories - learn how connecting to nature, and using other strategies, can help our wellbeing - learn about actions that people can take to help look after the environment. - learn about the importance of community and working together to look after nature and our local environment
	Summer 1	**Respecting boundaries** - learn about giving and asking for permission (consent) - learn about personal boundaries - learn about appropriate and inappropriate touch - learn about the importance of treating others respectfully, and how the pants rule can help
	Summer 2	**Changes in puberty and sex education** - understand how their body will, and their emotions may, change as they approach and move through puberty - understand about managing change and becoming more independent through puberty **Year 5** - understand how the process of puberty relates to human reproduction - learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and strategies required to get support if they have fears for themselves or their peers - learn about the importance of sleep and routines that support good quality sleep **Year 6** - understand what makes relationships healthy, respectful and positive, and how to manage changes in relationships - learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born

Cycle B		
KS1	Autumn 1	**Showing kindness to ourselves and others** - learn to identify different feelings and think about other people's feelings. - learn about kindness and how it can make people feel. - learn about different things that help people feel good - learn how the 5 ways to wellbeing can help us stay healthy.
	Autumn 2	**Safety at home** - learn about ways to keep safe at home - learn about things that go into bodies and onto skin and how they can make people feel. - learn about medicines, and the people who help someone to stay healthy. - learn about keeping safe around medicines and other household products.
	Spring 1	**Money and work** - learn about how everyone has different strengths and interests. - learn about different jobs and work that people do. - learn about money and where it comes from. - learn about spending and saving
	Spring 2	**Mental health and wellbeing** - recognise and describe different feelings in themselves and others. - that feelings change and that not everyone experiences the same feeling in the same situation - about 'big' feelings and how to manage them - about different kinds of change and how change can affect people
	Summer 1	**Keeping safe outside the home** - learn how to keep safe when crossing the road. - learn about rail safety - Learn about how to care for the environment and why this is important. - Learn about some of the jobs people do to protect the environment
	Summer 2	**Me, my body and staying safe** - learn the importance of and how to maintain personal hygiene to stop germs from spreading - learn about the special people in our lives and how we care for one another - learn about the process of growing from young to old and how people's needs change**.** - know the names for the main parts of the body (including external genitalia: *vagina, penis, testicles*) and the bodily similarities and differences between boys and girls - what is meant by 'privacy'; their right to keep things private; the importance of respecting others' privacy
Years 3/4	Autumn 1	**Forming respectful relationships** - about personal identity and how people express their identity - learn about the value of friendships. - learn about the challenges that friendships can face. - learn how to respond to bullying and hurtful behaviour. - learn about belonging to a group or community and the positive impact of belonging
	Autumn 2	**Exploring ways to manage risks** - learn about keeping safe around fireworks, bonfires and sparklers - learn how to assess and manage risk at home - learn how to take responsibility for personal safety around roads

		- learn about the safe use of medicines and household products - learn that caffeine, cigarettes, vaping (e-cigarettes) and alcohol can affect people's health.
	Spring 1	**Looking out for each other** - Learn about allergic reactions and how to get help. - Learn what to do if someone has been stung or bitten, and has an allergic reaction - learn what to do in an emergency and how to call the emergency services for help
	Spring 2	**Money matters and news literacy** - learn about the role money plays in people's lives. - learn that decisions can be made about spending money based on budget, value and needs. - discuss news stories and how they can make people feel - question images presented in news stories
	Summer 1	**Families and growing together** - learn about family relationships - learn about different family structures - learn about change in families - learn about committed relationships, including marriage and civil partnership.
	Summer 2	**Me, my body and growing up** - understand how their body will, and their emotions may, change as they approach and move through puberty - understand the importance of keeping clean and how to maintain personal hygiene, especially as they will change during the time of puberty
Years 5/6	Autumn 1	**Safe connections** - learn about navigating situations online and how to protect their information - learn about safely sharing online and who can help with any issues - learn about identifying and responding to pressure or manipulation online - learn about healthy, respectful relationships - learn about socialising online more safely. - learn about staying as safe as possible online, including the risk of online fraud - learn about different types of online fraud and the associated risks
	Autumn 2	**Manging money and online spending** - learn about the impact of money on emotional wellbeing - learn what it means to be a critical consumer - learn about risk in relation to gambling - learn about what influences young people to spend money online - learn about what influences young people to spend money online - learn how spending money online can affect someone's wellbeing
	Spring 1	**Drug education: assessing risk and managing influences** - learn how the correct use of medicines, and vaccinations, can help to maintain health and wellbeing - learn about some of the risks and effects of legal and illegal drug use - learn about the reasons why people use drugs, and how to manage peer influence - learn how mixed messages about drug use in the media can influence opinions and decisions
	Spring 2	**Developing our understanding of AI** - learn about what artificial intelligence (AI) is and how it is used in our daily lives

		- learn about children's rights and how they can be impacted by AI - learn about AI chatbots and how they are different from humans. - learn about why and how AI-generated images and videos are used online. - learn about the impact of AI-generated images and videos - learn about the ethics of creating and sharing AI-generated images or videos
	Summer 1	**Looking to the future** - learn about the skills needed for different jobs - learn about routes into different jobs and career pathways - learn about how people choose a career
	Summer 2	**Changes in puberty and sex education** - understand how their body will, and their emotions may, change as they approach and move through puberty - understand about managing change and becoming more independent through puberty **Year 5** - understand how the process of puberty relates to human reproduction - learn about taking care of their body, understanding that they have the right to protect their body from inappropriate and unwanted contact and strategies required to get support if they have fears for themselves or their peers - learn about the importance of sleep and routines that support good quality sleep **Year 6** - understand what makes relationships healthy, respectful and positive, and how to manage changes in relationships - learn about the processes of reproduction and birth as part of the human life cycle; how babies are conceived and born

Appendix 2: By the end of Primary School pupils should know:

Topic	Pupils should know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would always like, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Respectful kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online

Physical health and fitness	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 • How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • The principles of planning and preparing a range of healthy 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, tabaco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.

Health, protection and prevention	• 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes

Appendix 3: Parent/carer form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from sex education within relationships, health 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/carers	
Staff signature and role	

Parents and carers are informed about the school's approach and the content of additional sex education. Parents have the right to request that their child is withdrawn from primary sex education which is additional to the statutory Science curriculum. Pupils cannot be withdrawn from statutory Science teaching.