Hadley Wood Primary School

Relationship and Sex Education Policy (including PSHE and Health Education).

Date the policy came into effect	**September 2026**
Date of the next policy review	**September 2027**
Name of the person responsible for this policy	**Alex Jones**
Issued to	**Staff, governors and parents**
Date of consultation	**June 2020**

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1. Introduction

At Hadley Wood Primary School, we understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. As a maintained primary school, from 2020, we legally must provide relationship and health education to all pupils as per section 34 of the Children and Social Work Act 2017. As we already deliver a comprehensive PSHE program; we have reviewed and adjusted it to meet the Department of Education (Def.) expectations (see **PSHE Curriculum Overview and Appendix C** for full details) and commenced the delivery of it from September 2020.

Our school is committed to serving its community and surrounding areas. We recognise the multicultural, multi faith and ever-changing nature of the United Kingdom, and therefore those we serve. We also understand the vital role we have in ensuring that groups or individuals within the school are not subjected to intimidation or radicalisation by those wishing to unduly, or illegally, influence them. At our school we embrace the British Values of: Democracy, The rule of law, Individual liberty, Mutual respect and Tolerance of those of different faiths and beliefs.

Our school considers Relationships and Sex Education (RSE) to be an integral part of the PSHE Education, with elements also contained in the science curriculum. We aim to offer pupils a carefully planned curriculum covering: human development, relationships, sexuality and family life all within a safe, comfortable atmosphere. The programme is set within a moral framework and matched to the pupils' level of maturity. This policy reflects the requirements outlined in the Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance, published by the DfE in February 2019. https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education

This policy also takes into account the Relationships Education, Relationships and Sex Education (RSE) and Health Education published in July 2025, which becomes statutory in September 2026

https://assets.publishing.service.gov.uk/media/68b8499e11b4ded2da19fd92/Relationships_education__relationships_and_sex_education_and_health_education_-_statutory_guidance.pdf

We want our children to learn to understand and respect our common humanity, diversity and differences so that they can go on to form the effective, fulfilling relationships that are an essential part of life and learning.

2. Definition of key terminology:

Relationships Education focusses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy.
Health Education focusses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.

Personal, Social, Health and Economic education (PSHE) are an important and necessary part of all pupils' education. Through a planned programme of learning, we aim to equip our pupils with the knowledge, understanding and skills that they need in order to manage their lives both now and in the

future. As part of a whole school approach, we aim to develop the attributes our pupils need to thrive as individuals, as part of a family and as a confident member of the wider community.

Relationships and Sex Education (RSE) RSE is part of lifelong learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. RSE, within PSHE, aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline. It enables pupils to explore their own and other's attitudes and values and builds their self-esteem and confidence to view their own sexuality positively. RSE is not about the promotion of sexual activity, and we understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum for all our pupils. This policy sets out the framework for our relationships, sex and health curriculum, providing clarity on how it is informed, organised and delivered.

3. Right to withdraw

Parents do not have the right to withdraw their child from relationship education; however, they do have the right to withdraw their children from the non-statutory/non-science components of sex education within PSHE.

If a parent wishes their child to be withdrawn from the non-statutory/non-science sex education elements of RSE, they should discuss this with the Headteacher, and make it clear which aspects of the programme they do not wish their child to participate in.

Parents should be aware that schools are legally required to provide a broad, balanced curriculum. Sex education topics can arise incidentally and overlap with relationships education lessons and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

Requests for withdrawal should be put in writing and addressed to the Headteacher using the parent form found in **Appendix B**. A copy of withdrawal requests will be placed in the pupil's educational record. The Headteacher will discuss the request with parents and take appropriate action.

Alternative work will be given to pupils who are withdrawn from these lessons.

4. Policy development

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

1. Review – members of the senior leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via our School Council representatives
4. Parent/stakeholder consultation – the policy was shared with all parents, and any interested parties were invited to respond with comments
5. Ratification – once amendments were made, the policy was shared with governors and ratified by the full Governing Body

5. Pupil Learning Outcomes

We want our children to develop self-awareness, positive self-esteem and confidence, enabling them to:

- Become confident, capable and caring individuals as outlined in our School Vision
- Have a sense of purpose
- Value self and others
- Make and act on informed decisions
- Have respect for other peoples' views and to celebrate the diversity in society.
- Understand the nature and importance of developing and sustaining healthy, happy relationships in whatever form these may take
- Prepare for puberty both mentally, physically and socially
- Understand the consequences of their actions and behave responsibly within relationships
- Recognise unsafe situations and be able to protect themselves and ask for help and support in both online and in reality
- Communicate effectively
- Work with others
- Respond to challenge
- Be an active partner in their own learning
- Be active citizens within the local community
- Explore issues related to living in a democratic society
- Become healthy and fulfilled individuals

6. Curriculum

We follow a programme of study developed from the You Me & PSHE scheme of work. We have combined this with elements of the Enfield PSHE scheme of work to reflect the specific needs of our pupils. Our curriculum plan is set out in our **PSHE Curriculum Overview** (available within the About Us – The Hadley Wood Curriculum – PSHE and RSHE section of our website) but we may need to adapt it as and when necessary.

The scheme of work has three core themes, the same for each key stage. Each core theme is divided up into three topic areas:

<u>Core Theme 1: Health and Wellbeing</u>

Topic areas:

- Healthy lifestyles
- Keeping safe
- Growing and changing

<u>Core Theme 2: Relationships</u>

Topic areas:

- Healthy Relationships
- Feelings and emotions
- Valuing difference

Core Theme 3: Living in the Wider World

Topic areas:

- Rights and responsibilities
- Taking care of the environment
- Money matters

Whilst PSHE is split into three separate core themes, in reality there will always be extensive overlap. PSHE education addresses both pupils' direct experience and preparation for their future. Therefore, we feel it is important to provide a spiral programme of knowledge, skills and attribute development, where prior learning is revisited, reinforced and extended in age and key stage appropriate contexts.

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 pupils are fully informed and do not seek answers online**.**

7. 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).

The RSE 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. The RSE scheme of work overview **(see Appendix A)** promotes that families can include single parent families, LGBTQIA+ parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures and reflects sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Pupils in Years 4 and 6 also receive stand-alone sex education sessions delivered by school staff. When RSE lessons are delivered there are always two members of staff present, and all planning and resources are made available to parents ahead of lessons taking place in school.

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

Sex education focuses on teaching fundamental building blocks about children's bodies and how they change including

- Puberty - Preparing boys for the changes that adolescence brings
- Puberty – Preparing girls for the changes that adolescence brings
- How a baby is conceived and born
- How to keep our bodies safe

Throughout the school, the correct scientific language is used for all body parts. Teachers will respond to questions from children in an age-appropriate, sensitive manner. Particularly within Key Stage 2, this will often be done through anonymous questions.

All maintained primary schools will be expected to continue teaching reproduction as part of the Science National Curriculum. This 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.

Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Myself and others including managing feelings of myself and others My community Family Friendships Choices	Biological differences between Boys & Girls Difference Male and Female Growing up Everybody Needs Caring For Special people in their lives Families	Self Esteem Challenging Gender Stereotypes Family differences Decision Making Community Safety Keeping safe and managing risk	Growing and Changing throughout the human lifecycle Physical changes associated with puberty Menstruation The importance of personal hygiene Effects of puberty on emotions and behaviour Your Questions Answered Assertiveness	Stereotyping including gender stereotyping Prejudice and discrimination Emotions and feelings and how these are experienced in the body Becoming men and women Building good relationships	Changes that occur during puberty Attitudes and values around gender stereotyping and sexuality Values that are important in relationships The importance of friendship in intimate relationships Human reproduction in the context of the human lifecycle Menstruation and wet dreams Conception and pregnancy Roles and responsibilities of parents and carers Questions about sex and relationships Where to find support and advice when they need it Contraception can be used to stop a baby from being conceived

					Recognising and responding to peer pressure Consequences of anti-social behaviour (including gangs and gang related behaviour) Importance for girls to be protected against FGM

All lessons taught through this curriculum, including the supporting materials are in line with Keeping Children Safe in Education (KCSIE) and are updated following the most up to date publication of this document each September.

