



St. Peter's

Church of England Primary School

Relationship and Sex Education (RSE) Policy

Date Agreed by Governors	May 2024
This policy takes full account of our statutory responsibilities in relation to RSE and reflects the national aims and priorities included in the DfE Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance , published in 2019.	
Date of Review	May 2026



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Vision, Aims and Principles

The Vision of the Yorkshire Causeway Trust

A community *"Where everyone is valued and respected, where we share a commitment to education that is ambitious, setting the highest expectations and where integrity is the foundation."*

The Vision of St Peter's

LOVE, LEARN, SHINE.

SHINE in the light and love of God.

LOVE

We nurture each individual to be happy, healthy and safe, build positive and respectful relationships with others valuing their uniqueness and including everyone.

LEARN

We inspire children to a lifelong love of learning, to develop wisdom, knowledge and skills and be fluent, confident learners who are well prepared for life in a diverse world.

SHINE

We support children to grow and develop socially, emotionally, physically and spiritually, helping them to shine and share their light enabling themselves and others to flourish.

'People do not light a lamp and cover it with a bowl or put it under the bed. Instead they put it on a lampstand, so that people will see the light as they come in'.

Luke 8 V16.

Our vision translates directly into this policy in that;

LOVE

All children will be treated kindly and in a nurturing fashion recognising their uniqueness and inherent value. Our provision will help children understand that love is the foundation of all relationships both platonic and intimate. They will know God's love is inclusive of all.

LEARN

We aim to educate our children in such a way that they are able to give consideration to and responsibility for their choices and actions. We aim to develop an awareness, understanding and respect for self, including self-confidence and self-esteem, as well as respect for others and their views. We expect the children to conduct themselves in a kind, thoughtful and productive manner that recognises and celebrates diversity and difference.

SHINE

All children have the opportunity to thrive and flourish in a safe welcoming and inclusive environment. We believe that everyone is equal and has the right to be treated with dignity and respect. Our school is a place where everyone should be able to shine in a loving and hospitable community, in accordance with our vision ensuring we recognise each child as a child of god.

Aims and Principles of St Peter's

At St Peter's we provide a balanced and broadly-based curriculum which promotes the spiritual, moral, cultural, mental and physical development of children. We recognise the importance of ensuring that the children who leave St Peter's are well rounded, are confident, socially responsible children who have a sound understanding of their role as citizens in the community.

The direct and discrete teaching of personal, social, health and economic education (PSHE) and relationships and sex education (RSE) are important and necessary parts of a child's education. We believe that outstanding personal and social development plays a key role in children being able to achieve their academic potential and prepares them for the opportunities, responsibilities and experiences of later life.

Aims of PHSE

The aims of PSHE education at St Peter's is to:

- Provide all pupils with accurate information in health-related issues appropriate to their age, ability and experiences
- Prepare pupils with the skills necessary to manage their feelings, work effectively with others, communicate appropriately and make informed decisions
- Offer opportunities for pupils to play an active role as citizens within the community
- Promote the principles of democracy equality and inclusion and the values of honesty, trust, justice, moral responsibility and respect for all

Aims of RSE

The aims of RSE education at St Peter's is to:

- Provide a framework in which sensitive discussions can take place
- Teach pupils the correct vocabulary to describe themselves and their bodies
- 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

Statutory Requirements

PSHE and RSE

PSHE is a non-statutory subject. However, there are aspects of it we are required to teach.

- We must teach relationships education under the [Children and Social Work Act 2017](#), in line with the terms set out in [statutory guidance](#)
- We must teach health education under the same statutory guidance

As from September 2020, RSE will become a statutory for all school. 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](#).

Safeguarding Policy and Practice

St Peter's is committed to safeguarding and promoting the welfare of children. Our Policy and Practice is fully explained in our Child Protection Policy, available on the school website.

RSE plays a vital part in schools fulfilling their statutory duties to protect and safeguard their pupils. When considering the relationships and sex education provision, the school has fulfilled the requirements set out in "Keeping children safe in education" guidance for schools' which states that schools,

"should ensure that children are taught about safeguarding, including online safety" and schools need to ensure their policies include peer on peer abuse, sexual violence and harassment and that these behaviours are challenged within a school and that the learning about these behaviours is part of the planned RSE curriculum for pupils including how to get help and support."

Equality Act 2010

The school has a responsibility under Equality Act 2010 to ensure that it strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender identity, religion, sexual orientation and looked after children.

Special Educational Needs

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. There are an increasing number of resources to support delivery of SEND RSE.

PSHE and RSE Content and Delivery

Definition of Relationships Education:

The focus in our school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts in Early Years with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on their early education, children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Respect for others is taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts should enable children to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them. The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content in Key Stage Two, teachers will address online safety and appropriate behaviour in a way that is relevant to children's lives.

Teaching about families requires sensitive and well-judged teaching based on knowledge of children and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, same gender parents, LGBT parents, families headed by grandparents, adoptive parents, foster parents and carers amongst other structures.) Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them; for example, looked after children or young carers.

RSE also creates an opportunity to enable children to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

Through RSE, children will acquire the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. At St Peter's, this will be delivered by focusing on boundaries and privacy, ensuring young people understand that they have rights over their own bodies. This should also include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.

In the Foundation Stage and Key Stage 1, the focus is on relationships in families and with friends. As children go through the school, they begin to consider other relationships. Sexual relationships and puberty are considered at Year 5 and 6.

What we teach - PSHE

Our PSHE curriculum has been developed in line with the PSHE Association's Programme of Study. The statutory guidance is comprehensively covered by learning opportunities for each key stage across the Programme's three core themes:

- Health and Wellbeing
- Relationships
- Living in the Wider World

Within Health and Wellbeing, children learn;

- What is meant by a healthy lifestyle
- How to maintain physical, mental and emotional health and wellbeing
- How to manage risks to physical and emotional health and wellbeing
- Ways of keeping physically and emotionally safe
- About managing change, including puberty, transition and loss
- How to make informed choices about health and wellbeing and to recognise sources of help with this
- How to respond in an emergency
- To identify different influences on health and wellbeing

Within Relationships, children learn;

- How to develop and maintain a variety of healthy relationships, within a range of social/cultural contexts
- How to recognise and manage emotions within a range of relationships
- How to recognise risky or negative relationships including all forms of bullying and abuse
- How to respond to risky or negative relationships and ask for help
- How to respect equality and diversity in relationships

Within Living in the Wider World, children learn;

- About respect for self and others and the importance of responsible behaviours and actions
- About rights and responsibilities as members of families, other groups and ultimately as citizens
- About different groups and communities
- To respect diversity and equality and how to be a productive member of a diverse community
- About the importance of respecting and protecting the environment
- About where money comes from, keeping it safe and the importance of managing it effectively
- The part that money plays in people's lives
- A basic understanding of enterprise

Even though much of 'Living in the Wider World' is not included in statutory requirements, this core theme is equally important. Our high quality PSHE programme also covers economic wellbeing, careers and enterprise education, as well as education for personal safety, including assessing and managing risk.

How we teach PSHE at St Peter's

As a school we adapt the PSHE Programme of Study so there is a progression throughout the school; a spiral curriculum. This means organising learning into a series of recurring themes, which pupils revisit every year. In each year, the level of demand increases, and learning is progressively deepened. This approach avoids PSHE education becoming a string of 'topics' or disconnected issues.

Teaching considers the age, ability, readiness and cultural backgrounds of children (and those with English as an additional language) to ensure that all can fully access PSHE education. We promote diversity and inclusion and we expect that our pupils to consider the needs of other's and we will use PSHE education as a way to address diversity issues and to ensure equality for all. To do this we will ensure that PSHE is delivered in a safe and supportive learning environment by;

- Creating agreed ground rules
- Using children's prior knowledge for a baseline assessment
- Using a range of teaching methods including distancing techniques
- Encouraging critical reflection; making connections between their learning and "real life" behaviour's

At St Peter's PSHE is delivered as a whole school approach which includes:

- Dedicated weekly curriculum lesson time delivered by the class teacher.
- Learning with the 5R's – relationships, resilience, risk tasking, reflective, resourceful
- Provision of "safe spaces" – reflective areas, sensory rooms
- Use of Stonewall project – "Different families, same love"
- Restorative Behaviour practice – choices, how to disagree well and seeking forgiveness
- After school and lunchtime clubs e.g. Young Leaders, sports clubs,
- Children as ambassadors e.g. School council, Makaton sign leaders, Sport Crew, Worship leaders
- Teaching PSHE through and in other subject/curriculum areas such as; science, RE, PE and ICT
- Whole school Assemblies themes and termly "Family Groups"
- School events e.g. Family Day – Children unplugged
- External events e.g. Bikeability, Crucial Crew safety workshops
- Internal and external Pastoral care and guidance – Nurture groups, ELSA groups, JustBe
- Use of stories within lessons and specific whole class literacy texts used from EYFS to Y6
- Visiting speakers e.g. NSPCC representatives
- Additional wellbeing exercises and activities taught weekly
- Sports Day – Golden kilometer
- Residential visits – Bewerley Park and East Barnby

What we teach in RSE at St Peters

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

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

How we teach RSE

Our RSE programme is an integral part of our whole school PSHE education provision and are covered within the Health and Wellbeing and Relationship themes. It is taught in a safe and supportive environment by;

- Creating agreed ground rules
- Using children's prior knowledge for a baseline assessment
- Using a range of teaching methods including distancing techniques

The biological aspects of RSE are taught within the science curriculum. The national curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Other aspects are also additionally included in religious education (RE) such as "Who am I?" "What does it mean to belong?"

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).

Selected resources such as books and film clips, will be used which support and promote understanding within a moral/ values context. Pupils will be encouraged to reflect on their own learning and progress.

Primary Sex Education

The Department for Education recommends that primary schools have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils, to ensure that boys and girls are prepared for the changes that adolescence brings and draw on knowledge of the human life cycle set out in the national curriculum for science.

SPECIFIC OBJECTIVES – covered in Year 5

- Preparing boys and girls for the changes that adolescence brings
- Sexual difference and naming body parts
- Exploring the impact of puberty on the body and importance of physical hygiene
- Understanding that menstruation and wet dreams are a normal part of growing up

SPECIFIC OBJECTIVES – covered in Year 6

- ***How a baby is conceived and born*** (the only objective which does not come in the statutory curriculum and therefore the only objective from which parents/carers are able to withdraw.)

These lessons are delivered by class teachers who know the children well and all resources are made available for parent/ carers to view prior to the session. The animations used can be viewed here https://www.healthpromotion.ie/health/inner/busy_bodies .

Responding to Pupil Questions

Due to the nature of PSHE and RSE education, children’s learning may result in seeking advice or support on a specific personal issue. It is important that children feel that they can ask a trusted adult to answer questions about sex. Each class has a question box where children can post any questions they have about issues raised in PSHE. These boxes allow children to raise questions anonymously. Teachers can use them as a guide to planning the next lesson or to address any misconceptions. Whilst teachers will encourage children to ask questions, they will not answer questions that are not age appropriate but will encourage children to ask parent/ carers when they get home. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. 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.

Confidentially and Handling Disclosures

Teachers are aware that effective SRE, which brings and understanding of what is and what is not appropriate in a relationship can lead to a disclosure of a child protection issue. Teachers cannot offer confidentiality. We will ensure that where a pupil makes a disclosure or indicates that they may be vulnerable or at risk, teachers will consult with the Designated Safeguarding lead or Deputy Safeguarding lead, and will get appropriate support.

How we assess PSHE and RSE

It would be inappropriate for assessment in PSHE and RSE education to be about levels or grades, passing or failing. The model of assessment that is most meaningful is ipsative assessment. Ipsative assessment compares where a pupil is at the end of a lesson or series of lessons against where they were before the lesson(s). The benchmark against which progress is measured is the pupil’s own starting point. The assessment of learning in PSHE and RSE education uses the following model:

- Baseline assessment - established the knowledge, understanding, attributes, skills, strategies, beliefs and attitudes they had before any new teaching took place
- Assessment for Learning (AFL)– used to gauge understanding, adapt teaching, promote and maximise learning. Strategies used include building on the baseline assessment, structured questioning, mini-plenaries between activities, feedback and feed forward.
- Assessment of Learning (AoL) – at the end of a piece of work measure progress from the starting point. Use this to evidence progress and inform future planning.

Teachers assess the children’s learning by making informal judgements as they observe them during the lesson. Evidence of PSHE and RSE will be in a variety of forms e.g. photographs, post-it notes with children’s comments, written work, drawings etc. The very nature of PSHE means that careful consideration should be given to the best means of recording, with written work not always being appropriate.

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

Roles and Responsibilities

The Governing Board and Headteacher

The governing board has delegated the approval of this policy to the headteacher Mrs Collins. The headteacher is responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw pupils from “How to make a baby”, component of RSE.

Staff

All teachers are responsible for:

- Delivering PSHE and 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 “How to make a baby” components of RSE

Teachers 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 members of staff have the shared responsibility for the teaching of PSHE and RSE at St Peter’s.

We work closely with parents, to ensure that they are fully aware of what is being taught and teachers will notify parents by letter when relationship and sex education will be taught.

Pupils

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

Parents’ Right to Withdraw

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

Parents do have the right to withdraw their children from the “How a baby is made” 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.

Staff Training

Staff are trained on the delivery of PSHE and 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. The PSHE lead will work closely with leads from the MAT to identify areas for development and share resources.

Monitoring

The delivery of PSHE and RSE is monitored by the PSHE subject leader and the head teacher. PSHE and RSE lessons are monitored and reviewed through:

- Learning Talks
- Learning Walks
- Pupil Progress Meetings

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

Development of the Policy

Consultation

This policy was produced by the PSHE lead through consultation with children, parents, governors and MAT PSHE co-ordinators.

- Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
- Pupil consultation – we investigated what exactly pupils want from their RSE
- Parent/stakeholder consultation – parents and any interested parties were invited to express their views through a questionnaire; the results were then published on the website
- Governors consultation – all were given the opportunity to look at the policy and make recommendations
- MAT PSHE Co-ordinators – the working group pulled together all relevant information including relevant national and local guidance
- Approval – once amendments were made, the policy was shared with governors, approved and published

Together we have developed the RSE curriculum in consultation with parents, pupils and staff, considering the age, needs and feelings of pupils.

Availability of the Policy

Parents and carers will be informed about the policy through a letter to all parents and it will be available on the school website. This can be found within the PSHE and RSE curriculum pages. If this policy is required as a hard copy, it can be posted once contact with admin@stpeters.ycway.uk has been made.

As part of our whole school approach to RSE, Parent information sessions and opportunities for parents to view the materials and resources used will be available within the appendix of this policy.

Review

This policy will be reviewed by the PSHE lead on a yearly basis. At every review, the policy will be approved by the governing board and the headteacher.

Appendix 1 - PSHE Curriculum Overview. Question Based Model. RSE elements are taught within Relationships and Health and Wellbeing.

Relationships			Health and Wellbeing			Living in a Wider World		
Feelings and Emotions	Healthy Relationships	Valuing Differences	Healthy Lifestyles	Growing and Changing	Keeping Safe	Rights and responsibilities	Environment	Money

	Autumn		Spring		Summer	
	Term 1	Term 2	Term 1	Term 2	Term 1	Term 2
EYFS	How do we decide to behave? What makes us special?		How do we keep safe? Who is there to help us and keep us healthy?		Transition - How do I manage my feeling?	
Year 1 /2 Year A	What helps us to stay safe?	What is bullying?	What makes a good friend?	What helps us to stay healthy?	What jobs do people do?	What can we do with money?
Year 1 /2 Year B	What is the same and different about us?	Who is special to us?	What can help us grow and stay healthy?	How do we recognise our feelings?	Who helps us to keep safe?	How can we look after each other and the world?
Year 3 /4 Year A	How can we be a good friend?	What keeps us safe?	Why should we eat well and look after our teeth?	What are families like?	What strengths skills and interests do we have?	How can our choices make a difference to others and the environment?
Year 3 /4 Year B	How do we treat each other with respect?	How do we manage risk in different places?	How do we manage our feelings?	What makes a community?	Why should we keep active and sleep well?	How can we help in an accident or emergency?
Year 5 /6 Year A	What makes up our identify?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What job would you like?	Y5 – How will we grow and change?	What decisions can people make with money?
					Y6 - What will change as we become more independent? How do friendships change as we grow?	
Year 5 /6 Year B	How can the media influence people?		How can we keep healthy as we grow?		Y5 – How will we grow and change?	How do friendships change as we grow?
					Y6 - What will change as we become more independent?	

Appendix 2 - The Statutory Guidance for Relationships Education, RSE and Health Education. Mapped to the PSHE Programme of Study (PoS)

R = Relationships, H = Health and Wellbeing, L = Living in the Wider World.

	RELATIONSHIP EDUCATION; End of primary school expectations. All pupils should know;	PSHE PoS KS1	PSHE PoS KS2
Families and people who care about me.	That families are important for children growing up because they can give love, security and stability	R2	R6
	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	R1, R4	R8
	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	H22, R3	R2, R7
	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	R3	R1, R6, R7
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R4	R3, R5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9
Caring Friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends	R6	R10
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R6	R11
	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R7	R13, R14
	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	R8	R16
	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	R9	R18
Respectful Relationships	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	H22, R23, L4, L6	R32, R33, L6
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	R6, R8	R33, R34
	The conventions of courtesy and manners	R22	R33
	The importance of self-respect and how this links to their own happiness	H21, H23, R22	R31
	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	R22, H22	R31
	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	R10, R11, R12	R19, R20, R28
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	L4	R21, L7, L8, L9

	The importance of permission-seeking and giving in relationships with friends, peers and adults	R15, R17	R22, R26
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	R14	R23
	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	R12	R24, R30, R31
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	R20	R24, R29
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	R15	R24
	How information and data is shared and used online	H34	L13, L14
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
	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	R13, R18	R27
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	R13	H45, R25
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	R14, R15, R19	R24
	How to recognise and report feelings of being unsafe or feeling bad about any adult	R20	R29
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	R20	R29
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	R20	R29, H45
Where to get advice e.g. family, school and/or other sources	R20	R29	

	HEALTH EDUCATION; End of primary school expectations. All pupils should know;	KS1	KS2
Mental wellbeing	That mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
	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.	H11, H12, H13, H14	H17
	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.	H15, H16	H19
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16,
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
	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).	H19, R12	H21, R20
	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.	H24	H22
Internet Safety and Harms	That for most people the internet is an integral part of life and has many benefits.	L7, L8	L11
	About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing.	H9	H13
	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.	R10, R12	R30, L11, L15
	Why social media, some computer games and online gaming, for example, are age restricted.	H28	H37, L23
	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.	H34	H37, R20, L11
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	L9	L12, L13, L14, L16
	Where and how to report concerns and get support with issues online.	H34	H42

Physical Health and Fitness	The characteristics and mental and physical benefits of an active lifestyle.	H1	H7
	The importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.	H3	H7
	The risks associated with an inactive lifestyle (including obesity).	H3	H4, H7
	How and when to seek support including which adults to speak to in school if they are worried about their health.	H10	H14
Healthy Eating	What constitutes a healthy diet (including understanding calories and other nutritional content).	H2, H3	H1, H6
	The principles of planning and preparing a range of healthy meals.	H2	H6
	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).	H2	H2, H3, H6
Drugs, Alcohol and Tobacco	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	H37	H46, H47, H48
Health and Prevention	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.		H5
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.	H8	H12
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.	H4	H8
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.	H7	H11
	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9, H40
	The facts and science relating to allergies, immunisation and vaccination.	H6	H10
Basic First Aid	How to make a clear and efficient call to emergency services if necessary.	H35, H36	H44
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35, H37	H43
Changing adolescent body	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	H25, H26	H30, H31, H32, H34
	About menstrual wellbeing including the key facts about the menstrual cycle.		H30 H31

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			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken. Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom