

Desford Community Primary School



Relationships, Sex and Health Education (RSHE) Policy

Reviewed:
Spring 2024

Next Review:
Summer 2025





Policy Reviewing

All policies are updated and reviewed with due consideration for the following procedure:

1. **Check requirement:** Some policies are statutory and others are not. Where a policy is non-statutory, the school will consider whether or not it is still needed.
2. **Changes in guidance:** A check is carried out to see if there has been any changes in terminology, legislation/national guidance or local guidance since the policy was last updated.
3. **Evaluate effectiveness:** Consultation may be carried out within the school community to evaluate whether or not the policy has been effective in achieving the desired outcome.
4. **Protected characteristics:** Consideration is given to whether the policy has any positive or negative impact upon people with protected characteristics
5. **Consult:** Feedback on the existing policy is taken into consideration, about how it's working or around equality, to assess whether and alterations are required

Head Teacher (Colin Wilson)		March 2024
Ratified by Governing Body:		
Chair of Governors (Viv Evans)		March 2025

Does a copy of this policy need to be placed on the school website?	Yes
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- Place a signed copy in the school's policy folder.
- Place an electronic copy in the governor policy folder
- Replace the previous policy with this updated policy in the staff handbook

DCPS Relationships and Sex Education Policy (RSHE)

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1. Aims and Key Objectives

1.1. This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers who are the first educators of their children in this area.

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

- 1.2.1.** Offer all pupils a planned programme of education about human development, healthy relationships of all kinds, creating a positive culture around sexuality and family life which is developmental and appropriate to the age and maturity of the child.
- 1.2.2.** Develop knowledge and understanding of positive and healthy relationships and the importance of commitment.
- 1.2.3.** Make pupils aware of their rights especially in relation to their bodies in order to keep themselves safe.
- 1.2.4.** Enable the development of social and relationship skills and protective behaviours.
- 1.2.5.** Provide a framework in which sensitive discussions can take place.
- 1.2.6.** Prepare pupils for the physical and emotional changes of puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- 1.2.7.** Help pupils develop feelings of self-respect, confidence and empathy.
- 1.2.8.** Teach pupils the correct vocabulary to describe themselves and their bodies.
- 1.2.9.** Provide a framework in which sensitive discussions can take place
- 1.2.10.** Develop understanding of reproduction and birth within the context of loving and caring relationships
- 1.2.11.** Support pupils to use the internet safely and to recognise the benefits and risks that it brings
- 1.2.12.** Develop pupils' skills around assessing risk and keeping safe
- 1.2.13.** Enable children to gain the skills and understanding to support the development of healthy bodies and minds
- 1.2.14.** Enable pupils to recognise and manage their emotions
- 1.2.15.** Provide pupils with the knowledge and skills to access appropriate support
- 1.2.16.** To work in partnership with parents and carers to develop the knowledge and skills of our pupils

1.3. Our RSHE programme seeks to promote the spiritual, moral, cultural, mental and physical development of pupils as well as preparing them for the opportunities, responsibilities and experiences of adult life in a digital age.

1.4. Through our RSHE programme, we seek to further embed our school ethos of promoting ***kindness to yourself, others and the environment*** and in embedding the British Values:

- 1.4.1. Democracy:** having a say in what happens
- 1.4.2. Rule of Law:** following the rules and learning right from wrong
- 1.4.3. Individual Liberty:** making your own choices
- 1.4.4. Respect:** treating others the way we want to be treated
- 1.4.5. Tolerance:** learning about and respecting people from other faiths and cultures

- 1.5. Our RSHE programme is based on the needs of pupils in our school with learning outcomes appropriate to their age, ability and level of maturity. RSHE will be firmly embedded within our broader curriculum areas, including Science and PE, in addition to more focused learning through RSHE sessions, circle-time and assemblies. Pupils will be helped to appreciate difference and to respect themselves and others.

2. Context and Statutory requirements

- 2.1. This policy outlines our school's commitment to provide effective Relationships, Sex and Health Education for all pupils in support of that offered by parents and carers who are the first educators of their children in this area.
- 2.2. It has been written with regard to the Department for Education (DfE) Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance 2019 and other relevant guidance documents and statutory requirements, including guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.
- 2.3. The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 made under sections 34 and 35 of the Children and Social Work Act 2017 make Relationships and Health Education compulsory for children receiving primary education.
- 2.4. The RSHE teaching at Desford Primary School contributes to our statutory duty to safeguard children and prepare them for the responsibilities and experiences of adult life and supports the statutory guidance contained in Keeping Children Safe in Education, 2019.
- 2.5. We are not required to provide sex education, but to meet the needs of our pupils we do deliver it as part of our RSHE and PSHE curriculum. We are also required to teach the elements of sex education contained in the science curriculum. We wholeheartedly support the philosophy of primary sex education and believe it is best taught as part of the wider context of the RSHE curriculum.

3. Policy development

- 3.1. This policy has been developed in consultation with staff, pupils and parents/carers. The consultation and policy development process involved the following steps:
 - 3.1.1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
 - 3.1.2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations.
 - 3.1.3. Parent/stakeholder consultation – parents/carers and any interested parties were invited to provide written comments on the policy via an online survey, with suggestions for amendments and/or improvements.
 - 3.1.4. The Head Teacher then sent a response to all parents/carers following any comments and suggestions that they had made and explaining any changes that were made as a result of these comments.
 - 3.1.5. Ratification – once amendments were made, the policy was shared with governors and ratified.
 - 3.1.6. Pupil consultation – pupils will be invited to feedback further on elements they would like within the RSHE curriculum once the staff and parent/carer consultation has been completed. This will be part of an ongoing review.
 - 3.1.7. The RSHE policy is available on the school website. It will be reviewed annually by the RSHE lead, Head Teacher and governors and the reviews will be informed by pupil and staff evaluation of the programme, changes in legislation and guidance and parent/carer feedback.

4. Definition

- 4.1.** RSHE is lifelong learning about physical, moral and emotional development.
- 4.2.** RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- 4.3.** RSHE involves a combination of sharing information, and exploring issues and values.
- 4.4.** RSHE is not about the promotion of sexual activity.
- 4.5.** Through RSHE children learn about relationships, diversity, respect, healthy lifestyles, safety, the body and how it changes, reproduction and birth in a sensitive and age-appropriate way.
- 4.6.** RSHE involves a combination of sharing information and exploring issues and values. In the primary school we are building the foundations of skills and knowledge that will be developed further at secondary level.
- 4.7.** Our key aim in providing RSHE throughout the school is to safeguard our pupils. During their time at this school children will learn key knowledge and skills to help keep them safe and prepare them for adult life.

5. Curriculum

- 5.1.** Our curriculum is set out as shown in the appendices, but we may need to adapt it as and when necessary.
- 5.2.** It is wholly consistent with the DfE statutory requirements for Relationships Education and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association.
- 5.3.** RSHE will be taught in each year group throughout the school and our curriculum is age appropriate and progressive, building the children's knowledge, understanding and skills year on year.
- 5.4.** We have developed the curriculum in consultation with parents/carers, 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.
- 5.5.** Primary sex education will focus on:
 - 5.5.1.** Preparing boys and girls for the changes that adolescence brings
 - 5.5.2.** How a baby is conceived and born
- 5.6.** Topics covers by our RSHE curriculum are:
 - Families and People who care for me
 - Caring Friendships
 - Respectful relationships
 - Online Relationships
 - Being Safe
 - Mental wellbeing
 - Internet safety and harms
 - Physical Health and fitness
 - Healthy Eating
 - Drugs, alcohol and tobacco
 - Health and prevention
 - Basic First Aid
 - Changing Adolescent body
- 5.7.** Our PSHE topic structure does not separate delivery of Relationships Education from Health Education and wider PSHE. We deliver topics which, taking the lead from children's lived experiences, consider related themes including development of knowledge, skills and attitudes in an integrated way. The topics where Relationships Education is a significant driver are:
 - Anti-bullying
 - Digital Lifestyles
 - Diversity and Communities
 - Family and Friends
 - Managing Change
 - My Emotions
 - Personal Safety
 - Relationships and Sex Education

6. Delivery of RSHE

- 6.1.** RSHE is taught within the personal, social and health education (PSHE) curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).
- 6.2.** Across all Key Stages in the school, pupils will be supported with developing the fundamental building blocks and characteristics of positive relationships including:
- 6.2.1.** Families and people who care for me
 - 6.2.2.** Caring and respectful friendships, self-respect and empathy for others
 - 6.2.3.** Online relationships
 - 6.2.4.** Communication, including how to manage changing relationships and emotions
 - 6.2.5.** Recognising and assessing potential risks
 - 6.2.6.** Assertiveness in managing personal space
 - 6.2.7.** Seeking help and support if/when required
 - 6.2.8.** Informed decision making
 - 6.2.9.** Recognising and maximising a healthy lifestyle
 - 6.2.10.** Managing disagreement and conflict
- 6.3.** Sex Education will be delivered as part of our topic called Relationships Sex and Health Education (RSHE) by a teacher, who knows the needs and natures of the children.
- 6.4.** The personal beliefs and attitudes of teachers will not influence the teaching of RSHE. A balanced and non-judgmental approach will be taken. Teachers, and all those contributing to RSHE will work to the agreed values within this policy.
- 6.5.** It is important that all pupils feel safe and able to participate in RSHE lessons. In these lessons we will help pupils to develop confidence in talking, listening and thinking about relationships, keeping safe, health, puberty and sex. To achieve this a number of teaching strategies will be used, including:
- Establishing ground rules with pupils.
 - Using 'distancing' techniques (eg. Case studies).
 - The provision of a 'question box' during each planned session.
 - Providing opportunities for children to ask questions in small groups or individually if they have personal concerns about any of the topics discussed in RSHE lessons.
 - Dealing with children's questions in an appropriate manner for example, reminding children of the ground rules if a question is personal, researching information at a later date if the answer is not known and setting understandable parameters to ensure questions are appropriate.
 - Using discussion and appropriate materials.
 - Encouraging reflection.
- 6.6.** The teacher is best placed to tailor the learning to the needs of the pupils.
- 6.7.** In Sex Education there is a certain amount of knowledge which has to be imparted. Teachers will give the facts in an accessible way using a range of approaches, such as presentations, worksheets, picture books and scientific descriptions.
- 6.8.** Pupils will be asked to consolidate their learning in ways which enable them to develop skills to discuss sexual body parts and functions confidently.
- 6.9.** As with any other subject, the breadth of the RSHE curriculum necessitates the use of a wide variety of age-appropriate activities, books and resources. Teachers select resources that support the learning outcomes for the year group they are teaching. You can see a selection of resources in the appendices.

- 6.10.** Parents/carers will be informed by letter/email/via the school website about the content of the sex education curriculum in advance of teaching and will be invited to talk to staff if they have questions.
- 6.11.** All staff delivering RSHE will take part in an initial basic training session. If any staff member has additional learning and development needs they will be offered support to develop their skills and to learn from others where needed.
- 6.12.** The content of our Sex Education programme is gradually developed in an age appropriate way.
- 6.12.1.** In EYFS children will learn the correct vocabulary to describe all body parts.
- 6.12.2.** Y1/2 will learn that human babies grow inside a female body until they are ready to be born, alongside learning in Science that adult animals produce offspring like themselves. (Cats have kittens. Cows have calves etc.
- 6.12.3.** Y3/4 will learn that every human began when a seed from a male and an egg from a female join together. They will not yet learn about the means by which egg and sperm join.
- 6.12.4.** Y5/6 will learn about human sexual reproduction and other ways that eggs and sperm are joined (eg IVF) in age appropriate detail. They will learn about vaginal birth and caesarean section in age appropriate ways, reflecting the experiences of children and families they know.
- 6.13.** Our RSHE programme covers basic information about menstruation in year 5, with more detailed input in year 6.
- 6.14.** Some pupils will begin menstruation in primary school. To support pupils who are menstruating we have in place the following:
- 6.14.1.** Sanitary disposal units are available in all Key Stage 2 toilets.
- 6.14.2.** Pupils in Key Stage 2 can access sanitary products by approaching a member of staff privately. Parents/carers may want to consider informing school if their child has started menstruation.
- 6.14.3.** For those experiencing period poverty, support can be accessed from <https://periodpoverty.uk/>
- 6.14.4.** When a pupil starts menstruating in school we will support them on-site and inform parents/carers.
- 6.15.** Pupils may also receive stand-alone sex education sessions delivered by a trained health professional.
- 6.16.** For more information about our RSHE curriculum, see the appendices
- 6.17.** 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. Equality, Inclusion and Support

