

***“We want everyone at Hillingdon Primary School to be happy, caring and independent.
Our school is a place where we learn together, doing our best to achieve success.”***

Relationships Education, Relationships and Sex Education (RSE), and Health Education Policy

July 2021

Related Policies & Documents

- [TEFAT Relationships and Health Education Policy](#) April 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education [statutory guidance 2020](#).
- Statutory [guidance](#) for Relationships Education.
- Statutory [guidance](#) for physical health and mental wellbeing.
- Specific guidance for pupils with SEND [SEND Code of practice 0 - 25](#)
- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Equality Act 2010 and schools](#)
- [Mental Health and Behaviour in schools \(advice for schools\)](#)
- [Sexual violence and sexual harrassment between children in schools \(advice for schools\)](#)
- [Pupil Behaviour Policy](#)
- [Anti-Bullying Policy](#)
- [Safeguarding Policy](#)

1. Policy Aims and Scope

- To ensure parents, pupils and staff are aware and understand the different components of the Relationships Education, Relationships and Sex Education and Health Education curriculum and how/why it is taught
- To deliver a curriculum that is relevant, appropriate and tailored to the needs of our pupils within a framework that is inclusive and meets the needs of all children with regard to gender, sexuality and diversity
- To provide pupils with an understanding of safe, consensual and respectful relationships with their peers and wider community whilst developing essential life skills including decision-making. This should also include an understanding of how safe relationships can support mental health and well-being; to enable them to understand and respect who they are; to empower them with a voice and to equip them for life and learning.

2. Statutory Requirements

“The Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all students receiving primary education.

They also make Health Education compulsory in all schools except independent schools. ” (DfE Guidance)

As a primary academy school we do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include learning the correct names for the main external body parts, learning about the human body as it grows from birth to old age and reproduction in some plants and animals. This differs from Sex Education which is not compulsory in primary schools.

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

3. **Relationships Education (RE), Health Education (HE) and Relationships and Sex Education (RSE) Definition**

3.1. Relationships Education at Hillingdon Primary School covers the key areas outlined in the DfE’s guidance:

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

3.2. Health Education at Hillingdon Primary School covers the key areas outlined in the DfE’s guidance:

- Mental wellbeing;
- Internet safety and harms;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Health and prevention;
- Basic First Aid; and
- Changing adolescent body, including teaching children about puberty: a statutory requirement which sits within the Health Education part of the DfE guidance.

3.3. At Hillingdon Primary School, we define **Relationships and Sex Education** as understanding human reproduction and teach this as part of our PSHE (Personal, Social, Health and Economic) Curriculum in Year 6. Our aim is 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. We believe children should understand the facts about human reproduction before they leave primary school so they are fully informed and able to engage successfully in the next stage of their education.

3.4. Age-appropriate Relationship Education teaching is essential to keeping pupils safe and healthy, inside and outside the school gates. A comprehensive Relationships Education programme can have a positive impact on people's health and well-being and their ability to achieve, and can play a crucial part in meeting these obligations. A good PSHE education provides children with both the knowledge and skills to manage their lives, stay

safe, make the right decisions and thrive as individuals and members of society. It provides children with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance.

4. Roles and Responsibilities

4.1. The Trust will ensure that:

- The Trust wide Relationships and Health Education Policy is up to date, accurately reflects statutory requirements and is made available to all stakeholders via the Trust website
- Relationships and Health Education is appropriately taught and accessible for all pupils, taking into account the age and religious backgrounds of all pupils, so as to ensure that the topics outlined in the statutory guidance are appropriately handled
- All schools work closely with parents when planning and delivering these subjects; ensuring that parents are consulted, know what will be taught and when, and clearly communicate where parents / carers have the right to request withdrawal

4.2. The Principal will:

- Ensure the effective delivery and overall implementation of this policy as detailed in the Trust's Relationship and Health Education Policy.
- Inform parents/carers about the school's programme for Relationships and Health Education including provision made for sex education through consultation, events and the school's website
- Ensure that parents/carers have a clear understanding of the school owned policy and address any concerns they may have
- Use their discretion and respond appropriately when considering requests from parents / carers for their children to be withdrawn from any non-statutory elements of sex education to which they object. The request will be accepted where the withdrawal does not cut across those elements of sex education which form part of the science and health curriculum.

4.3. Staff will:

- Implement the scheme of work in line with the overall values of the Trust and the academy
- Identify and notify the Principal of any materials they would consider inappropriate
- All teachers receive training to support them to deliver the curriculum and respond to questions from students in a sensitive way. Teachers model positive attitudes and respond carefully to the needs of individual students.