For more information about our RSE curriculum, see **Appendix A** of this policy.

8. Curriculum Delivery

At Hadley Wood Primary School, RSE, Relationships Education and Health Education are delivered within the context of PSHE in a variety of ways including:

- Discrete weekly curriculum time: allocated lesson times for PSHE, P4C and Circle Time
- Assemblies *(See Collective Act of Worship Policy)*
- Teaching PSHE and Citizenship through and in other subjects/curriculum areas including:
  - English: skills in enquiry and communication, stories that illustrate aspects of personal and social development
  - Mathematics: aspects of financial capability, counting and sharing
  - Science: (including medicines), sex, health, safety and the environment
  - Design & Technology: health and safety, healthy eating and use of technology
  - Computing: communicating with others via e-mail, finding information on the internet and checking its relevance, keeping safe online, bias and how to cope with negative online experiences
  - History: reasons for and results of historical events, diversity within societies, significant people, events, ideas and experiences of people from the past
  - Geography: topical issues concerning environment, sustainable development, land use, study of pupils' own locality and places in different parts of the world
  - Art and Design: reflecting on and responding to ideas and experiences communicated through works of art, craft and design from different times and cultures
  - Music: making the most of abilities in playing or singing, issues of cultural diversity, their, value and their expression
  - Physical Education: learning about health and safety, development of personal and social skills through team and individual activities, games and sports. The children also recognise the need for rules, leadership skills and motivation
  - RE: religious and moral beliefs, values and practices that underpin and influence personal and social issues and relationships. Children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved

- PSHE education activities and school events: Sports events, RE Visits, events that take place with partnership schools and other school or class organised events, e.g. charity work, class projects.
- PSHE education includes Relationships and Sex Education which contributes significantly to a child's knowledge and understanding of his or her own body, and how it is changing and developing. RSE is the lifelong learning about physical, moral and emotional development. It is about the importance of stable, caring, loving and respectful relationships for family life. The scheme of work for RSE at Hadley Wood (Appendix A: Scheme of work outline) maps out a grid of lessons/units for each year group which progresses and returns to themes as children move through the school.
- Opportunities for KS2 pupils to be a Buddy to support other children
- Whole class and individual mindfulness/meditation lessons using resources such as Headspace
- Theme Weeks such as CREW Week (Creativity, Resilience, Engagement and Wellbeing Week)
- Pastoral Care and Guidance: Daily interaction between staff and children, either one-to-one, in groups or specific times in the Nurture Room
- National and local initiatives

PSHE is taught by class teachers in a safe and nurturing environment. In order to achieve this, ground rules for behaviour will be shared at the beginning of each PSHE lesson.

Each class will establish ground rules based on the following:

- We take turns to speak
- We use kind and positive words
- We listen to each other
- We have the right to pass
- We only use names when giving compliments or when being positive

Some children may choose to voice concerns and ask questions and others may prefer not to. A trust box is available in all classes in order to enable children to ask questions/share anxieties or concerns they may not feel confident to voice as part of a group or whole class. Pupils are empowered to write their name on the Learning Mentor's board should they wish to speak to her on an individual or small group basis.

9. Special Educational Needs

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

It is not the school's policy to withdraw pupils with special educational needs from PSHE education to catch up on other national curriculum subjects: these aspects of personal and social development are as important to all pupils as their academic achievement.

10. Equality and Diversity

At Hadley Wood Primary School, PSHE education is accessible to every pupil. Teaching will take into account the ability, age, readiness, religious and cultural backgrounds of our young people and those with English as a second language to ensure that all can fully access our PSHE education provision, in accordance with the Equality Act 2010.

Relationships Education, PSHE and RSE will be delivered to ensure quality of access for all pupils, regardless of gender, sexual orientation, race or disability, so giving equal opportunities and avoiding discrimination.

11. Harassment and bullying

Pupils come from a variety of backgrounds and all are entitled to learn in a supportive environment, free from fear. Some pupils may use terms which distinguish a person's sexual orientation in a derogatory manner as a way to harass other pupils. This is unacceptable and will be dealt with as any other form of harassment, through the school behaviour and discipline procedures.

An understanding of human difference, including sexuality, is an important aspect of RSE education and will be addressed as appropriate through the curriculum. The school will offer support to any child who needs to explore their own feelings and sexuality in a safe and nurturing space. To promote tolerance and acceptance, the school displays the 'Different Families, Same Love' posters in both key stages.

12. RSE and Safeguarding:

At Hadley Wood Primary School we believe that our pupils should be kept safe from harm through safeguarding procedures and educating every pupil about how to care for their bodies and protect themselves from physical and emotional harm. RSE lessons are part of our planned PSHE programme. These support our duty to safeguard pupils. The lessons enable pupils to:

- Know their rights to be protected and kept safe
- Understand potential dangers they could face
- Be encouraged to adopt safe and responsible practices and deal sensibly with risk
- Develop personal skills to protect themselves and others from unsafe influences and physical and emotional harm
- Know when and who to ask for help when needed

Particular issues covered include:

- Bullying, including cyber bullying (by text message, on social networking sites and so on) and prejudice-based bullying (also in Computing)
- Racist, sexist, disability and homophobic and transphobic abuse and religious intolerance
- Radicalisation and extremist behaviour
- Child sexual exploitation
- Sexting
- Zero tolerance of a culture of 'Banter'
- Substance misuse (this is also covered in Science lessons)
- Issues that may be specific to local area or population, for example, gang activity and youth violence
- Child on child abuse
- Particular issues affecting children including domestic violence, sexual exploitation, female genital mutilation (FGM) and forced marriages. We have a duty to report concerns about pupils who we feel are at risk of harm or when we suspect that FGM has already been performed.

At Hadley Wood Primary School, pupils are explicitly taught how to report concerns and seek advice. While teaching children how to stay safe, including online, teachers should be clear that being a victim of abuse is never the fault of the child.

13. Prevent Duty

It is the school's duty to report and work with any child who may be exposed to radicalising influences. In our PHSE and Philosophy for Children lessons children will be encouraged to express their own views and if adults hear opinions that cause them concern these will be raised under the school's Child Protection and Policy and Procedures.

14. Confidentiality

Teachers conduct PSHE lessons, including relationships and sex education lessons in a sensitive manner. However, if a child makes a reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances, the teacher will talk to the child as a matter of urgency. If the teacher has concerns, they will draw these to the attention of the designated person responsible for child protection, or the Headteacher.

Legally, the school cannot offer or guarantee absolute confidentiality in line with the recommendations outlined in the KCSIE documentation. We aim to ensure that pupils' best interests are maintained and try to encourage pupils to talk to their parents or carers to provide support.

15. Working in Partnership with Parents/Carers

We recognise and value the interest, support and involvement of the parents in their children's PSHE Education and keep them up to date with any developments in this area. At Hadley Wood School we actively encourage parents to help their children in learning through discussions and educational visits where possible.

16. Monitoring and evaluation

This policy scheme of work will be regularly reviewed and any feedback from teachers, parents/carers and pupils will be considered. A sample of pupils' PSHE reflections from each class will be collected and progress checked. Alongside this, lesson observations and learning walks will be carried out at regular intervals to ensure we are offering high quality PSHE provision. Each class in the school has a PSHE floor book to record the range of activities and experiences of the class.

In PSHE there are two broad areas for assessment:

- Children's knowledge and understanding. For example, information on effective, respectful relationships both on and offline, physical and mental health, understanding of rules and safety procedures, and the meaning of ideas including democracy and British Values.
- How well children can use their knowledge and understanding in developing skills and attitudes, for example through participating in discussions, group tasks and activities, managing conflict, making decisions and promoting positive relationships.

A pupil's attainment and progress in PSHE may also be discussed at parent consultations where appropriate.

Children also receive certificates for demonstrating one of the Hadley Wood School Values. The Star Class award commends a class on demonstrating values in action and House points or Dojos are awarded within class and around the school for being good role models and demonstrating values in action.

17. Roles and Responsibilities

It is the responsibility of the Governing Body to:

- Approve the PSHE and RSE policy
- Hold the Headteacher to account for its implementation

It is the responsibility of the Headteacher to:

- Ensure that parents and staff are informed about our PSHE policy
- The policy is implemented effectively
- Ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity
- Monitor this policy on a regular basis and reports to governors on the effectiveness of the policy

It is the responsibility of the PSHE lead to:

- Ensure that PSHE and RSE is taught consistently across the school
- Monitor assessment of PSHE and RSE
- Provide relevant and regular training to all staff

It is the responsibility of all staff to:

- Deliver PSHE and RSE in a sensitive way
- Model positive attitudes to RSE
- Monitor progress
- Respond to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of PSHE and RSE
- Address concerns about teaching RSE with the Headteacher

This Policy should be read in conjunction with the following Policies:

- Equality Policy
- Inclusion Policy
- Child Protection Policy and Procedures
- Behaviour policy and procedures
- Anti-bullying policy and procedures
- Curriculum guidance documents: Science, PE, RE

Appendix A: RSE Scheme of work

Appendix A: Coverage of statutory relationships education within the Hadley Wood PSHE Curriculum

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Families and people who care for me						
Pupils learn:						
that families are important for children growing up because they can give love, security and stability.	**Physical health and wellbeing:** Fun times	**Relationships and health education:** Boys and girls, Families **Mental health and emotional wellbeing:** Friendship				**Relationships and health education:** Healthy relationships
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.		**Relationships and health education:** Boys and girls, families		**Relationships and health education:** Growing up and changing		**Relationships and health education:** Healthy relationships
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 for them.		**Relationships and health education:** Boys and girls, families	**Identity, society and equality:** Celebrating difference			**Relationships and health education:** Healthy relationships
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.	**Physical health and wellbeing:** Fun times	**Relationships and health education:** Boys and girls, Families **Mental health and emotional wellbeing:** Friendship				**Relationships and health education:** Healthy relationships
that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.		**Relationships and health education:** Boys and girls, families				**Relationships and health education:** Healthy relationships

how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed.	**Keeping safe and managing risk:** Feeling safe				**Keeping safe and managing risk:** Making safer choices **Mental health and emotional wellbeing:** Dealing with feelings	**Relationships and health education:** Healthy relationships

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Caring friendships						
Pupils learn:						
how important friendships are in making us feel happy and secure, and how people choose and make friends.		**Mental health and emotional wellbeing:** Friendship	**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Relationships and health education:** Growing up and changing	**Keeping safe and managing risk:** Making safer choices	**Relationships and health education:** Healthy relationships
the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, trust, sharing interests and experiences and support with problems and difficulties.		**Mental health and emotional wellbeing:** Friendship	**Identity, society and equality:** Celebrating difference **Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Relationships and health education:** Growing up and changing	**Keeping safe and managing risk:** Making safer choices	**Relationships and health education:** Healthy relationships
that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.	**Identity, society and equality:** Me and others	**Mental health and emotional wellbeing:** Friendship **Relationships and health education:** Boys and girls, families	**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Relationships and health education:** Growing up and changing	**Keeping safe and managing risk:** Making safer choices	**Relationships and health education:** Healthy relationships **Mental health and emotional wellbeing:** Healthy minds
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	**Identity, society and equality:** Me and others	**Mental health and emotional wellbeing:** Friendship	**Mental health and emotional wellbeing:** Strengths and	**Relationships and health education:** Growing up and	**Keeping safe and managing risk:** Making safer choices	**Mental health and emotional wellbeing:** Healthy minds

that resorting to violence is never right.			Challenges **Keeping safe and managing risk:** Bullying – see it, say it, stop it	changing		
how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage these situations and how to seek help or advice from others, if needed.	**Keeping safe and managing risk:** Feeling safe	**Mental health and emotional wellbeing:** Friendship	**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Relationships and health education:** Growing up and changing	**Keeping safe and managing risk:** Making safer choices	**Relationships and health education:** Healthy relationships **Mental health and emotional wellbeing:** Healthy minds

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Respectful relationships						
Pupils learn:						
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	**Identity, society and equality:** Me and others	**Relationships and health education:** Boys and girls, families **Mental health and emotional wellbeing:** Friendship	**Identity, society and equality:** Celebrating difference	**Relationships and health education:** Growing up and changing		**Relationships and health education:** Healthy relationships **Mental health and emotional wellbeing:** healthy minds
practical steps they can take in a range of different contexts to improve or support respectful relationships.	**Identity, society and equality:** Me and others	**Mental health and emotional wellbeing:** Friendship	**Mental health and emotional wellbeing:** Strengths and challenges		**Keeping safe and managing risk:** Making safer choices	**Mental health and emotional wellbeing:** Healthy minds
the conventions of courtesy and manners.	**Identity, society and equality:** Me and others	**Mental health and emotional wellbeing:** Friendship	**Identity, society and equality:** Celebrating difference			**Relationships and health education:** Healthy relationships
the importance of self-respect and how this links to their own happiness	**Identity, society and equality:** Me and others	**Relationships and health education:** Boys and girls, families	**Mental health and emotional wellbeing:** Strengths and challenges			**Mental health and emotional wellbeing:** Healthy minds

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.	**Keeping safe and managing risk:** Feeling safe	**Relationships and health education:** Boys and girls, families	**Identity, society and equality:** Celebrating difference **Mental health and emotional wellbeing:** Strengths and challenges	**Identity, society and equality:** Democracy	**Identity, society and equality:** Stereotypes, discrimination and prejudice	**Keeping safe and managing risk:** Keeping safe – out and about **Mental health and emotional wellbeing:** Healthy minds **Relationships and health education:** Healthy relationships
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.		**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Keeping safe and managing risk:** Bullying – see it, say it, stop it		**Keeping safe and managing risk:** Making safer choices **Identity, society and equality:** Stereotypes, discrimination and prejudice	
what a stereotype is, and how stereotypes can be unfair, negative or destructive.		**Relationships and health education:** Boys and girls, families			**Identity, society and equality:** Stereotypes, discrimination and prejudice	**Relationships and health education:** Healthy relationships **Mental health and emotional wellbeing:** Healthy minds **Keeping safe and managing risk:** Keeping safe out and about
The importance of permission-seeking and giving in relationships with friends, peers and adults	**Keeping safe and managing risk:** Feeling safe	**Keeping safe and managing risk:** Indoors and outdoors				**Keeping safe and managing risk:**

	Physical health and wellbeing: Fun times					Keeping safe out and about **Relationships and health education:** Healthy relationships

