

Relationships, Sex and Health Education (RSHE) Policy

Horniman Primary School



This policy was agreed by the learning and achievement committee on: 25.01.23 (and supersedes all previous policies relating to this area)	
Signed:	Martha MacBean
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Author:	Ms Sofie Hashmi Deputy Headteacher

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1. Introduction

Our ethos

At Horniman Primary school we believe in the whole child. We understand that children are individuals with different strengths and interests. Our ethos is based around 'five keys to success' which are important for opening up opportunities for learning, and working together, and also for building strong life skills that help ensure a bright future for all of our children through their own personal development.

Our 5 keys for success and social and emotional well-being feed into all aspects of school life and are:

- Getting along
- Organisation
- Persistence
- Confidence
- Resilience

Our vision

To nurture and guide the whole child to be happy, independent learners, with the confidence to achieve their maximum potential, the resilience to embrace challenges and with respect for each other and the world around them.

2. Aims

The aims of relationships, sex and health education (RSHE) at our school are to:

- › Enable pupils to understand how to keep themselves and others safe
- › Develop personal skills to needed to establish and maintain healthy relationships
- › Help pupils develop feelings of self-respect, confidence and empathy
- › Provide a framework in which sensitive discussions can take place
- › Create a positive culture around issues of sexuality and relationships
- › Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- › Teach pupils the correct vocabulary to describe themselves and their bodies
- › Enable pupils to make responsible and informed decisions about their health and well-being

3. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

We must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Horniman we teach RSHE as set out in this policy.

4. Policy development

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

1. Review – the assistant headteacher for inclusion and PSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – the policy was made available to parents/ carers on the school website for 2 weeks. Parent / carers were invited to complete a questionnaire and invited to join a parent workshop.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity or particular lifestyles.

6. Curriculum

Our curriculum is set out as per Appendix 1. This will be reviewed and adapted 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.

Primary sex education will focus on:

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

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

7. Delivery of RSHE

RSHE is taught weekly as a discreet subject and replaces what was formally known as personal, social, health and economic (PSHE) education. It also compliments content covered in science, computing and PE, and other aspects are included in religious education (RE). Learning in RSHE is often discussion based with lots of group activities such as sorting tasks. Children contribute to a whole class book. We use **You, Me, PHSE an Islington Local Authority Primary scheme of work for PSHE**. Appendix 1 shows how our RSHE curriculum covers all the strands of the statutory guidance.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

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

Our school also follows the **Christopher Winter Project resource** (endorsed by the PSHE Association) to deliver the non-statutory elements of the RSHE curriculum.

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).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

7.1 Inclusivity

We will teach about these topics in a manner that:

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

We will also:

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

7.2 SEND

At Horniman, Relationship, Sex and Health Education is accessible to all pupils. We provide high quality teaching that is differentiated to meet the needs of all children and where needed, personalised to ensure accessibility. We work with outside agencies, such as Drumbeat (ASD Outreach Team), to ensure resources and approaches are relevant to our pupils.

7.3 Use of resources

We **will** consider whether any resources we plan to use:

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

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
 - Are age-appropriate
 - Are in line with pupils' developmental stage
 - Comply with:
 - This policy
 - The [Teachers' Standards](#)
 - The [Equality Act 2010](#)
 - The [Human Rights Act 1998](#)
 - The [Education Act 1996](#)
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case study materials and look for feedback from other people the agency has worked with
- Be clear on:
 - What they're going to say
 - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Conduct a basic online search and address anything that may be of concern to us, or to parents and carers
- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme

9. Roles and responsibilities

9.1 The governing body

The governing body will approve the RSHE policy, and hold the headteacher to account for its implementation. The governing board has delegated the approval of this policy to the Teaching and Learning Committee.

9.2 The headteacher

The headteacher is responsible for managing requests to withdraw pupils from the non-statutory components of RSHE (see section 9).

9.3 The deputy headteacher for inclusion

The deputy headteacher is responsible for ensuring that RSHE is taught consistently across the school and keeping parent/ carers informed of any changes to the curriculum.

9.4 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 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 assistant headteacher for inclusion or the headteacher.

9.5 Pupils

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

10. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. The non-statutory components of sex education are covered in the Year 6 curriculum.

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

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

11. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The assistant headteacher for inclusion will also invite visitors from outside the school, such as the NSPCC, to provide support and training to staff teaching RSHE.

12. Monitoring arrangements

The delivery of RSHE is monitored by Ms Hashmi (PSHE leads), the headteacher and assistant headteachers through: learning walks, child conferencing/ pupil voice and work sampling.

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

This policy will be reviewed by Sofie Hashmi (assistant headteacher for Inclusion) annually. At every review, the policy will be approved by the Teaching and Learning Committee.

13. Links with other policies

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Anti-bullying Policy
- Behaviour Policy
- Equality and Objectives Policy
- Health and Safety Policy
- Computing and Online safety Policy
- Physical education (PE) Policy
- Religious Education (RE) Policy
- Safeguarding and Child Protection Policy
- Spiritual, Moral, Social and Cultural (SMSC) Policy
- Special Educational Needs and Disability (SEND) Policy

Appendix 1: Whole School Curriculum map

▶ Safeguarding curriculum (Online Safety see Computing Curriculum)

Resources: 🌱 **You,Me,PHSE – Islington Primary scheme of work for PSHE** 🌱 **Teaching RSE with Confidence in Primary Schools - Christopher Winter Project**

	Reception	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Autumn 1		Physical health & wellbeing 🌱 Fun Times	Physical health & wellbeing 🌱 What keeps me healthy?	▶ Drug, alcohol & tobacco education 🌱 Tobacco is a drug	Identity, society & equality 🌱 democracy	Physical health & wellbeing In the media	Careers, financial capabilities & economic wellbeing 🌱 Borrowing & earning money
Autumn 2		▶ Keeping safe & managing risk 🌱 Feeling safe	Mental health & wellbeing 🌱 Friendships	▶ Keeping safe & managing risk 🌱 Bullying, see it, say it, stop it	▶ Drug, alcohol & tobacco education 🌱 Making choices	▶ Relationship Education 🌱 Puberty	▶ Relationship & Sex Education 🌱 Puberty, relationships & reproduction
Spring 1	▶ Relationship Education 🌱 Differences	Identity, society & equality 🌱 Me & others	▶ Relationship Education 🌱 Differences	Mental health & wellbeing 🌱 Strengths & challenges	Physical health & wellbeing 🌱 What is important to me?	▶ Keeping safe & managing risk 🌱 When things go wrong	▶ Drug, alcohol & tobacco education 🌱 Weighing up risk
Spring 2		▶ Drug, alcohol & tobacco education 🌱 What do we put into and on our bodies?	Careers, financial capabilities & economic wellbeing 🌱 My money	Identity, society & equality 🌱 Celebrating differences	▶ Keeping safe & managing risk 🌱 Playing safe	Mental health & wellbeing 🌱 Dealing with feelings	Identity, society & equality 🌱 Human rights
Summer 1		Mental health & wellbeing 🌱 Feelings	▶ Keeping safe & managing risk 🌱 Indoors & outdoors	▶ Relationship Education 🌱 Valuing differences & keeping safe	▶ Relationship Education 🌱 Growing up	Identity, society & equality 🌱 Stereotypes, discrimination & prejudice (incl. tackling homophobia)	▶ Mental health & wellbeing 🌱 Healthy minds
Summer 2		▶ Relationship Education 🌱 Growing & caring for ourselves	▶ Drug, alcohol & tobacco education 🌱 Medicine & me	Physical health & wellbeing 🌱 What helps me choose?	Careers, financial capabilities & economic wellbeing 🌱 Saving, spending & budgeting	▶ Drug, alcohol & tobacco education 🌱 Different influences	▶ Keeping safe & managing risk 🌱 Keeping safe – out & about FGM

Year 1		
Autumn 1	Spring 1	Summer 1
<p>Physical health & wellbeing 🌟</p> <p>Fun Times</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About food that is associated with special times, in different cultures • About active playground games from around the world • About sun safety 	<p>Identity, society & equality 🌟</p> <p>Me & others</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About what makes themselves and others special • About roles and responsibilities at home and school • About being co-operative with others 	<p>Mental health & wellbeing 🌟</p> <p>Feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About different types of feelings • About managing different feelings • About change or loss and how this can feel
Autumn 2	Spring 2	Summer 2
<p>▶ Keeping safe & managing risk 🌟</p> <p>Feeling safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Safety in familiar situations • About personal safety • About people who help them keep safe outside the home 	<p>▶ Drug, alcohol & tobacco education 🌟</p> <p>What do we put into and on our bodies?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About what can go into bodies and how it can make people feel • About what can go on to bodies and how it can make people feel 	<p>▶ Relationship Education 🌟</p> <p>Growing & caring for ourselves</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • To understand that we are all different but can still be friends • How children grow and change • About different types of families and who to ask for help • Who can help when families make us feel unhappy or unsafe

Year 2		
Autumn 1	Spring 1	Summer 1
<p>Physical health & wellbeing 🌱</p> <p>What keeps me healthy?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About eating well • About the importance of physical activity, sleep and rest • About people who help us to stay healthy and well and about basic health and hygiene routines 	<p>▶ Relationship Education 🌱</p> <p>Differences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the concept of gender stereotypes • To identify differences between males and females • About some of the differences between males and females and to understand how this is part of the lifecycle • About sexual differences and name body parts 	<p>▶ Keeping safe & managing risk 🌱</p> <p>Indoors & outdoors</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About keeping safe in the home, including fire safety • About keeping safe outside • About road safety
Autumn 2	Spring 2	Summer 2
<p>Mental health & wellbeing 🌱</p> <p>Friendships</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the importance of special people in their lives • About making friends and who can help with friendships • About solving problems that might arise with friendships 	<p>Careers, financial capabilities & economic wellbeing 🌱</p> <p>My money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About where money comes from and making choices when spending money • About saving money and how to keep it safe • About the different jobs people do 	<p>▶ Drug, alcohol & tobacco education 🌱</p> <p>Medicine & me</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Why medicines are taken • Where medicines come from • About keeping themselves safe around medicines <p>Asthma lessons</p> <ul style="list-style-type: none"> • That medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use

Year 3		
Autumn 1	Spring 1	Summer 1
<p>▶ Drug, alcohol & tobacco education 🌟</p> <p>Tobacco is a drug</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • The definition of a drug and that drugs (including medicines) can be harmful to people • About the effects and risks of smoking tobacco and second-hand smoke • About the help available for people to remain smoke free or stop smoking <p>Asthma lessons</p> <ul style="list-style-type: none"> • That medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>Mental health & wellbeing 🌟</p> <p>Strengths & challenges</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About celebrating achievements and setting personal goals • About dealing with put-downs • About positive ways to deal with set-backs 	<p>▶ Relationship Education 🌟</p> <p>Valuing differences & keeping safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • That people are unique and to respect those differences • About the differences between male and female bodies • About appropriate and inappropriate physical contact and consent • About different types of families and who to go to for help and support
Autumn 2	Spring 2	Summer 2
<p>▶ Keeping safe & managing risk 🌟</p> <p>Bullying, see it, say it, stop it</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • To recognise bullying and how it can make people feel • About different types of bullying • About what to do if they witness bullying 	<p>Identity, society & equality 🌟</p> <p>Celebrating differences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About valuing the similarities and differences between themselves and others • About what is meant by community • About belonging to groups 	<p>Physical health & wellbeing 🌟</p> <p>What helps me choose?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About making healthy choices about food and drinks • About how branding can affect what foods people choose to buy • About keeping active and some of the challenges of this

Year 4		
Autumn 1	Spring 1	Summer 1
<p>Identity, society & equality 🌟</p> <p>Democracy</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About Britain as a democratic society • About how laws are made • Learn about the local council 	<p>Physical health & wellbeing 🌟</p> <p>What is important to me?</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • Why people may eat or avoid certain foods (religious, moral, cultural or health reasons) • About other factors that contribute to people's food choices (such as ethical farming, fair trade and seasonality) • About the importance of getting enough sleep 	<p>▶ Relationship Education 🌟</p> <p>Growing up</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the human lifecycle • To identify some basic facts about puberty • How puberty is linked to reproduction • To explore respect in a range of relationships • About the characteristics of healthy relationships
Autumn 2	Spring 2	Summer 2
<p>▶ Drug, alcohol & tobacco education 🌟</p> <p>Making choices</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • That there are drugs (other than medicines) are common in everyday use (caffeine, alcohol, tobacco) and why people choose to use them • About the effects and risks of drinking alcohol • About different patterns of behaviour that are related to drug use <p>Asthma lessons</p> <ul style="list-style-type: none"> • That medicines can be used to manage and treat medical conditions such as asthma, and that it is important to follow instructions for their use 	<p>▶ Keeping safe & managing risk 🌟</p> <p>Playing safe</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • How to be safe in their computer gaming habits • About keeping safe near roads, rail, water, building sites and around fireworks • About what to do in an emergency and basic emergency first aid procedures 	<p>Careers, financial capabilities & economic wellbeing 🌟</p> <p>Saving, spending & budgeting</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About what influences people's choices about spending and saving money • How people keep track of their money • About the world of work

Year 5		
Autumn 1	Spring 1	Summer 1
<p>Physical health & wellbeing</p> <p>In the media</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • That messages given on food adverts can be misleading • About role models • About how the media can manipulate images and that these images may not reflect reality 	<p>▶ Keeping safe & managing risk 🌟</p> <p>When things go wrong</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About keeping safe online • That violence within relationships is not acceptable • About problems that occur when someone goes missing from home 	<p>Identity, society & equality 🌟</p> <p>Stereotypes, discrimination & prejudice (incl. tackling homophobia)</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About stereotyping, including gender stereotyping • About prejudice and how this can make people feel
Autumn 2	Spring 2	Summer 2
<p>▶ Relationship Education 🌟</p> <p>Puberty</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the emotional and physical changes occurring in puberty • To understand male and female changes in more detail • About the impact of puberty on the body and the importance of physical hygiene • About ways to get support during puberty 	<p>Mental health & wellbeing 🌟</p> <p>Dealing with feelings</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About a wide range of emotions and feelings and how these are experienced in the body • About times of change and how this can make people feel • About the feelings associated with loss, grief and bereavement 	<p>▶ Drug, alcohol & tobacco education 🌟</p> <p>Different influences</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the risks associated with smoking drugs, including cigarettes, e-cigarettes, shisha and cannabis • About different influences and conflicting messages on drug use – alcohol, tobacco and nicotine • Strategies to resist pressure from others about whether to use drugs – smoking drugs and alcohol

Year 6		
Autumn 1	Spring 1	Summer 1
<p>Careers, financial capabilities & economic wellbeing 🌟</p> <p>Borrowing & earning money</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • That money can be borrowed but there are risks associated with this • About enterprise • What influences people’s decisions about careers 	<p>▶ Drug, alcohol & tobacco education 🌟</p> <p>Weighing up risk</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the risks associated with using different drugs, including tobacco and nicotine products, alcohol, solvents, medicine and other legal and illegal drugs • About assessing the level of risk in different situations involving drug use • About ways to manage risk in situations involving drug use 	<p>▶ Mental health & wellbeing 🌟</p> <p>Healthy minds</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • What mental health is • About what can affect mental health and some ways of dealing with this • About the stigma and discrimination that can surround mental health
Autumn 2	Spring 2	Summer 2
<p>▶ Relationship & Sex Education 🌟</p> <p>Puberty, relationships & reproduction</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About puberty and reproduction • About the importance of communication and respect in relationships • Different ways people might start a family (non-statutory) • To explore positive and negative ways of communicating in a relationship 	<p>Identity, society & equality 🌟</p> <p>Human rights</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About people who have moved to Lewisham from other places, (including the experience of refugees) • About human rights and the UN Convention on the Rights of the Child • About homelessness 	<p>▶ Keeping safe & managing risk 🌟</p> <p>Keeping safe – out & about</p> <p>FGM</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About feelings of being out and about in the local area with increasing independence • About recognising and responding to peer pressure • About the consequences of anti-social behaviour (including gangs and gang related behaviour) <p>FGM</p> <p>Pupils learn:</p> <ul style="list-style-type: none"> • About the importance of girls to be protected against FGM

Appendix 2: By the end of primary school pupils should know

RELATIONSHIP AND SEX EDUCATION

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

TOPIC	PUPILS SHOULD KNOW
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
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

HEALTH EDUCATION

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

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



Request to withdraw my child from sex education

Parents' have the right to withdraw their children from the non-statutory/non-science components of RHSE. Requests for withdrawal should addressed to the headteacher. A copy of withdrawal requests will be placed in the pupil's educational record. The headteacher will discuss the request with parents and take appropriate action. Alternative work will be given to pupils who are withdrawn from RHSE.

Name of Child:	Year group:
Name of parent:	Date:
Reasons for withdrawing from sex education within relationships, health and sex education	
Please outline how and when you plan to share this area of the curriculum with your child:	

Areas of the science curriculum that are a statutory requirement of the RHSE curriculum	
Year 1	<ul style="list-style-type: none"> ○ identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	<ul style="list-style-type: none"> ○ notice that animals, including humans, have offspring which grow into adults
Year 5	<ul style="list-style-type: none"> ○ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird ○ describe the changes as humans develop to old age.
Year 6	<ul style="list-style-type: none"> ○ recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

Action agreed following discussion with headteacher:			
<i>Include notes from discussions with parents and agreed actions taken.</i>			
<i>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</i>			
Headteacher	Name:	Signed:	Date:
Parent /Carer	Name:	Signed:	Date: