

# Relationships, Sex and Health Education Policy



WICKFORD  
PRIMARY SCHOOL

|                                                  |                                                          |
|--------------------------------------------------|----------------------------------------------------------|
| <b>Document name:</b>                            | Relationship & Sex Education and Health Education Policy |
| <b>Reviewed by:</b>                              | Mrs K Randall<br>June 2026                               |
| <b>Approved by:</b>                              | Governing body                                           |
| <b>Date of Governor meeting policy approved:</b> |                                                          |
| <b>Date of next review:</b>                      | June 2027                                                |

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### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

In line with our school values to:

- Promote our ethos of 'Everyone is welcome here'

### 2. 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.

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 RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At our school we teach RSE as set out in this policy.

**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 Wickford Primary school, we teach RSE as set out in this policy.**

### 3. 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 – a member of staff 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 – parents/carers and any interested parties were invited to attend a meeting about the policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, 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.

### 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum and separate Sex-Education lessons.

RSHE focuses on teaching the fundamental building blocks and characteristics of positive relationships, health and wellbeing.

- › Families and people who care for me
- › Caring Friendships
- › Respectful, kind relationships
- › Online safety and awareness
- › Being safe
- › Sex education (year 6 only)

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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBTQ+ 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.

## 6.1 SEND

We believe that Relationships Education, RSE and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. At Wickford Primary School, we provide quality teaching that is differentiated and personalised which will be the starting point to ensure accessibility. We are also mindful of preparing children for adulthood, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

At Wickford Primary, we are aware that some pupils may be more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities.

These factors will be taken into consideration when teaching these subjects

## 6.2 Use of resources

We will consider whether any resources we plan to use:

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

## 7. Use of external organisations and materials

At Wickford Primary School, we use KAPOW to teach the RSHE curriculum. We ensure that 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.

## 8. Roles and responsibilities

### 8.1 The governing board

The governing board will approve the RSE policy, and hold the headteacher to account for its implementation.

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, for sharing resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 9).

### 8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE
- 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 RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All staff are responsible for teaching RSE at our school.

#### **8.4 Pupils**

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

#### **9. Parents' right to withdraw**

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

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.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by the **Healthy Living Team** through planning scrutinies, learning walks, discussions with pupils and teachers.

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

This policy will be reviewed by the Curriculum leader annually.

At every review, the policy will be approved by the headteacher **and governing body.**

## Appendix 1: RSHE Curriculum map

The units within KAPOW cover all of the content to be covered within the RSHE guidance as well as additional units on First Aid and citizenship, which the school feel are important to the personal development of our pupils:

| Unit overview |                                                                            |                                                                                                 |                                                                    |                                                                                                                                 |                                                                                                                                                                |                                                                             |
|---------------|----------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------|--------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------|
| Year          | Autumn 1                                                                   | Autumn 2                                                                                        | Spring 1                                                           | Spring 2                                                                                                                        | Summer 1                                                                                                                                                       | Summer 2                                                                    |
| FS            | <b>Self-regulation:</b> My feelings                                        | <b>Building relationships:</b> Special relationships                                            | <b>Managing self:</b> Taking on challenges                         | <b>Self-regulation:</b> Listening and following instructions                                                                    | <b>Building relationships:</b> My family and friends                                                                                                           | <b>Managing self:</b> My wellbeing                                          |
| 1             | <b>My Healthy Self-</b> How can we look after our feelings?                | <b>Connecting with others-</b> How can I help myself and others feel happy and safe?            | <b>The online World-</b> How do we spend time online?              | <b>Citizenship-</b> How can I help others and the environment?                                                                  | <b>Health protection-</b> How can I protect myself and others in daily life?                                                                                   | <b>Staying safe-</b> How do I know when something is safe?                  |
| 2             | <b>My Healthy Self-</b> How can we look after our bodies?                  | <b>Connecting with others-</b> How can I build safe, kind and caring relationships with others? | <b>The online World-</b> How are things shared online?             | <b>Citizenship-</b> How do people belong to a community and earn money?                                                         | <b>Staying safe-</b> How can I make safe choices in different places?                                                                                          | <b>Growing up-</b> How can we look after and respect our bodies as we grow? |
| 3             | <b>My Healthy Self-</b> How can I take care of my mind and body?           | <b>Connecting with others-</b> What helps us feel safe and included?                            | <b>The online World-</b> How should we treat each other online?    | <b>Citizenship 1-</b> What rights and responsibilities do we have?                                                              | <b>Health protection-</b> How can we prevent illness and injury and respond if they happen?                                                                    | <b>Citizenship 2-</b> What careers do people choose and why?                |
| 4             | <b>My Healthy Self-</b> How can I make healthy choices?                    | <b>Connecting with others-</b> How can we respect each other?                                   | <b>The online World-</b> How can I evaluate what I see online?     | <b>Citizenship-</b> How can I spend my money wisely?                                                                            | <b>Staying safe-</b> what signs help me recognise what is safe or unsafe?                                                                                      | <b>Growing up-</b> How will my body and emotions change as I grow up?       |
| 5             | <b>My Healthy Self-</b> How can I support my mind as body as I grow?       | <b>Connecting with others-</b> Why are healthy relationships important?                         | <b>The online World-</b> How am I influenced by what I see online? | <b>Citizenship 1 or 2-</b> How can we make a difference in our communities and beyond or How can we be in control of our money? | <b>Growing up-</b> How can I manage the changes to my body and emotions as I grow up? (in addition to science - puberty etc- check whether matches time-wise?) | <b>First Aid- optional unit</b>                                             |
| 6             | <b>My Healthy Self-</b> How do my choices today shape my future wellbeing? | <b>Connecting with others-</b> What does it mean to stand                                       | <b>The online World-</b> How do I feel about being online?         | <b>Citizenship-</b> How can we protect everyone's rights?                                                                       | <b>Staying safe-</b> How can I stay safe as I grow up?                                                                                                         | <b>Sex education –</b> (non-statutory)                                      |

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

The KAPOW units cover all of the outcomes below:

| RSHE<br>(STATUTORY)                   | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|---------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Families and people who care about me | <ol style="list-style-type: none"> <li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li> <li>2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.</li> <li>3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care.</li> <li>4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.</li> <li>5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li> <li>6. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.</li> </ol>       |
| Caring friendships                    | <ol style="list-style-type: none"> <li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li> <li>2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.</li> <li>3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.</li> <li>4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li> <li>5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.</li> <li>6. How to manage conflict, and that resorting to violence is never right.</li> <li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li> </ol> |

| RSHE<br>(STATUTORY)                  | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
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| Respectful,<br>kind<br>relationships | <p>1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.</p> <p>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</p> <p>3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.</p> <p>4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.</p> <p>5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.</p> <p>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</p> <p>7. The conventions of courtesy and manners.</p> <p>8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.</p> <p>9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.</p> <p>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</p> <p>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</p> |

| RSHE<br>(STATUTORY)         | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |
|-----------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Online safety and awareness | <ol style="list-style-type: none"> <li>1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.</li> <li>2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.</li> <li>3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.</li> <li>5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.</li> </ol> |
| Being safe                  | <ol style="list-style-type: none"> <li>1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.</li> <li>2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.</li> <li>7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

| RSHE<br>(STATUTORY) | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
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| General wellbeing   | <ol style="list-style-type: none"> <li>1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation.</li> <li>2. The importance of promoting general wellbeing and physical health.</li> <li>3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition.</li> <li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>6. That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently.</li> <li>9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>10. That it is common to experience mental health problems, and early support can help.</li> </ol> |

| RSHE<br>(STATUTORY)                      | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
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| Wellbeing<br>online                      | <ol style="list-style-type: none"> <li>1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.</li> <li>2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection.</li> <li>3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</li> <li>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>10. That they have rights in relation to sharing personal data, privacy and consent.</li> <li>11. Where and how to report concerns and get support with issues online.</li> </ol> |
| Physical health<br>and fitness           | <ol style="list-style-type: none"> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. The importance of building regular physical activity 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, moderate and/or vigorous physical activity.</li> <li>3. The risks associated with an inactive lifestyle, including obesity.</li> <li>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| Healthy Eating                           | <ol style="list-style-type: none"> <li>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. Understanding the importance of a healthy relationship with food.</li> <li>3. The principles of planning and preparing a range of healthy meals.</li> <li>4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| Drugs, alcohol,<br>tobacco and<br>vaping | <ol style="list-style-type: none"> <li>1. The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.</li> </ol>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |

| RSHE<br>(STATUTORY)                    | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
|----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Health<br>protection and<br>prevention | <p>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p>3. The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn.</p> <p>4. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist.</p> <p>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p>6. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunization should be aligned with when vaccinations are offered to pupils.</p> |
| Personal<br>safety                     | <p>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. 2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| Basic First Aid                        | <p>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</p> <p>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| Developing<br>bodies                   | <p>1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.</p> <p>2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.</p> <p>3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.</p>                                                                                                                                                                                                                                                                                      |

Our Science Curriculum covers the following outcomes relating to the biological body:

| SCIENCE<br>RELATED TO<br>RSE<br>(STATUTORY) | PUPILS SHOULD KNOW                                        |
|---------------------------------------------|-----------------------------------------------------------|
| Foundation<br>Stage/ FS                     | 1.The concept of male and female and about young animals. |

| SCIENCE<br>RELATED TO<br>RSE<br>(STATUTORY) | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |
|---------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Key Stage 1                                 | <p>1. That humans can produce babies and these babies grow into children and then into adults.</p> <p>2. About life cycles of some animals, understanding the idea of growing from young to old and learn that all living things reproduce.</p>                                                                                                                                                                                                                                                     |
| Key Stage 2                                 | <p>1. The main stages of the human life cycle.</p> <p>2. To describe the differences in the life cycles of a mammal compared to others (amphibian, insect and bird). (Yr 5)</p> <p>3. Describe the life process of reproduction in some plants and animals. (Yr 5)</p> <p>4. Describe the changes as humans develop to old age. (Yr 5)</p> <p>5. To recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents. (Yr 6)</p> |

Our Sex-Education unit in year 6 will cover the following:

| SEX<br>EDUCATION<br>(NON-<br>STATUTORY) | PUPILS SHOULD KNOW                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
|-----------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Year 6                                  | <p>1. To know that to reproduce a sperm and egg join together to make a baby, usually through sexual intercourse (sex).</p> <p>2. To know that the legal age for sexual intercourse is 16 years old, although many people wait until they are older.</p> <p>3. To know that pregnancy begins when a fertilised egg grows in the uterus.</p> <p>4. To know that a baby develops in the uterus for approximately nine months.</p> <p>5. To know that birth is the process by which a baby is delivered from the uterus, usually through the vagina or sometimes by caesarean section.</p> <p>6. To know that there are different ways people can become parents, including through IVF and adoption.</p> <p>7. To know that babies need constant care and attention and that becoming a parent involves a lot of responsibility, time and support.</p> |

Appendix 3: Parent form: withdrawal from sex education within RSE

| TO BE COMPLETED BY PARENTS AND RETURNED TO HEADTEACHER                           |  |       |  |
|----------------------------------------------------------------------------------|--|-------|--|
| 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 |  |
| Signed                                      |  |