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Online relationships						
Pupils learn:						
that people sometimes behave differently online, including by pretending to be someone they are not.		**Mental health and emotional wellbeing:** Friendship		**Keeping safe and managing risk:** Playing safe	**Keeping safe and managing risk:** Making safer choices **Physical health and wellbeing:** In the media	
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.			**Keeping safe and managing risk:** Bullying – see it, say it, stop it **Identity, society and equality:** Celebrating difference		**Keeping safe and managing risk:** Making safer choices **Physical health and wellbeing:** In the media	**Relationships and health education:** Healthy relationships
the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.		**Keeping safe and managing risk:** Indoors and outdoors	**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Keeping safe and managing risk:** Playing safe	**Keeping safe and managing risk:** Making safer choices	
how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met.			**Keeping safe and managing risk:** Bullying – see it, say it, stop it		**Physical health and wellbeing:** In the media. **Keeping safe and managing risk:** Making safer choices	
how information and data is shared and used online.				**Keeping safe and**	**Keeping safe and**	

				managing risk: Playing safe	**managing risk:** Making safer choices **Physical health and wellbeing:** In the media.	

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
Being safe						
Pupils learn:						
what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).	**Keeping safe and managing risk:** Feeling safe **Physical health and wellbeing:** Fun times	**Mental health and emotional wellbeing:** Friendship	**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Keeping safe and managing risk:** Playing safe	**Keeping safe and managing risk:** Making safer choices	**Keeping safe and managing risk:** Keeping safe out and about
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.	**Keeping safe and managing risk:** Feeling safe	**Keeping safe and managing risk:** Indoors and outdoors		**Relationships and health education:** Growing up and changing	**Keeping safe and managing risk:** Making safer choices	**Keeping safe and managing risk:** Keeping safe out and about (FGM)
that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.	**Keeping safe and managing risk:** Feeling safe		**Keeping safe and managing risk:** Bullying – see it, say it, stop it			**Keeping safe and managing risk:** Keeping safe out and about (FGM)
how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	**Keeping safe and managing risk:** Feeling safe	**Keeping safe and managing risk:** Indoors and outdoors				**Keeping safe and managing risk:** Keeping safe out and about (FGM)
how to recognise and report feelings of being unsafe or feeling bad about any adult.	**Keeping safe and managing risk:** Feeling safe	**Keeping safe and managing risk:** Indoors and outdoors			**Keeping safe and managing risk:** Making safer choices*	**Keeping safe and managing risk:** Keeping safe out and about (FGM)
how to ask for advice or help for self and for others, and to keep trying until they are heard.	**Keeping safe and managing risk:** Feeling safe	**Keeping safe and managing risk:** Indoors and outdoors	**Keeping safe and managing risk:** Bullying – see it, say it, stop it	**Keeping safe and managing risk:** Playing safe		

how to report concerns or abuse, and the vocabulary and confidence needed to do so.	**Keeping safe and managing risk:** Feeling safe		**Keeping safe and managing risk:** Bullying – see it, say it, stop it		**Keeping safe and managing risk:** Making safer choices*	**Keeping safe and managing risk:** Keeping safe out and about (FGM)
where to get advice e.g. family, school and/or other sources. *All lessons include a 'Help, advice and support' section – 'Pupils should be encouraged to talk to someone who helps keep them safe, such as their parent, teacher or other adult they trust' – the strands included here have a specific activity/ outcome relating to help and advice.*	**Keeping safe and managing risk:** Feeling safe **Physical health and wellbeing:** Fun times **Physical health and wellbeing:** What do we put into our bodies? **Mental health and emotional wellbeing:** Feelings	**Mental health and emotional wellbeing:** Friendship **Keeping safe and managing risk:** Indoors and outdoors **Physical health and wellbeing:** Medicines and me	**Keeping safe and managing risk:** Tobacco is a drug **Mental health and emotional wellbeing:** Strengths and challenges **Careers: financial capability and economic wellbeing:** Saving, spending and budgeting	**Keeping safe and managing risk: Making choices** **Keeping safe and managing risk:** Playing safe **Relationships and health education:** Growing up and changing	**Keeping safe and managing risk:** Making safer choices **Physical health and wellbeing:** In the media **Identity, society and equality:** Stereotypes, discrimination and prejudice **Keeping safe and managing risk:** Making safer choices **Mental health and emotional wellbeing:** Dealing with feelings **Careers: financial capability and economic wellbeing:** Borrowing and earning money	**Relationships and health education:** Healthy relationships **Keeping safe and managing risk:** Weighing up risk **Identity, society and equality:** Human rights **Mental health and wellbeing:** Healthy minds **Keeping safe and managing risk:** Keeping safe out and about

Appendix B: 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	
Headteacher signature	

Appendix C – Government Expectations

EYFS Early Learning Goals:

Reception	Personal, Social and Emotional Development	Self-Confidence and Self-Awareness	• To be confident to speak to others about own needs, wants, interests and opinions. • To describe self in positive terms and talk about abilities.
		Managing Feelings and Behaviour	• To explain own knowledge and understanding, and ask appropriate questions of others.

			• To take steps to resolve conflicts with other children, e.g. finding a compromise.
		Making Relationships	• To understand that own actions affect other people. For example, becomes upset or tries to comfort another child when they realise they have upset them. • To be aware of the boundaries set and of behavioural expectations in the setting. • To begin to be able to negotiate and solve problems without aggression, e.g. when someone has taken their toy.
	Physical Development	Health and Self-Care	• To eat a healthy range of foodstuffs and understand a need for variety in food. • To usually be dry and clean during the day. • To show some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health. • To show understanding of the need for safety when tackling new challenges, and consider and manage some risks. • To practice some appropriate safety measures without direct supervision.
ELG	Personal, Social and Emotional Development	Self-Regulation	• To show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly; • To set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate • To give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.
		Managing Self	• To be confident to try new activities and show independence, resilience and perseverance in the face of challenge • To explain the reasons for rules, know right from wrong and try to behave accordingly • To manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.
		Building Relationships	• To work and play cooperatively and take turns with others • To form positive attachments to adults and friendships with peers • To show sensitivity to their own and to others' needs

Physical Health and Mental Wellbeing

By the end of primary school:

General Wellbeing	Pupils should know: 1. The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. 2. The importance of promoting general wellbeing and physical health. 3. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. 4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.

	5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 6. That isolation and loneliness can affect children, and the benefits of seeking support. 7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. 8. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. 9. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). 10.That it is common to experience mental health problems, and early support can help.
Wellbeing Online	Pupils should know: 1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. 2. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. 3. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. 4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. 5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. 6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. 7. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. 8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. 9. How to understand the information they find online, including from search engines, and know how information is selected and targeted. 10. That they have rights in relation to sharing personal data, privacy and consent. 11. Where and how to report concerns and get support with issues online.
Physical health and fitness	Pupils should know: 1. The characteristics and mental and physical benefits of an active lifestyle. 2. The importance of building regular physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. 3. The risks associated with an inactive lifestyle, including obesity. 4. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	Pupils should know: 1. What constitutes a healthy diet (including understanding calories and other nutritional content). 2. Understanding the importance of a healthy relationship with food. 3. The principles of planning and preparing a range of healthy meals. 4. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	Pupils should know:

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

Relationship Education

By the end of primary:

Families and people who care for me	Pupils should know: 1. That families are important for children growing up safe and happy because they can provide love, security and stability. 2. The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives.

	3. That the families of other children, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care. 4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. 5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 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.
Caring friendships	Pupils should know: 1. How important friendships are in making us feel happy and secure, and how people choose and make friends. 2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. 3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. 4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties. 5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. 6. How to manage conflict, and that resorting to violence is never right. 7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.
Kind and Respectful friendships	Pupils should know: 1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated. 2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. 3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration. 4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs. 5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs. 6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships. 7. The conventions of courtesy and manners. 8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests. 9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help. 10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype. 11.How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
Online Safety and Relationships	Pupils should know: 1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are

	anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. 2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this. 3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults. 4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. 5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. 6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel wo
Being safe	Pupils should know: 1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc. 2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe. 3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact. 4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know. 5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. 6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so. 7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.