

Relationships and Sex Education Policy (2020)



Approved by:	Victoria Williams Headteacher	Date: 1 st July 2021 Signed:
Approved by:	Nigel Stockton Chair of Governors	Date: 1 st July 2021 Signed:
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Contents

1. Introduction.....	3
2. Definition.....	3
3. Aims.....	3
4. Statutory Requirements.....	4
5. Delivery of RSHE	5
6. Resources	7
7. Teaching & Learning	8
8. Assessment	8
9. Preventing & Responding to Sexual Harassment	9
10. Menstrual Well-Being	9
11. Safe learning in RSHE	9
12. Confidentiality, Safeguarding & Child Protection	10
13. Roles & Responsibilities	11
14. Parent's Right to Withdraw	11
15. Training	11
16. Monitoring Arrangements.....	12

Appendix 1 – 3D PSHE Whole School Curriculum Coverage

Appendix 2 – Medway RSHE Programme

Appendix 3 – Medway Links to PSHE Association

Appendix 4 – 3D PSHE Relationships & Sex Education

Appendix 5 – Reference to National Curriculum Science

Appendix 6 – By the end of primary school pupils should know

Appendix 7 – Parent Form – Withdrawal

Appendix 8 – Statutory Guidance reference

1. Introduction

At Ash Grove Primary Academy, Relationship, Sex Education and Health Education (RSHE) is an integrated part of our Personal, Social, Health and Economic Education (PSHE): the integral thread, weaving through everything that we do. At Ash Grove both RSHE and PSHE are known to the children as 'Learning for Life.'

This learning is crucial in supporting children in their personal development, and underpinning learning in the classroom, school and wider community. It is the learning through which pupils develop the knowledge, skills and attributes they need to keep themselves healthy, safe and able to form and maintain positive relationships with others. Children develop an understanding of the ever-changing world in which we live, develop the skills necessary to take an active role in the community and manage their life successfully. Throughout our PSHE and RSHE curriculum we further promote our school core values of Respect, Responsibility, Appreciation and Aspiration. This ensures that our children are prepared with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships as they prepare for life in Modern Britain as Global citizens – understanding and being aware of the wider world -and their place in it.

2. Definition

RSHE is lifelong learning about physical, social, cultural, moral and emotional development of pupils. Through RSHE, children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way. We are building the foundation of skills and knowledge that will be developed further as our pupils progress to secondary education.

RSHE involves a combination of sharing information, and exploring issues and values. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships. 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).

Together, along with the science curriculum, the RSHE curriculum aims to protect children by ensuring that they have knowledge of their bodies, the human life-cycle, emotions, acceptable behavior and right and wrong. Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at Ash Grove, children will learn key knowledge and skills to help them to be safe and prepared for adult life. RSHE is not about the promotion of sexual activity.

3. Aims

The aims of Relationship, Sex education and Health Education (RSHE) at our school are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- 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
- Make pupils aware of their rights especially in relation to their bodies
- Develop knowledge and understanding of positive and healthy relationships
- Enable the development of social and relationship skills and protective behaviours
- Develop understanding of reproduction and birth within the context of loving and caring relationships.
- Support pupils to use the internet safely and to recognize the benefits and risks that it brings.
- Develop pupil's skills around assessing risk and keeping safe.
- Enable children to gain the skills and understanding to support the development of healthy bodies and minds.
- Enable pupils to recognise and manage their emotions.
- Provide pupils with the knowledge and skills to access appropriate support.
- Develop confidence and self-esteem, to value themselves and others.

The RSHE programme is based on the needs of pupils with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be embedded within our broader curriculum areas, including Science, ICT and P.E, in addition to more focused learning through RSHE sessions, class discussion and assemblies. Pupils will be supported to appreciate difference and to respect themselves and others.

4. Statutory Requirements

This policy has been developed in consultation with staff, pupils and parents. It outlines Ash Grove Primary Academy's commitment to provide effective Relationship, Sex education and Health Education for all pupils in support of that offered by parents/carers, who are the first educators of their children in this area. It has been written with regard to the DfE Relationship and Sex Education (RSE) and Health Education guidance 2019 Appendix 6 and other relevant guidance documents Appendix 8 and statutory requirements.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulation 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education. To meet the needs of our pupils we will also deliver sex education.

The RSHE teaching in our school contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life.

We are required to comply with the requirements of the Equality Act 2010. Our school values diversity, encourages respect for all and promotes tolerance for, and celebration of, difference. At times, when there is an identified need, we may take positive action through our planning and delivery of RSHE to deal with disadvantages facing those with a particular protected characteristic.

RSHE will be accessible to all regardless of their gender. Through the delivery of RSHE teachers will explore gender stereotypes and how they may limit a person's potential and ensure that people of all genders receive information that is relevant to their needs.

We deliver RSHE in a factual, non-judgemental way ensuring that teachers provide a balanced approach that acknowledges the wealth of views and opinions our community and wider society and teaches tolerance.

We will use a range of materials and resources that reflect the diversity of our school population and wider society and encourage acceptance and tolerance. We believe that every child and every family should feel included, respected and valued.

Teachers will plan in different ways using a variety of teaching strategies to meet the needs of individuals. For some children, a differentiated approach may be necessary to ensure learning outcomes are met -this will be discussed with parents/carers and an individual support plan developed. Some pupils may have experienced adverse childhood experiences that may impact on their ability to engage with RSHE in a variety of ways. Care will be taken to ensure that, where this is the case, parents/carers are consulted about the most appropriate way for the pupil to access the curriculum.

A range of different families and relationships will be explored within RSHE. All children whatever their identity, developing identity, or family background need to feel that RSHE is relevant to them and sensitive to their needs. Resources and books will show families of all kinds, including mum/dad, two mums, two dads, fostering, adoption, single parent, extended family and others. This reflects both our school community and wider society.

5. Delivery of RSHE

RSHE will be taught in in all year groups throughout the school and is taught within the PSHE curriculum, known at Ash Grove Primary Academy as '[Learning for Life](#).' The curriculum is age-appropriate and progressive, building on the children's knowledge, understanding and skills throughout the key stages, We work to objectives in each year group that support the outcomes outlined in the RSHE guidance to teach RSHE through different aspects of the curriculum. We deliver RSHE as an integrated part of our PSHE curriculum to ensure that it prepares children with the knowledge that will enable them to make informed decisions about their wellbeing, health and relationships. We currently use a comprehensive primary PSHE scheme of work in line with the National Curriculum called 3D PSHE to support delivery of our PSHE and RSHE Appendix 1. This provides a framework of coverage which is further enhanced by a variety of resources from specialist providers such as PSHE Association, Sex Education Forum and Medway Primary PSHE Education Appendix 2 and Appendix 3.

Our [R.E](#) and [SMSC](#) curriculum allow children to reflect on family relationships, different family groups and friendships. They learn about rituals and traditions associated with birth, marriage and death and discuss the emotions involved. The ICT curriculum contributes to knowledge and skills necessary for using technology safely, respectfully and responsibly, identifying a range of ways to report concern about online content, in addition to supporting pupils to be discerning in evaluating digital content.

Our [P.E](#) curriculum supports our pupils to know the characteristics and mental and physical benefits of a healthy lifestyle. They are inspired by others and taught about the importance of regular exercise which is promoted through daily school routines. Pupils also learn about the risks associated with an inactive lifestyle.

Some elements of RSHE are delivered through national curriculum [Science](#) Appendix 5.

Early years foundation stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses, they have offspring which grow into adults.
- To describe the importance of exercise, eating the right amounts of different types of food and importance of hygiene.
- To identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

In Key Stage 2 children learn:

- To describe the changes as humans develop to old age.
- To describe the life process of reproduction in some plants and animals.
- To identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat

In Year 6 children learn:

- To recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.
- To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.
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In Upper Key Stage 2, we place a particular emphasis on RSHE, as many children experience puberty at this age. We work alongside the School Nursing Team to teach pupils about the parts of the body and how they work. We also explain what happens to bodies during puberty. We encourage pupils to ask for help if they need it and there are opportunities for single sex questions. By the end of Key Stage 2, we ensure that pupils know how babies are born, how bodies change in puberty, what menstruation is and how it affects women.

Below is a list of topics covered by our [RSHE](#) programme within the core themes of [Health and Wellbeing](#), [Relationships](#) and [Living in the Wider World](#).

- Families and people who care for me
- Caring friendships
- Respectful friendships

- Online friendships
- Being safe
- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

Our curriculum is set out as per Appendix 1 and is supplemented by additional resources to enhance the learning experience of the pupils, as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex Education

We recognise that sex education is not compulsory in Primary school; however, in Year 6, Appendix 2 and Appendix 3 we have decided to cover some content on sex education to meet the needs of our pupils and prepare them for the transition to high school. The content of sex education at Ash Grove includes

- Puberty – Preparing boys for the change that adolescence brings
- Puberty – Preparing girls for the change that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe

If required, support is available to assist parents in talking to their children about sex education and how to link this to what is being taught in school.

6. Resources

As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year that they are teaching. A selection of RSHE resources will be made available during parent/carers meetings so that parents/carers are familiar with the resources used. Alternatively, parents/carers can speak to class teachers about resources used.

7. Teaching and Learning

PSHE is taught through dedicated, discreet lessons in class on a weekly basis to achieve continuity, progression and meaningful assessment. Opportunities to enhance this learning are provided through other subjects and events including assemblies and restorative practice and key campaigns.

All teachers have responsibility for planning and delivering RSHE. Teaching assistants may provide additional support, in particular for children with special educational needs. Everyone involved in the teaching of RSHE will take a balanced and non-judgemental approach, following and working to the agreed values within this policy.

Within RSHE, pupils will develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used including:

- Establishing ground rules with pupils;
- Using 'distancing' techniques (e.g case studies and scenarios)
- The provision of a 'question box' during each planned session
- Dealing with children's questions in an appropriate manner
- Using discussion and appropriate materials; and role play
- Encouraging reflection

8. Assessment

Children and young people need regular opportunities to reflect on and identify what they have learned and what they need to learn next. Teachers also need to gauge pupils' progress and make informed improvements to their learning if required.

Assessment therefore has to be an integral part of the teaching and learning in RSHE/PSHE as it is in all subjects.

PSHE education cannot however, be assessed in the same way as most other subjects. It would be inappropriate for assessment to imply passing or failing for instance, as this might imply passing or failing 'as a person' given the subjects personal nature. It is however, possible to recognise and evidence progress and attainment in RSHE/PSHE education knowledge, understanding, skills and attributes.

At Ash Grove, assessment takes place formatively through discussions, observations, self-assessment and analysis of children's work. We advocate a model of assessment that starts with carrying out an initial assessment activity for each new module or series of lessons. This gauge's pupils' starting point in terms of their existing knowledge, skills, attitudes and beliefs, and informs teachers planning. An end assessment then demonstrates the progress pupils have made since their baseline activity.

9. Preventing and responding to sexual harassment and sexual violence between children and young people.

In addition to following local and national safeguarding guidance, we commit to taking a whole school approach to preventing and responding to harmful sexual behaviours. At Ash Grove we take a whole-school approach to challenging negative influences and attitudes, gender stereotyping, and discriminatory or sexist language. We begin to lay the foundations for respectful, consensual and healthy peer relationships as children grow, supporting our pupils' current safety while preparing them for specific learning about sexual harassment and sexual violence at high school.

10. Menstrual Well-Being

Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:

- Sanitary disposal units are available in the Year 5/6 toilets
- A box of sanitary protection is located in the Year 5/6 store cupboard. A lockable cabinet inside the girl's toilets enables those requiring these products to either bring their own or access the variety available in the cupboard.
- Alternative arrangements will be made on an individual level if required.
- When a pupil starts menstruating in school, we will support them on-site and inform parents. Our RSHE programme covers basic information about menstruation in Year 4, with more detailed input in year 5 and 6. Class teachers should be informed if a child has difficulties managing their periods at school so that further support can be given.

11. Safe Learning in RSHE

It is important that all pupils feel safe and able to participate in RSHE lessons. To support involvement of all pupils, teachers will create a group agreement with each class outlining expectations around rights and responsibilities and respect. The group agreement will be a working document that all pupils agree to follow.

The group agreement will outline rules regarding questions. As with any topic, pupils will ask questions during RSHE to further their understanding. Due to the sensitive nature of the topic teachers will employ strategies to ensure that questions are asked and answered in a factual, balanced and appropriate way. The group agreement will remind pupils that personal questions are not appropriate.

Teachers will use the following strategies to deal with unexpected questions:

- If a question is personal, the teacher will remind pupils of the rules set in the group agreement
- If the teacher doesn't know how to answer a question, the teacher will acknowledge this and will research the question and provide an answer later.

- If the question is too explicit, is set outside set parameters is inappropriate in a whole class setting or raises concerns about sexual abuse, the teacher will attend to it on an individual level.

Sometimes pupils may ask questions about issues that are not part of the planned programme, this could show that the taught curriculum is not meeting their needs. This will be fed back to the coordinator as part of the evaluation and monitoring process.

When pupils can write independently, they will be introduced to the 'question box,' into which they can place their written questions. This allows the teacher the opportunity to group questions into themes and filter any that may need answering on an individual basis or, in some cases, referred to parents. All staff will be mindful of their safeguarding role and will follow the relevant school procedures if a question raises concerns of this nature.

12. Confidentiality, Safeguarding and Child Protection

Everyone involved in RSHE will be clear about the boundaries of their legal and professional roles and responsibilities. Teachers will discuss confidentiality with pupils throughout the development of a group agreement at the start of lessons, making it clear that teachers cannot offer unconditional confidentiality. Pupils will be informed that if confidentiality has to be broken, due to safeguarding concerns, they will be informed first and then supported as appropriate.

Teachers will be aware that effective RSHE, which brings an understanding of what is and is not acceptable, can lead to disclosure of a child protection issue. Everyone involved in RSHE will be alert to signs of abuse and report concerns or suspicions to a Designated Safeguarding Lead as outlined in the safeguarding policy. Any disclosure of sexual activity from a primary age child would raise immediate child protection concerns that would be dealt with in a sensitive manner in line with local safeguarding procedures.

13. Roles and Responsibilities

13.1 The governing board

The governing board will approve the RSHE policy when it has been shared with staff and hold the headteacher to account for its implementation.

13.2 The headteacher

The Headteacher and PSHE lead are responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSHE.

13.3 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 to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSHE

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.

Class teachers will deliver the RSHE programme throughout school, in the weekly PSHE sessions, and through the science curriculum as appropriate.

13.4 Pupils

Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity. A ground rules contract exclusive to RSHE lessons is devised by each class and agreed by pupils prior to delivery.

14. Parents' right to withdraw

While we always try to work with parents/carers to explore their views, we also accept that parents/carers can exercise their right to withdraw their child from the sex education elements of our programme.

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

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE (for example the school nurse session in year 6). Please look at Appendix 5 to be clear on the aspects of the science curriculum which relate to this and are statutory.

Requests for withdrawal should be put in writing using the form found in Appendix 7 of this policy and addressed to the headteacher.

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

15. Training

Staff are trained on the delivery of RSHE as part of their induction and are updated on recent legislation through staff meetings. Additional training is included in our continuing professional development calendar. Staff are given membership to PSHE association to enable self-directed training and enquiry, they are supported by the RSHE coordinator and will attend additional external training if necessary.

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.

16. Monitoring arrangements

The delivery of RSHE is monitored by the Headteacher and PSHE leader through:

Monitoring of pupil work, lesson observations, and pupil discussions.

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

This policy will be reviewed by the headteacher and PSHE leader every year. At every review, the policy will be approved by Governing body.

Appendices

Relationships Programme of Study 2020 Coverage Overview

Families and People Who Care for Me

NL8, 12
RL2, 14, 23
KS1C2U3L3
KS1C2U4L5-6
LKS2C2U4L2
UKS2C2U4L1-5
RSE UNIT

- Pupils should know
- 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 for them.
 - 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/civil partnership 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

NL4
RL7, 13, 25
KS1CUL1-5
KS1C2U4L1-4
LKS2C2U3L1
LKS2C2U5L1-4
RSE UNIT

- Pupils should know
- 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, 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, how to manage these situations and how to seek help or advice from others, if needed.

Relationships Programme of Study 2020

Coverage Overview

Respectful Relationships

**NL4, 8, 13, 15,
RL1, 4, 8, 15, 24**

**KS1CIU4LI, L6
KS1C2U1L7
KS1C2U2LI-5
KS1C2U3LI-6
KS1C2U4LI-4
KS1C3U1L4, 5, 6**

**LKS2CIU5L6
LKS2C2U2LI-3
LKS2C2U3LI-4
LKS2C2U4LI-4
LKS2C2U5LI-3
LKS2C3U3LI**

**UKS2C2U3L2, 3
RSE UNIT**

Pupils should know

- 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.
- the conventions of courtesy and manners.
- the importance of self-respect and how this links to their own happiness.
- that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.
- what a stereotype is, and how stereotypes can be unfair, negative or destructive.
- the importance of permission-seeking and giving in relationships with friends, peers and adults.

Online Relationships

RL22

KS1CIU5L6

LKS2CIU6LI-4

UKS2C2U4L5

Pupils should know

- that people sometimes behave differently online, including by pretending to be someone they are not.
- the importance of self-respect and how this links to their own happiness
- 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.

Relationships Programme of Study 2020

Coverage Overview

Being Safe

KS1C1U5L4
KS1C1U5L7
LKS2C2U5L4
RSE UNIT

Pupils should know

- 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 who they do not know.
- how to ask for advice or help for self and for others, and to keep trying until they are heard, including having the vocabulary and confidence to report concerns or abuse.
- where to get advice from e.g. family, school and/or other sources.

RSE UNIT - Relationships and Sex Education

N - Nursery

R - Reception

KS1 - Key Stage 1

LKS2 - Lower Key Stage 2

UKS2 - Upper Key Stage 2

Health & Wellbeing Programme of Study 2020

Coverage Overview

Mental Wellbeing

R L2, L14 KS1CIU2LI-4 KS1CIU4LI-5 KS1CIU5L5, L6 KS1C2U1LI, L2 KS1C2U2LI LKS2CIU1LI, L2 LKS2CIU2LI-3 LKS2CIU5LI, L3-5 LKS2CIU6LI LKS2C2U1L3 LKS2C2U3LI-4 LKS2C3U2LI UKS2CIU1LI-3, L5 UKS2CIU2L2 UKS2CIU4LI-3 UKS2C2U1L3 UKS2C2U4L3	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing is a normal part of daily life, in the same way as physical health. • 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 impact of relaxation, 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 resolve if the right support is made available and accessed, especially if they access support as early as possible.
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Internet Safety and Harms

KS1CIU5L6 LKS2CIU6LI-6 UKS2CIU5L6 UKS2C2U1LI UKS2C2U4L5	<p>Pupils should know</p> <ul style="list-style-type: none"> • that for most people the internet is an integral part of life and has many benefits. • about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.
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Health & Wellbeing Programme of Study 2020

Coverage Overview

Internet Safety and Harms cont.

- how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online.
- 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.

Physical Health and Fitness

KS1CIU1L4-6

LKS2CIU2L1-3

UKS2CIU1L1,L3

Pupils should know

- 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 a daily active mile or other forms of regular, vigorous exercise.
- the risks associated with an inactive lifestyle (including obesity).

Healthy Eating

KS1CIU1L1-3

KS1CIU2L3

LKS2CIU3L1-3

UKS2CIU2L1-3

Pupils should know

- what constitutes a healthy diet (including understanding calories, and 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 other behaviours (e.g. the impact of alcohol on diet or health).

Health & Wellbeing Programme of Study 2020

Coverage Overview

Drugs, Alcohol and Tobacco

UKS2CIU5L1-4

SRA UNIT

Pupils should know

- the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and Prevention

R11

KS1CIU2L1-3

KS1CIU5L1

KS1CIU2L4-6

LKS2CIU2L4

LKS2CIU7L2

UKS2CIU1L4,L6

Pupils should know

- 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, including visits to the dentist.
- about personal hygiene and germs including bacteria, viruses, how they are spread and the importance of handwashing.
- the facts and science relating to immunisation and vaccination

Basic First Aid

LKS2CIU8L1-3

UKS2CIU5L5

Pupils should know:

- know 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.

Health and Wellbeing Overview

RECOGNISE	REFLECT	RESPOND
<p>HW1 Know how to keep safe and how and where to get help</p> <p>HW2 Recognise right and wrong, what is fair and unfair and explain why</p> <p>HW3 Recognise how attitude and behaviour, including bullying, may affect others</p> <p>HW4 Recognise and respect similarities and differences between people</p> <p>HW5 Recognise and respond to issues of safety relating to themselves and others and how to get help</p> <p>HW6 Recognise and manage risk in everyday activities</p> <p>HW7 Recognise how attitude, behaviour and peer pressure can influence choice and behaviour, including dealing with bullying</p> <p>HW8 Recognise stereotyping and discrimination</p> <p>HW9 Recognise their strengths and how they can contribute to different groups</p> <p>HW10 Recognise the factors influencing opinion and choice, including the media</p> <p>HW11 Recognise how their behaviour and that of others may influence people both positively and negatively</p> <p>HW12 Recognise the benefits of regular exercise and understand the particular benefits of different physical activities for promoting health</p>	<p>HW13 Listen to and show consideration for other people's views</p> <p>HW14 Identify and talk about their own and others' strengths and weaknesses and how to improve</p> <p>HW15 Listen to, reflect on and respect other people's views and feelings</p> <p>HW16 Negotiate and present their own views</p> <p>HW17 Self-assess, understanding how this will help their future actions</p>	<p>HW18 Work and play independently and in groups, showing sensitivity to others</p> <p>HW19 Use strategies to stay safe when using ICT and the internet</p> <p>HW20 Work independently and in groups, taking on different roles and collaborating towards common goals</p> <p>HW21 Use ICT safely including keeping electronic data secure</p> <p>HW22 Take the lead, prioritise actions and work independently and collaboratively towards goals</p> <p>HW23 Set goals, prioritise and manage time and resources, understanding how this will help their future actions</p> <p>HW24 Challenge stereotyping and discrimination</p> <p>HW25 Manage risk in everyday activities</p> <p>HW26 Take responsibility for their own safety and the safety of others and be able to seek help in an emergency</p> <p>HW27 Use ICT safely including using software features and settings</p> <p>HW28 Respond to challenges, including recognising, taking and managing risk</p>

Personal Wellbeing Skills Ladder

YEAR ONE / TWO				
	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	<p>PW1 Identify the different types of work people do and learn about different places of work</p> <p>PW2 Recognise where money comes from and the choices people make to spend money on things they want and need</p>	<p>PW5 Recognise what they like and dislike</p> <p>PW6 Recognise what they are good at</p> <p>PW7 Recognise, name and manage their feelings in a positive way</p>	<p>PW11 Recognise why healthy eating and physical activity are beneficial</p> <p>PW12 Recognise that some substances can help or harm the body</p> <p>PW13 Recognise the simple physical changes to their bodies experienced since birth</p>	<p>PW18 Recognise that there are people who care for and look after them</p> <p>PW19 Identify different relationships that they have and why these are important</p> <p>PW20 Recognise how their behaviour affects other people</p>
REFLECT	<p>PW3 Understand that we cannot always afford the items we want to buy</p>	<p>PW8 Understand the difference between impulsive and considered behaviour</p>	<p>PW14 Reflect on the similarities and differences between people</p>	<p>PW21 Consider different types of teasing and bullying, understand that bullying is wrong and know how to get help to deal with bullying</p>
RESPOND	<p>PW4 Contribute to enterprise activities</p>	<p>PW9 Share their opinions on things that matter to them</p> <p>PW10 Make positive real-life choices (television, games, money)</p>	<p>PW15 Demonstrate basic road safety skills</p> <p>PW16 Make simple choices that improve their health and well being e.g. healthy eating</p> <p>PW17 Manage basic personal hygiene</p>	<p>PW22 Seek help from an appropriate adult when necessary</p> <p>PW23 Develop positive relationships through work and play</p>

Personal Wellbeing Skills Ladder

YEAR THREE / FOUR

	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	PW24 Recognise why people work PW25 Identify the range of jobs carried out by the people they know PW26 Recognise what influences the choices people make about how money is spent	PW29 Face new challenges positively and know when to seek help	PW35 Show awareness of changes that take place as they grow PW36 Recognise that there are medicines and some other substances that can be used in a safe way to improve health	PW42 Identify strategies to respond to negative behaviour constructively and ask for help
REFLECT	PW27 Reflect on the range of skills needed in different jobs	PW30 Begin to reflect on their worth as individuals by identifying positive things about themselves and their achievements PW31 Reflect on own mistakes and make amends	PW37 Explore the relationship and balance between physical activity and nutrition in achieving a physically and mentally healthy lifestyle	PW43 Understand the nature and consequences of negative behaviours such as bullying, aggressiveness
RESPOND	PW28 Suggest how they can contribute to a range of activities that help them to become more enterprising	PW32 Talk about their views on issues that affect themselves and their class PW33 Begin to make responsible choices and consider consequences PW34 Develop strategies for managing and controlling strong feelings and emotions	PW38 Extend strategies to cope with risky situations PW39 Behave safely and responsibly in different situations PW40 Follow school rules about health and safety and know where to get help PW41 Begin to make informed lifestyle choices	PW44 Empathise with another viewpoint PW45 Form and maintain appropriate relationships with a range of different people

Personal Wellbeing Skills Ladder

YEAR FIVE / SIX

	ECONOMIC WELLBEING	EMOTIONAL WELLBEING	PHYSICAL WELLBEING	RELATIONSHIPS
RECOGNISE	PW46 Identify the skills they need to develop to make their own contribution in the working world in the future PW47 Recognise how people manage money and learn about basic financial capability	PW51 Recognise that people can feel alone and misunderstood and learn how to give appropriate support	PW57 Identify the different kinds of risks associated with the use and misuse of a range of substances and the impact that misuse of substances can have on individuals, their families and friends PW58 Recognise that when the body changes during puberty it can affect feelings and behaviour PW59 Recognise when physical contact is acceptable and unacceptable	PW63 Recognise that positive friendships and relationships can promote health and wellbeing PW64 Identify how to find information and advice through help lines PW65 Recognise how new relationships may develop
REFLECT	PW48 Make connections between their learning, the world of work and their future economic wellbeing	PW52 Talk, write and explain their views on issues that affect the wider environment PW53 Reflect on how to deal with feelings about themselves, their family and others in a positive way	PW60 Understand the physical and emotional changes that take place during puberty, why they are taking place and the importance of personal hygiene	PW66 Reflect on the many different types of relationships that exist PW67 Judge what kind of physical contact is acceptable or unacceptable in relationships
RESPOND	PW49 Look after their money and realise that future wants and needs may be met through saving PW50 Show initiative and take responsibility for activities that develop enterprise capability	PW54 Begin to set personal goals PW55 Take action based on responsible choices PW56 Develop strategies for understanding, managing and controlling strong feelings and emotions and dealing with negative pressures	PW61 Take responsibility for their physical activity and nutrition in achieving a physically and mentally healthy lifestyle PW62 Make responsible, informed decisions relating to medicines, alcohol, tobacco and other substances and drugs	PW68 Manage changing emotions and recognise how they can impact on relationships PW69 Talk with a wide range of adults

Appendix 2: Medway RSHE Programme

Overview of lessons – learning objectives and intended learning outcomes:

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 1 or 2 <i>My special people</i>	<ul style="list-style-type: none"> about the special people in our lives and how we care for one another 	<ul style="list-style-type: none"> identify our own special people explain what makes them special to us and why they are important in our lives describe the different ways our special people care for us recognise how we can care for them in return
Year 1 or 2 <i>We are growing: human life cycle</i>	<ul style="list-style-type: none"> about how we change as we grow 	<ul style="list-style-type: none"> recognise the main stages of the human life cycle (baby, child, adult) recognise that the process of growing takes time and describe what changes when people grow from young to old identify ways we are more independent now than when we were younger describe our feelings about growing and changing
Year 1 or 2 <i>Everybody's body</i>	<ul style="list-style-type: none"> about the differences and similarities between people 	<ul style="list-style-type: none"> describe similarities and differences between ourselves and others challenge simple stereotypes about boys and girls recognise and use the correct names for main parts of the body
Year 3 <i>What makes a good friend?</i>	<ul style="list-style-type: none"> about friendship – why it is important and what makes a good friend 	<ul style="list-style-type: none"> recognise the different types of friendships that are important to us (eg: family, friends, groups we belong to, neighbours) explain why friendship and having friends is valuable identify how friends show they care for and value each other describe what makes a good friendship and what is most important in a friendship
Year 3 <i>Falling out with friends</i>	<ul style="list-style-type: none"> how to maintain good friendships about solving disagreements and conflict amongst themselves and their peers 	<ul style="list-style-type: none"> identify what helps maintain friendships describe feelings when disagreements and conflict occur identify what can help and not help if there are friendship problems demonstrate strategies for solving arguments with peers
Year 4 or 5 <i>Puberty: time to change</i>	<ul style="list-style-type: none"> about some of the physical changes experienced during puberty 	<ul style="list-style-type: none"> identify some of the physical changes that happen to bodies during puberty explain that puberty begins and ends at different times for different people use scientific vocabulary for external male and female body parts/genitalia
Year 4 or 5 <i>Puberty: menstruation and wet dreams</i>	<ul style="list-style-type: none"> about the physical changes that happen to males and females during puberty 	<ul style="list-style-type: none"> use to use scientific vocabulary for external and internal male and female body parts/genitalia explain what happens during menstruation (periods) explain what is meant by ejaculation and wet dreams
Year 4 or 5 <i>Puberty: personal hygiene</i>	<ul style="list-style-type: none"> about the importance of personal hygiene during puberty to respond to questions about puberty 	<ul style="list-style-type: none"> explain how and why it is important to keep clean during puberty describe ways of managing physical change during puberty respond to questions and give advice to others about puberty

Lesson	Learning objectives We are learning:	Intended learning outcomes We can:
Year 4 or 5 <i>Puberty: emotions and feelings</i>	<ul style="list-style-type: none"> • how and why emotions may change during puberty • about getting appropriate help, advice and support about puberty 	<ul style="list-style-type: none"> • describe how emotions and relationships may change during puberty • know where we can get the help and support we need in relation to puberty
Year 6 <i>Puberty: recap and review</i>	<ul style="list-style-type: none"> • more about the changes that happen at puberty (recap from year 4 or 5) 	<ul style="list-style-type: none"> • describe the physical and emotional changes that occur during puberty and how to manage these • identify myths and facts about puberty, and what is important for a young person to know • demonstrate how to begin conversations (or ask questions) about puberty with people that can help us
Year 6 <i>Puberty: change and becoming independent</i>	<ul style="list-style-type: none"> • about managing change - new roles and responsibilities as we grow up 	<ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 <i>Positive and healthy relationships</i>	<ul style="list-style-type: none"> • about what constitutes a positive, healthy relationship • that relationships can change over time 	<ul style="list-style-type: none"> • describe some changes that happen as we grow up • identify the range of feelings associated with change, transition to secondary school and becoming more independent • describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities
Year 6 <i>How babies are made</i>	<ul style="list-style-type: none"> • about adult relationships and the human life cycle • about human reproduction (how a baby is made and how it grows) 	<ul style="list-style-type: none"> • identify the links between love, committed relationships / marriage and conception • explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults • explain what pregnancy means, how long it lasts and where it occurs i.e.: that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female)

Appendix 3: Links between Medway / PSHE Association

References to the PSHE Association Programme of Study:

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
Year 1 or 2 <i>My special people</i>		R9. to identify their special people (family, friends, carers), what makes them special and how special people should care for one another	
Year 1 or 2 <i>We are growing: human life cycle</i>	H8. about the process of growing from young to old and how people's needs change H9. about growing and changing and new opportunities and responsibilities that increasing independence may bring		
Year 1 or 2 <i>Everybody's body</i>	H10. the names for the main parts of the body (including external genitalia) the bodily similarities and differences between boys and girls H16. what is meant by 'privacy'; their right to keep things 'private'; the importance of respecting others' privacy	R9. to identify and respect the differences and similarities between people	L8. ways in which they are all unique; understand that there has never been and will never be another 'them' L9. ways in which we are the same as all other people; what we have in common with everyone else
Year 3 <i>What makes a good friend?</i>		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	
Year 3 <i>Falling out with friends</i>		R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships R12. to develop strategies to solve disputes and conflict through negotiation and appropriate compromise and to give rich and constructive feedback and to support others to benefit themselves	
Year 4 or 5 <i>Puberty: time to change</i> <i>Puberty: menstruation and wet dreams</i>	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H23. about people who are responsible for helping them stay healthy and safe; how they can help these people to keep them healthy and safe	R8. to identify and respect the differences and similarities between people R13. that differences and similarities between people arise from a number of factors, including family, cultural, ethnic, racial and religious diversity, age, sex, gender identity, sexual orientation, and disability (see 'protected characteristics' in the Equality Act 2010)	
Year 4 or 5 <i>Puberty: menstruation and wet dreams</i>	H8. about change H18. how their bodies will, and emotions may, change as they approach and move through puberty H20. about taking care of their body	R7. to offer constructive support and feedback to others	L1. to discuss topical issues, problems and events that are of concern to them and offer their recommendations to appropriate people

Lesson	Core theme 1: Health and Wellbeing	Core theme 2: Relationships:	Core theme 3: Living in the wider world
Year 4 or 5 <i>Puberty: personal hygiene</i>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>		
Year 4 or 5 <i>Puberty: emotions and feelings</i>	<p>H6. to deepen their understanding of good and not so good feelings, to extend their vocabulary to enable them to explain both the range and intensity of their feelings to others</p> <p>H7. to recognise that they may experience conflicting emotions and when they might need to listen to, or overcome these</p>	R2. to recognise that their behaviour can affect other people	
Year 6 <i>Puberty: recap and review</i>	<p>H8. about change</p> <p>H18. how their bodies will, and emotions may, change as they approach and move through puberty</p> <p>H20. about taking care of their body</p>		
Year 6 <i>Puberty: change and becoming independent</i>	<p>H11. to recognise how their increasing independence brings increased responsibility to keep themselves and others safe</p> <p>H18. how their body will, and their emotions may, change as they approach and move through puberty</p>		L7. that they have different kinds of responsibilities, rights and duties at home, at school, in the community and towards the environment; to continue to develop the skills to exercise these responsibilities
Year 6 <i>Positive and healthy relationships</i>		<p>R2. to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships</p> <p>R4. to recognise different types of relationship, including those between acquaintances, friends, relatives and families</p> <p>R5. that civil partnerships and marriage are examples of a public demonstration of the commitment made between two people who love and care for each other and want to spend their lives together and who are of the legal age to make that commitment</p> <p>R19. that two people who love and care for one another can be in a committed relationship and not be married or in a civil partnership</p>	
Year 6 <i>How babies are made</i>	H19. about human reproduction	R2. Pupils should have the opportunity to learn to recognise what constitutes a positive, healthy relationship and develop the skills to form and maintain positive and healthy relationships	

Appendix 4: 3D PSHE Relationships and Sex Education lessons – Year 6

3D PSHE Additional Units Key Stage 2

Relationships and Sex Education	Lesson 1	Forming Relationships	<ul style="list-style-type: none">• Know how and understand why close relationships are formed, especially during adolescence• Understand why friendship is important in the establishment of close relationships
	Lesson 2	Sexual Relationships	<ul style="list-style-type: none">• Know about and understand the physical, mental and emotional changes that take place during puberty• Learn about sex (and bust some myths!)
	Lesson 3	Healthy Relationships	<ul style="list-style-type: none">• Understand why friendship is important in the establishment of close relationships• Know the features of a healthy relationship
	Lesson 4	Unhealthy Relationships	<ul style="list-style-type: none">• Understand what an unhealthy relationship is and know how to deal with relationship issues
	Lesson 5	Gender Issues Relationships	<ul style="list-style-type: none">• Know about gender identities and have an awareness of transgender issues• Understand the difference between being transgender and cross-dresser

Appendix 5

Appendix 5: Reference to National Curriculum Science

References to National Curriculum Science (2014):

Lesson / Suggested year groups	National Curriculum Science - Programmes of Study	Statutory requirements:	Non-statutory notes and guidance
We are growing: human life cycle KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to notice that animals, including humans, have offspring which grow into adults	<i>They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils recognise growth; they should not be expected to understand how reproduction occurs. Growing into adults can include references to baby, toddler, child, teenager, adult.</i>
Everybody's body KS1: Year 1 or 2	Year 2: Animals, including humans	Pupils should be taught to identify, name, draw and label the basic parts of the human body and say which part of the body is associated with which sense	<i>Have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes</i>
Puberty Lessons 1-4 KS2: Year 4 or 5	Year 5: Animals, including humans	Pupils should be taught to describe the changes as humans develop to old age	<i>They should learn about the changes experienced in puberty.</i>
How babies are made KS2: Year 6	Year 6: Evolution and inheritance	Pupils should be taught that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents	

Appendix 6: 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 • 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

TOPIC	PUPILS SHOULD KNOW
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 7: Parent form: withdrawal from sex education within RSHE

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	

Appendix 8: Statutory Guidance RSHE

In statutory guidance, the government states:

Sex Education (Primary) 65. The Relationships Education, RSE, and Health Education (England) Regulations 2019 have made Relationships Education compulsory in all primary schools. Sex education is not compulsory in primary schools and the content set out in this guidance therefore focuses on Relationships Education.

66. The content set out in this guidance 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. It will be for primary schools to determine whether they need to cover any additional content on sex education to meet the needs of their pupils. Many primary schools already choose to teach some aspects of sex education and will continue to do so, although it is not a requirement.

67. It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. **It should ensure that both boys and girls are prepared for the changes that adolescence brings** and - drawing on knowledge of the human life cycle set out in the national curriculum for science - **how a baby is conceived and born**.