7.1. The Equality Act 2010 has special resonance in RSHE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy which enable pupils to understand the rights and responsibilities we all have towards one another.

7.2. The protected characteristics are: age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion or belief, sex and sexual orientation.

7.3. We will ensure that our provision of RSHE is not only equally accessible and inclusive for all pupils with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

7.4. In order to ensure that Relationships Education meets the needs of all:

7.4.1. We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons. Families may include single parent families, LGBT parents/carers, families headed by grandparents, adoptive parents, foster parents/carers, children as carers, amongst others.

7.4.2. We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender and violence are explained in age appropriate ways.

7.4.3. Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.

7.4.4. We will not seek to gain consensus, but will accept and celebrate difference.

7.4.5. We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.

7.4.6. In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible. Where there is clear rationale to do so, such as giving girls the chance to ask questions about menstruation in a female only environment, segregating by gender will be considered.

7.4.7. We will encourage respect and discourage abusive and exploitative relationships.

7.4.8. We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

7.5. We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

8. Roles and responsibilities

8.1. The governing board:

- 8.1.1. will approve the RSHE policy.
- 8.1.2. will hold the headteacher to account for its implementation.

8.2. The Head Teacher:

- 8.2.1. is responsible for ensuring that RSHE is taught consistently across the school.
- 8.2.2. is responsible for managing requests to withdraw pupils from [non-statutory/non science] components of RSHE (see section 10).

8.3. The RSHE Lead is responsible for:

- 8.3.1. Identifying and adopting current best practice in Primary RSHE.
- 8.3.2. Acquiring the appropriate resources to support RSHE at DCPS.
- 8.3.3. Ensuring an appropriate RSHE scheme of work is in place.
- 8.3.4. Clearly identifying and delineating the science and PSHE elements of the RSHE program.
- 8.3.5. Liaising with other agencies and professionals able to advise and improve DCPS RSHE.
- 8.3.6. Liaising with parents/carers on the RSHE Policy and its practical implementation.
- 8.3.7. Coordinating and/or providing appropriate staff training in RSHE.

8.4. Staff are responsible for:

- 8.4.1. Delivering the DCPS RSHE curriculum in a sensitive way (Staff do not have the right to opt out of teaching RSHE).
- 8.4.2. Modelling positive attitudes to RSHE.
- 8.4.3. Monitoring progress.
- 8.4.4. Responding to the needs of individual pupils during and subsequent to RSHE teaching.
- 8.4.5. Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE.
- 8.4.6. Raising any concerns they may have about teaching RSHE by discussing these concerns with the headteacher.

8.5. Pupils

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

9. Safeguarding

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

10. Parents' and Carers' right to withdraw

- 10.1.** Parents/carers do not have the right to withdraw their children from relationships education.
- 10.2.** Parents/carers do have the right to withdraw their children from the non-statutory/non-science components of sex education within RSHE.
- 10.3.** Requests for withdrawal should be put in writing using the form found in the appendices of this policy and addressed to the headteacher.
- 10.4.** The Head Teacher will discuss the request with parents/carers and the educational, social and emotional benefits for the child of being part of the lessons will also be highlighted. The discussion and outcomes will be recorded.
- 10.5.** We will consider compromise arrangements which will enable the child to receive Sex Education at school (e.g. same sex teacher, same sex teaching group).
- 10.6.** We will offer support to parents/carers who wish to deliver Sex Education at home.
- 10.7.** If parents/carers still wish for their child to be withdrawn we will take appropriate action to enable this to happen.
- 10.8.** Alternative work will be given to pupils who are withdrawn from primary sex education.

11. Training

- 11.1.** All staff are trained to deliver RSHE
- 11.2.** Year 6 staff may receive additional training where appropriate in relation to the specific year 6 content of the DCPS RSHE Curriculum and scheme of work
- 11.3.** Where appropriate, training may be provided by external agencies (including health professionals) and/or included on the school's annual CPD calendar
- 11.4.** The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE

12. Monitoring arrangements

The delivery of RSHE is monitored by the RSHE/PSHE lead and the Head Teacher through:

- 12.1.** regular review of the DCPS RSHE scheme of work to ensure it aligns with best practice.
- 12.2.** regular review of RSHE Curriculum materials to ensure these enable the provision of high quality RSHE in all DCPS classes.
- 12.3.** scheduled classroom observations and/or work sampling undertaken by the RSHE/PSHE lead and Senior Leadership Team to ensure curriculum coverage and effective teaching and learning.
- 12.4.** monitoring visits from the RSHE/PSHE Lead Governor, reporting back to the Full Governing Body and relevant sub-committees.

Appendix A: Curriculum map and Sample Resources

Teaching SRE with Confidence in Primary Schools is a comprehensive and inclusive resource for teachers and other professionals working in a primary school setting. It is the core resource that we will be using to deliver the SRE objectives at Desford Community Primary School, although we will at times supplement the resources with other materials as we see appropriate, taking care to ensure that they are pitched at the same level as the *Teaching SRE with Confidence in Primary Schools* resources.

This resource introduces Early Years Foundation Stage to SRE at an appropriate level that links into the content at year 1. It also includes more focus on safeguarding and keeping children safe. This emphasis can be found in particular in the link between knowing the names for body parts, touch and personal space in Year 3; understanding appropriate and inappropriate touch in Year 6, and internet safety / communication in relationships in Year 6.

In Reception and Year 1 the focus is on fostering independence, encouraging children to help out in the family and to keep themselves clean. In KS2 there is a greater focus upon body parts, differences and puberty with references to the National Curriculum for Science.

The following pages show the overview of the lesson objectives and contents for each year group from EYFS to Year 6, with a sample of the resources used at each stage. Where resources are repeated in another year group, they have only been included in the first year group in which they appear. The sample resources aim to give more context to the lesson objectives, demonstrating examples of the visual representations that will be used in each year group.

Appendix B: What pupils should know by the end of Primary School

from the DfE statutory guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education

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

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

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

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

Appendix C: Parent/Carer form: withdrawal from sex education within RSHE

DESFORD COMMUNITY PRIMARY SCHOOL PARENT FORM

WITHDRAWAL FROM SEX EDUCATION WITHIN RSHE

Your Name:	
Pupil's Name:	
Your Relationship to pupil:	

Relationships Education and Health Education are the statutory elements of the RSHE curriculum that all schools must deliver. Parents/Carers have a right to withdraw from **Sex Education within RSE**. This non-statutory element of the curriculum relates to lessons on how a baby is conceived. Before submitting this form, please contact your child's teacher for more information on the non-statutory content delivered in their year group. The teacher will be happy to share this in more detail with you.

Please answer the following questions to help us in responding fully to your questions or request.

Have you contacted your child's teacher? Yes/No	Have you read the school's RSHE policy? Yes/No
Have you watched the RSHE presentation? Yes/No	Have you read the DfE's RSHE guidance? Yes/No

1) Reason for withdrawing from sex education within the relationships and sex education curriculum

2) Any other information you would like the school to consider

Signature:	
Date:	

SCHOOL USE ONLY

Date form received:	
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Agreed Actions from parent/Carer discussions	Notes from discussions with parents/carers & actions taken. Eg: #NAME# will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom