

The Lord, the God of Jacob will teach us His ways so that we may walk in His paths.

Micah 4:2

Tewin Cowper C of E Primary School



"Small School Big Dreams"

Relationships and Sex Education Policy

Version 2

Based on Herts for Learning model dated October 2018

The Professional Associations/Trade Unions have been consulted on this code of conduct, and HfL recommends it for adoption

Reviewed by Headteacher: Summer 2024

Approved by FGB: Summer 2027

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This policy takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance issued by the DfE in 2019. The policy was created by the subject leader for PSHE in consultation with staff and governors of the school. It is intended to be used as an outline to the guiding principles by which the staff of this school will teach Relationships and Sex Education (RSE). RSE is “learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health in an age- appropriate way.” (Coram life education, March 2020.) Some aspects are taught in science such as how a baby is conceived and born, and others are taught as part of personal, social, health and economic education (PSHE). A comprehensive programme of RSE provides accurate information about the body, reproduction, sex and sexual health. It also gives children and young people essential skills for building positive, enjoyable, respectful and non-exploitative relationships and staying safe both on and offline.

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

At Tewin Cowper School, RSE reflects the school’s vision and values which demonstrate and teach the skills, knowledge and understanding pupils need to lead confident, healthy lives to become informed, active and responsible citizens. We believe that RSE must include information about physical, moral and emotional development and the school will ensure that pupils are given information appropriate to their age and stage of development.

- Knowledge and understanding including emotional, social and physical aspects of growing up, puberty, reproduction and pregnancy, similarities and differences between males and females, parts of the human body including the male and female reproductive parts, gender stereotyping and discrimination, different
- Personal and social skills including; talking and listening to others, managing emotions, making friends and managing friendships, forming and maintaining loving, caring and respectful relationships, developing self-respect and empathy for others, respecting the difference between people, resilience to cope with change, making responsible and safe decisions, including online.
- Attitudes and values including feeling positive about growing up, the importance of respect, care and love, the value of family life, To foster an understanding and acceptance that relationships can be formed in diverse and varied ways, for example; people of the same gender, respect for rights and responsibilities in relationships, acceptance of difference and diversity, promoting gender equality.

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](#).

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

At Tewin Cowper we teach RSE as set out in this policy.

3. Policy Development

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

Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

1. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
2. Parent/stakeholder consultation – parents and any interested parties were invited to attend a workshop to look at the RSE curriculum in our school
3. Pupil consultation – we investigated what exactly pupils want from their RSE
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. The RSE programme is an integral part of the SCARF scheme of work which is used throughout the school.

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 other aspects are included in religious education (RE).

Pupils also receive stand-alone sex education sessions delivered by a class teacher.

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

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

As part of statutory Health Education, children are taught in an age appropriate way about puberty and the associated physical and emotional changes from Year 4 onwards. As part of the science curriculum, children learn in Year 5 about how reproduction occurs in some plants and animals.

In Year 4 and 5 the following is introduced as part of our health teaching:

- Puberty changes – Changes in body and other physical changes’
- Puberty changes – egg release and the menstrual cycle
- Puberty changes – emotional and psychological changes as they grow
- Puberty changes – the importance of personal hygiene (using deodorant, cleaning and spots)
- Body Terminology – vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts, penis, testicles, sperm, pubic hair.
- Building self-esteem and positive body image

The DfE guidance 2019 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is included in the “Growing and Changing” unit in the summer term. Children are taught:

In Year 6, the following is taught as part of our Sex Education (previous lessons from Year 4 and 5 are also recapped):

- Puberty for reproduction
- Reproduction
- Conception
- Pregnancy
- Birth
- Masturbation and wet dreams – What this terminology means

Sex Education is taught in Year 6 at Tewin Cowper. Parents are notified of the lesson content before teaching and are given the option of withdrawing their child from Sex Education lessons.

For more information about our RSE 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, 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).

7. Roles and responsibilities

7.1 The Governing Board

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

~~The governing board has delegated the approval of this policy to Alison Simpson~~

7.2 The Headteacher

The Headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 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 class teachers are responsible for teaching RSE curriculum across each Key Stage. Upper KS2 teachers are responsible for teaching components from the non-statutory components of the Sex Education curriculum.

7.4 Pupils

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

8. 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.

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Tewin Cowper, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the 'Growing and Changing' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. SCARF PSHE Programme in the 'Growing and Changing' unit Year 6, "Making babies" lesson.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. A letter is sent to parents before Sex Education lessons are conducted – this can be found in Appendix 4.

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

9. Training

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

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

10. Monitoring arrangements

The delivery of RSE is monitored by the PSHE and Science subject leaders through:

The school will assess the effectiveness of the aims, content and methods in promoting students' learning by methods such as lesson observations, 'book looks' and pupil voice. The effectiveness of the RSE programme will be evaluated by assessing children's learning and implementing change if required.

The RSE Policy will be monitored and approved by the School Governors every three years or earlier if necessary.

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

This policy will be reviewed by Alison Simpson every three years. At every review, the policy will be approved by the governing body.

11. Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher, a member of the SLT and the designated safeguarding lead within the school. The headteacher will then deal with the matter in consultation with health care professionals.

We occasionally engage the expertise of other appropriate external partners to work with us to provide advice and support to children with regard to RSE and Health Education. Such visits should be arranged through the PSHE Lead and with the approval of senior leaders. These sessions are in addition to, and intended to complement, our existing RSE provision. Where external partners are involved, teachers will have discussed and shared the planning and content of the sessions with visitors in advance. A class teacher will always be present and responsible for classroom management. Visitors supporting the delivery of RSE will follow the agreed ground rules and the protocols set out above regarding any safeguarding or child protection concerns.

12. Inclusivity, Special Educational Needs and Learning Difficulties

Our pupils have different needs based on their emotional and physical development, life experiences, and learning differences, but we aim to ensure that all pupils are properly included in RSE. Teachers will plan and deliver work in a variety of ways, in order to meet the needs of individual pupils with SEN or learning differences. We focus on activities that increase a pupil's assertiveness, communication and relationship skills, their self-esteem and understanding.

Schools, like all public institutions, have specific responsibilities in relation to equality and protected characteristics. Planning and resources are reviewed to ensure they comply with equalities legislation and the school's equal opportunities policy. All RSE is taught without bias and in line with legal responsibilities such as those contained within the Equality Act (2010). Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have different opinions. The personal beliefs and attitudes of staff delivering RSE will not influence the teaching of the subject in school. In our school we seek to recognise and

embrace the diverse nature of our community. We aim to value and celebrate religious, ethnic and cultural diversity as part of modern Britain. We will explore different cultural beliefs and values and encourage activities that challenge stereotypes and discrimination and present children with accurate information based on the law. We will use a range of teaching materials and resources that reflect the diversity of our community and encourage a sense of inclusiveness. We do not use RSE as a means of promoting any form of sexual orientation.

Appendix 1: Curriculum Map

Relationships and Sex Education curriculum map

Please note that Teachers will outline their lessons in more detail in their curriculum newsletters

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

Appendix 2: By the end of Primary School, Children should know

	Pupils should know:	How SCARF provides the solution:
Families and people who care for me (FPC)	<ol style="list-style-type: none"> 1. that families are important for children growing up because they can give love, security and stability. 2. 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. 3. 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. 4. 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. 5. that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R –</p> <p>Me and my Relationships</p> <p>Valuing Difference</p> <p>Keeping myself safe</p> <p>Rights and responsibilities</p> <p>Growing and changing</p> <p>Year 1 –</p> <p>Me and my relationships</p> <p>Valuing difference</p> <p>Keeping myself safe</p> <p>Growing and changing</p> <p>Year 2 –</p> <p>Valuing difference</p> <p>Year 3 –</p> <p>Me and my Relationships</p> <p>Valuing difference</p> <p>Year 4 –</p> <p>Valuing difference</p> <p>Growing and changing</p> <p>Year 5 –</p> <p>Valuing difference</p> <p>Growing and changing</p> <p>Year 6 –</p> <p>Me and my relationships</p> <p>Valuing difference</p> <p>Keeping myself safe</p> <p>Being my best.</p> <p>Growing and changing</p>
Caring friendships (CF)	<ol style="list-style-type: none"> 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 4. 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R –</p> <p>Me and my relationships</p> <p>Valuing Difference</p> <p>Rights and Responsibilities</p> <p>Being my best</p> <p>Year 1 –</p> <p>Me and my relationships</p> <p>Valuing difference</p> <p>Being my best</p> <p>Growing and changing</p> <p>Year 2 –</p> <p>Me and my relationships</p> <p>Valuing difference</p> <p>Rights and responsibilities</p>

	<p>5. 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.</p>	<p>Growing and changing Year 3 – Me and my relationships Growing and changing Year 4 – Me and my relationships Valuing difference Keeping myself safe Being my best Growing and changing Year 5 – Me and my relationships Valuing difference Keeping myself Safe Growing and changing Year 6 – Me and my relationships Valuing difference Keeping myself safe. Being my best</p>
Respectful relationships (RR)	<ol style="list-style-type: none"> 1. 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. 2. Practical steps they can take in a range of different contexts to improve or support respectful relationships. 3. The conventions of courtesy and manners. 4. The importance of self-respect and how this links to their own happiness. 5. 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. 6. 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. 7. What a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. The importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the units: Year R: Me and my relationships Valuing differences Keeping myself safe Rights and Responsibilities Being my best Growing and changing Year 1: Me and my relationships Valuing Differences Keeping myself safe Rights and responsibilities Being my best Growing and changing Year 2: Me and my relationships Valuing Differences Keeping myself safe Rights and responsibilities Year 3: Me and my relationships Valuing difference Being my best Year 4: Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing Year 5: Me and my relationships Valuing Difference Keeping myself safe Growing and changing Year 6: Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
Online	<ol style="list-style-type: none"> 1. That people sometimes behave 	<p>All of these aspects are covered in</p>

relationships (OR)	<p>differently online, including by pretending to be someone they are not.</p> <ol style="list-style-type: none"> 2. 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. 3. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. How information and data is shared and used online. 	<p>lessons within the units:</p> <p>Year R</p> <p>Keeping myself safe</p> <p>Year 1</p> <p>Keeping myself safe</p> <p>Year 2</p> <p>Rights and responsibilities</p> <p>Year 3</p> <p>Valuing differences</p> <p>Keeping myself safe</p> <p>Rights and responsibilities</p> <p>Being my best</p> <p>Growing and changing</p> <p>Year 4</p> <p>Valuing differences</p> <p>Rights and responsibilities</p> <p>Keeping myself safe</p> <p>Year 5</p> <p>Me and my relationships</p> <p>Valuing differences Keeping myself safe Rights and responsibilities</p> <p>Year 6</p> <p>Me and my relationships Rights and responsibilities Keeping myself safe</p> <p>Being my best</p> <p>Growing and changing</p>
Being safe (BS)	<ol style="list-style-type: none"> 1. What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). 2. 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. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. How to recognise and report feelings of being unsafe or feeling bad about any adult. 6. How to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. How to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. Where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R</p> <p>Keeping myself safe</p> <p>Growing and changing</p> <p>Year 1</p> <p>Valuing differences</p> <p>Keeping myself safe</p> <p>Growing and changing</p> <p>Year 2</p> <p>Keeping myself safe</p> <p>Rights and responsibilities</p> <p>Growing and changing</p> <p>Year 3</p> <p>Me and my relationships</p> <p>Keeping myself safe</p> <p>Growing and changing</p> <p>Year 4</p> <p>Valuing difference</p> <p>Keeping myself safe</p> <p>Rights and responsibilities</p> <p>Growing and changing</p> <p>Year 5</p> <p>Valuing difference</p>

		Keeping myself safe Growing and changing Year 6 Me and my relationship Keeping myself safe Being my best Growing and changing
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Physical health and mental well-being education in Primary schools – DfE Guidance

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

By the end of primary school:

	Pupils should know:	How SCARF provides the solution:
Mental Wellbeing (MW)	<ol style="list-style-type: none"> 1. That mental wellbeing is a normal part of daily life, in the same way as physical health. 2. 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. 3. 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. 4. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. 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). 10. 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. 	All of these aspects are covered in lessons within the units: Year R Me and my relationships Valuing difference Keeping myself safe Being my best Year 1 ME and my relationships Valuing difference Keeping myself safe Year 2 Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing Year 3 Me and my relationships Valuing difference Rights and responsibilities Year 4 Me and my relationships Valuing difference Growing and changing Year 5 Me and my relationships Growing and changing Year 6 Me and my relationships Keeping myself safe Rights and responsibilities Being my best Growing and changing
Internet safety and harms (ISH)	<ol style="list-style-type: none"> 1. That for most people the internet is an integral part of life and has many benefits. 2. About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices 	All of these aspects are covered in lessons within the units: Year 1 Keeping myself safe

	<p>and the impact of positive and negative content online on their own and others' mental and physical wellbeing.</p> <p>3. 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.</p> <p>4. Why social media, some computer games and online gaming, for example, are age restricted.</p> <p>5. 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.</p> <p>6. How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p> <p>7. Where and how to report concerns and get support with issues online</p>	<p>Year 2 Rights and responsibilities</p> <p>Year 3 Me and my relationships Valuing difference Keeping myself safe</p> <p>Year 4 Me and my relationships Valuing Difference Keeping myself safe</p> <p>Year 5 Valuing difference Keeping myself safe. Rights and responsibilities Being my best</p> <p>Year 6 Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
Physical health and fitness (PHF)	<p>1. The characteristics and mental and physical benefits of an active lifestyle.</p> <p>2. 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.</p> <p>3. The risks associated with an inactive lifestyle (including obesity).</p> <p>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</p>	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Keeping myself safe Being my best</p> <p>Year 1 Keeping myself safe Growing and changing</p> <p>Year 2 Being my best</p> <p>Year 4 Rights and responsibilities Year 5 Rights and responsibilities Year 6 Being my best</p>
Healthy eating (HE)	<p>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p>2. The principles of planning and preparing a range of healthy meals.</p> <p>3. 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).</p>	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Keeping myself safe Being my best Growing and changing</p> <p>Year 1 Being my best</p> <p>Year 2 Being my best</p> <p>Year 3 Keeping myself safe Being my best</p> <p>Year 4 Keeping myself safe Being my best</p> <p>Year 5 Rights and responsibilities</p> <p>Year 6 Year 6 Keeping myself safe Being my best</p>

Drugs, alcohol and tobacco (DAT)	1.The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Keeping myself safe Year 3 Keeping myself safe Year 4 Keeping myself safe Year 5 Keeping myself safe Being my best Year 6 Keeping myself safe Being my best
Health and prevention (HP)	1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 3. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of hand washing. 6. The facts and science relating to allergies, immunisation and vaccination.	All of these aspects are covered in lessons within the units: Year R Being my best Keeping myself safe Growing and changing Year 1 Keeping myself safe Rights and responsibilities Year 2 Being my best Year 3 Being my best Year 4 Keeping myself safe Year 6 Growing and changing
Basic first aid (BFA)	1. How to make a clear and efficient call to emergency services if necessary. 2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the units: Year 1 Rights and responsibilities Year 2 Growing and changing Year 3 Growing and changing Year 4 Being my best Year 5 Being my best Year 6 Being my best

Changing adolescent body (CAB)	1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes. 2. About menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the units: Year R - 6 Growing and changing
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Appendix 3 Parent form: withdrawal from sex education within RSE

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

Appendix 4: Letter Template for Parents in Year 5 and 6

Dear parents and carers,

We believe that promoting the health and well-being of our pupils is an important part of their overall education. We do this through our Personal, Social, Health and Economic education (PSHE) curriculum. This looks at many topics including physical and emotional health, all kinds of relationships, and living in the wider world.

Part of the Year 6 Programme of Study is Relationships and Sex Education. This letter is outlining the lessons they will receive over the course of this year. We encourage children to ask questions during PSHE, this is also learning that may need to be reiterated or discussed further at home. You may also wish to discuss some of the following with your children before we have our lessons in school.

Year 5 PSHE and Science (statutory learning)

During Autumn term, starting on _____, Year 6 will be learning about Health and Wellbeing. Part of this is learning about growing and changing. Year 6 will learn about the following during these lessons:

- Puberty changes – Changes in body and other physical changes'
- Puberty changes – egg release and the menstrual cycle
- Puberty changes – emotional and psychological changes as they grow
- Puberty changes – the importance of personal hygiene (using deodorant, cleaning and spots)
- Body Terminology – vulva, vagina, ovaries, eggs, womb, clitoris, labia, breasts, penis, testicles, sperm, pubic hair.
- Building self-esteem and positive body image

Year 6 Sex Education (non-statutory learning)

During Summer Term, Year 6 will receive Sex Education that recaps and revises previously learned terminology as well as learning about reproduction. The following will be covered:

- Puberty for reproduction
- Reproduction
- Relationships
- Conception
- Pregnancy
- Birth
- Masturbation and wet dreams – What does this mean?

If you have any questions about these lessons, please don't hesitate to contact me.

All of our Relationships and Health education is Statutory. However, in Year 6, the Sex Education lessons we teach (Reproduction, Conception, Pregnancy, Birth, Masturbation and Wet Dreams) are non-statutory. Therefore, if you would prefer your child to not be present during these specific lessons, please can you let me know before

Alternatively, if you would like to view the resources, we use for the Sex Education lessons, before I teach, please let me know.

Kind regards,
Class Teacher