4.4. Parents / carers will:

- Actively engage with any consultation to ensure they are aware of the importance of Relationships and Health Education in supporting the development of their child but to also voice any concerns/feedback they might have
- To work in partnership with the school to have a joined up approach to discussing these topics with their children outside of school

4.5. Students will:

- Students are encouraged to engage fully in Relationship and Sex Education and Health Education; behaving sensibly and treating others with dignity and respect during discussions.

4.6. The school may also utilise external agencies with specific expertise to enhance elements of teaching, where this is the case:

- Any teaching materials used will be agreed prior to teaching and agreed by the responsible member of staff.
- External visitors will always be accompanied by a member of staff, be DBS checked, be aware of this policy and the values of the school, and liaise with an appropriate senior leader or teacher to consider the needs of the cohort.

5. Relationships Education and Relationships and Sex Education Provision

- 5.1.** The curriculum content is set out as per Appendices 1, 2, 3 and 4
- 5.2.** The policy and programme has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of the cohort and community. The consultation aimed to gather the thoughts and opinions of those affected by the delivery of the curriculum. Whilst these views will be heard and taken into consideration, the school will make the final decision on the delivery of provision.
- 5.3.** If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online where they may find incorrect or unsuitable material.
- 5.4.** Relationships Education, RSE and Health Education is planned carefully so that it is accessible for all pupils and with particular consideration for the needs of pupils with special educational needs and disabilities (SEND). High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. Pupils with SEND can be more vulnerable to exploitation and abuse, therefore delivery will consider the level of need, previous negative experiences and any other individual concerns.
- 5.5.** Relationships Education and RSE can also be particularly important subjects for some pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- 5.6.** The delivery of Relationships Education is pivotal to ensuring we, as a school, fulfill our safeguarding obligations, pupils will learn how to recognise and differentiate between appropriate and inappropriate behaviours and relationships. By pupils understanding the meaning of consensual and mutual relationships as well as characteristics of abusive relationships, this may expose potential safeguarding concerns. Where safeguarding or child protection concerns arise, staff will follow the necessary procedure in escalating the issue.
- 5.7.** The teaching of Relationships Education will consider the Equality Act 2010 which will allow pupils to understand how they should treat one another and celebrate diversity. The curriculum is inclusive for all pupils and those in the community with protected characteristics. Age-appropriate conversations are likely to reduce discrimination and further understanding of different lifestyle choices. Pupils will not be asked to discuss their own views or personal experience, however they may choose to share their own experiences.

6. Delivery of Relationships Education and Relationships and Sex Education (RSE)

- 6.1.** Relationships Education is taught within the PSHE curriculum.
- 6.2.** Our science curriculum also covers content relating to human development and reproduction. Please see a summary of the topics covered in each key stage below:
 - 6.2.1.** Key Stage 1:
 - Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
 - Notice that animals, including humans, have offspring which grow into adults.
 - 6.2.2.** Key Stage 2:
 - Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
 - Describe the life process of reproduction in some plants and animals.
 - Describe the changes as humans develop to old age
- 6.3.** Pupils also receive stand-alone sex education lessons in Year 6, focusing on how a baby is conceived and born. These are usually delivered by a trained class teacher but may be delivered by an appropriate professional from an organisation such as the NSPCC or Local Authority Health Education Unit
- 6.4.** To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our pupils' needs. The Jigsaw scheme of work meets the statutory Relationships and Health Education requirements, and its update policy ensures our teachers have access to the most current teaching materials and are well-supported.
- 6.5.** Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships outlined at paragraph 3.1 above.
- 6.6.** 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).
- 6.7.** Relationships Education is discussed in a safe and non-judgemental space where children and adults feel respected. To ensure this, pupils will learn appropriate language, managing personal questions and how to find correct answers they are looking for. Pupils will be taught to respect differences in accordance with our Anti-bullying and Equality Policies.
- 6.8.** Where Sex Education is discussed, content will be tailored to the physical and emotional maturity of the cohort and developed throughout the course of education in age-appropriate way.

6.9. We dedicate regular time to Relationships Education, RSE and Health Education in order to teach the knowledge and skills in a developmental and age-appropriate way. These lessons are reinforced and enhanced in many ways:

- Assemblies and collective worship;
- Our PSHE lessons are enhanced by pupils regularly watching Newsround and providing opportunity for discussion and circle time;
- Participation in national events such as Anti-Bullying Week and Safer Internet Day;
- Praise and reward system;
- Through relationships, child to child, adult to child and adult to adult across the school;
- Class and corridor displays; and
- Where appropriate, through associated school trips.

We aim to 'live' what is learnt and apply it to everyday situations in the school community.

6.10. Lessons are delivered with support and advice from our Pastoral Care Team and relevant specialist subject teachers. Our Assistant Principal for Inclusion also supports teachers with differentiation to ensure that the curriculum is accessible to all.

7. Health Education Curriculum and Delivery

7.1. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health is.

7.2. This starts with pupils being taught about the benefits and importance of:

- Daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.
- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Also, teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand.
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. This is further embedded in our PE and Science curriculums.
- The benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- The benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

7.3. Health education is delivered by our class teachers with support and input from our Pastoral Care Team and relevant specialist subject teachers. These lessons are delivered and reinforced in many ways, as detailed at paragraph 6.8 above.

8. Communicating with Parents and Carers

8.1. The delivery of Relationships Education, RSE and Health Education has the most impact when supported by parents. Constructive communication allows Hillingdon Primary School and parents to develop a shared set of values which allows for joined up conversations and the dispelling of myths around certain topics.

8.2. We will communicate details of the school curriculum and upcoming events, such as Anti-bullying Week, to parents so they can support and continue their children's learning at home. Staff will provide signposting to resources and other information for parents to address needs and also to build confidence to have difficult conversations.

8.3. Parents will be asked to work together with Hillingdon Primary School in a consultative approach, to express their concerns or share feedback. Feedback will be taken into account, however, parents can not exercise a veto against the schools final decision. Hillingdon Primary School has the final say on what is delivered and will always act in the best interest of the school and its pupils.

8.4. We will consult with parents on any changes to this policy. Consultation will be via completion of an online form. Concerns or common themes will then be followed up by the senior leadership team.

8.5. The school will not accept anonymous survey submissions as this prevents us following up any survey submission demonstrating significant concerns with further conversation.

8.6. Our school utilises an open door approach, therefore parents should feel comfortable discussing any concerns or queries they might have in regard to the curriculum at any stage.

9. Parent/Carer Right to Withdraw Pupils

9.1. Parents **do not** have the right to withdraw their children from mandatory Relationships Education or Health Education delivered as part of PSHE.

9.2. Parents **do** have the right to request to withdraw their children from the non-statutory components of sex education within Relationships and Sex Education. This does not include aspects which are taught within Science or other areas as part of the national curriculum.

- 9.3. Requests for withdrawal should be put in writing using the form found in **Appendix 5** of this policy and addressed to the Principal. The process should be documented and kept on record.
- 9.4. Before granting the right to withdraw, it is recommended that the Principal and parents discuss the reasons for requesting withdrawal and discuss the benefits of the topics as well as the detrimental impact of removing them. Pupils may also discuss topics outside of the classroom which may provide incorrect information to children removed from the session.
- 9.5. The school has a responsibility to provide alternative work for pupils who are withdrawn from these elements.
- 9.6. For pupils with SEND, the process for withdrawal remains the same. However, the Principal will consider the specific circumstances and needs of the pupil on a case by case basis.

10. Monitoring Arrangements

- 10.1. Lessons on sex and relationships education will be observed in the normal programme of monitoring teaching and learning.
- 10.2. Children's views and attitudes should be assessed through the academy's 'pupil voice' processes e.g. via the School Council.
- 10.3. Where changes are made to the policy or the programme, parents will be consulted on those changes.

Appendix 1 - PSHE Long Term Plan Incorporating Relationships Education, Health Education and RSE

Age and Year Group	Unit 1 Being Me in My World	Unit 2 Celebrating Difference (include anti bullying)	Unit 3 Dreams and Goals	Unit 4 Healthy Me	Unit 5 Relationships (Offline and Online)	Unit 6 Changing Me (Sex Education taught in Year 6 with parents permission)
EYFS Age 3-5 years (F1-F2)	Self-identity. Understanding feelings. Being in a classroom. Being gentle. Rights and responsibilities.	Identifying talents. Being special. Families. Where we live. Making friends. Standing up for yourself.	Challenges. Perseverance. Goal-setting. Overcoming obstacles. Seeking help. Jobs. Achieving goals.	Exercising bodies. Physical activity. Healthy food. Sleep. Keeping clean. Safety.	Family life. Friendships. Breaking friendships. Falling out. Dealing with bullying. Being a good friend.	My body. Respecting my body. Growing up. Growth and change. Fun and fears. Celebration.
Year 1 Age 5-6 years	Feeling special and safe. Being part of a class. Rights and responsibilities. Rewards and feeling proud. Consequences. Owning the Learning. Charter/ Understanding rules.	Similarities and differences. Understanding bullying and knowing how to deal with it. Making new friends. Celebrating the differences in everyone.	Setting goals. Identifying successes and achievements. Learning styles. Working well and celebrating achievement. Tackling new challenges. Identifying and overcoming obstacles. Feelings of success.	Keeping myself healthy. Healthier lifestyle choices. Keeping clean. Being safe - including aspects of online safety and that strangers are also online. Medicine - safety/safety with household items. Road safety. Linking health and happiness.	Belonging to a family. Making friends/being a good friend. Physical contact preferences (safeguarding). People who help us. Qualities as a friend and person. Self-acknowledgement. Being a good friend to myself. Celebrating special relationships.	Life cycles (animal and humans). Changes in me. Changes since being a baby. Differences between boys' and girls' bodies (correct scientific terminology). Learning and growing. Coping with changes. Transition.

Age and Year Group	Unit 1 Being Me in My World	Unit 2 Celebrating Difference (include anti bullying)	Unit 3 Dreams and Goals	Unit 4 Healthy Me	Unit 5 Relationships (Offline and Online)	Unit 6 Changing Me (Sex Education taught in Year 6 with parents permission)
Year 2 Age 6-7 years	Hopes and fears for the year. Rights and responsibilities. Rewards and consequences. Safe and fair learning environment. Valuing contributions. Choices. Recognising feelings.	Assumptions and stereotypes about gender. Understanding bullying. Standing up for self and others. Making new friends. Being kind to all (Gender Diversity). Celebrating differences and remaining friends.	Achieving realistic goals. Perseverance. Learning strengths. Learning with others. Group cooperation. Contributing to and sharing success.	Motivation. Healthier choices. Relaxation. Healthy eating and nutrition. Healthier snacks. Online safety - personal information should not be shared with strangers.	Different types of family. Physical contact boundaries (safeguarding). Friendship and conflict. Secrets (safeguarding). Trust and appreciation. Expressing appreciation for special relationships.	Life cycles in nature. Growing from young to old. Changing me/ increasing independence. Respecting my private body parts (correct scientific terminology). Assertiveness. Looking ahead/ Preparing for transition.
Year 3 Age 7-8 years	Setting personal goals. Self-identity and worth. Positivity in challenges. Rules, rights and responsibilities. Rewards and consequences. Responsible choices. Seeing things from others' perspectives.	Families and their differences. Conflict and how to manage it (child-centred). Witnessing bullying and how to solve it. Recognising how words can be hurtful. Giving and receiving compliments.	Difficult challenges and achieving success. Dreams and ambitions. New challenges. Motivation and enthusiasm. Recognising and trying to overcome obstacles. Evaluating learning processes. Managing feelings. Simple budgeting.	Exercise. Fitness challenges. Food labelling and healthy swaps. Attitudes towards drugs. Keeping safe and why it's important - online and offline scenarios. Respect for myself and others. Healthy and safe choices.	Family roles and responsibilities. Friendship and negotiation. Keeping safe online and who to go to for help. Being a global citizen. Being aware of how my choices affect others. Awareness of how other children have different lives. Expressing appreciation for family and friends.	How babies grow. Boys' and girls' bodies (correct scientific terminology). Assertiveness. Family stereotypes. Looking ahead/ transition.

Age and Year Group	Unit 1 Being Me in My World	Unit 2 Celebrating Difference (include anti bullying)	Unit 3 Dreams and Goals	Unit 4 Healthy Me	Unit 5 Relationships (Offline and Online)	Unit 6 Changing Me (Sex Education taught in Year 6 with parents permission)
Year 4 Age 8-9 years	Being part of a class team. Being a school citizen. Rights, responsibilities and democracy. Rewards and consequences. Group decision-making. Having a voice. What motivates behaviour.	Challenging assumptions. Judging by appearance. Accepting self and others. Understanding influences. Understanding bullying. Problem-solving. Identifying how special and unique everyone is. First impressions.	Hopes and dreams. Overcoming disappointment. Creating new, realistic dreams. Achieving goals. Working in a group. Celebrating contributions. Resilience. Positive attitudes.	Healthier friendships. Group dynamics. Smoking. Alcohol. Assertiveness. Peer pressure (including online). Celebrating inner strength.	Jealousy. Love and loss (pastoral needs of class). Memories of loved ones (pastoral needs of class). Girlfriends and boyfriends. Getting on and falling out. Showing appreciation to people and animals.	Unique Me - characteristics from parents (not sex education aspect) and characteristics from environment. Responsibilities of parenthood. Being safe (including online) and knowing the correct names of private body parts. Beginning to understand puberty and menstruation. Circles of change/ accepting change. Looking ahead/ transition.
Year 5 Age 9-10 years	Planning the forthcoming year. Being a citizen. Rights and responsibilities. Rewards and consequences. How behaviour affects groups. Democracy, having a voice, participating.	Cultural differences and how they can cause conflict. Racism. Rumours and name-calling. Types of bullying (including homophobic). Appreciate the value of happiness (regardless of material wealth). Enjoying and respecting other cultures.	Future dreams. The importance of money. Jobs and careers. Dream job and how to get there. Goals in different cultures. Supporting others (charity). Motivation.	Smoking, including vaping. Alcohol. Alcohol and anti-social behaviour. Emergency aid. Body image. Relationships with food. Healthy choices. Motivation and behaviour.	Self-recognition and self-worth. Building self-esteem. Safer online communities. Rights and responsibilities online. Online gaming and gambling. Reducing screen time. Dangers of online grooming. SMART internet safety rules.	Self and body image. Influence of online and media on body image. Puberty (girls and boys) - including looking after myself physically and emotionally. Looking ahead / transition.

Age and Year Group	Unit 1 Being Me in My World	Unit 2 Celebrating Difference (include anti bullying)	Unit 3 Dreams and Goals	Unit 4 Healthy Me	Unit 5 Relationships (Offline and Online)	Unit 6 Changing Me (Sex Education taught in Year 6 with parents permission)
Year 6 Age 10-11 years	Identifying goals for the year. Global citizenship. Children's universal rights. Feeling welcome and valued. Choices, consequences and rewards. Group dynamics. Democracy, having a voice. Anti-social behaviour. Role-modelling.	Perceptions of normality. Understanding differences (including disability) (Equality Act). Power struggles. Understanding bullying. Inclusion/exclusion. Differences as conflict, difference as celebration. Empathy.	Personal learning goals, in and out of school. Success criteria. Emotions in success. Making a difference in the world. Motivation. Recognising achievements. Compliments.	Taking personal responsibility. How substances affect the body. Exploitation, including 'county lines' and gang culture. Emotional and mental health. Managing stress.	Mental health. Identifying mental health worries and sources of support. Love and loss. Managing feelings. Power and control. Assertiveness. Technology safety. Take responsibility with technology use.	My Self image / body image (online and offline). Puberty and feelings. Babies: conception to birth (Sex Education lesson: parents permission needed). Adolescent friendships. Real self and ideal self. The year ahead / transition.

Appendix 2: Relationships Education

By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> ● That families are important for children growing up because they can give love, security and stability ● The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives ● That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care ● That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up ● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong ● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	<ul style="list-style-type: none"> ● How important friendships are in making us feel happy and secure, and how people choose and make friends ● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties ● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right ● How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed
Respectful relationships	<ul style="list-style-type: none"> ● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs ● Practical steps they can take in a range of different contexts to improve or support respectful relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness ● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority

	<ul style="list-style-type: none"> • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<ul style="list-style-type: none"> • That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> • What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: Health Education

By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● 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. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet safety and harms	<ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online

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

Appendix 4: Relationships and Sex Education

The DfE 'continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils' ([Relationships Education, 2020](#)).

The Relationships and Health Education content outlined in Appendices 2 and 3 covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals (please see paragraph 6.2).

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Schools 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. In the summer term of Year 6 we cover sex education as part of our PSHE Curriculum. Our focus is on how a baby is conceived and born in the context of a consensual and loving relationship.

Parents are advised in advance of these lessons being delivered, and are invited to find out more about the content of the lessons prior to giving their permission for their child to participate. A summary of our Sex Education curriculum can be found below.

Key Content (Year 6)	<ul style="list-style-type: none">● Body parts (differences in female and male bodies)● Conception (reproduction) within the context of a consensual and loving relationship● Conception to birth● Contraception
----------------------	---

Appendix 5: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.