



Fairfields Primary School & Nursery

Relationships & Sex Education Policy

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| Date reviewed: | Spring Term 2024 |
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| Owner | Mrs Glossop |



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Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.

(DFE 2019)

1. Aims

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

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

This policy covers our school's approach to Relationships and Sex Education (RSE) and was produced by the Subject Leader for PSHE and RSE in consultation with all teaching staff, parents and governors in November 2019. The policy will be available to parents through the school prospectus and website. A paper copy can be made available by written request.



At Fairfields we are committed to promoting a safe and healthy lifestyle. Relationships and Sex Education is not regarded as a subject in its own right, but it is part of a carefully planned element in PSHE and Citizenship Education. **Effective Relationships and Sex Education needs to be taught in an atmosphere of trust, responsibility and respect where sensitive issues can be discussed without embarrassment or threat.**

From EYFS to key stage 2, RSE includes laying foundations of understanding about growth and change and respect for one another; later in key stage 2 it will promote the preparation for the changes of puberty. We believe it is important to address relationships and sex education in this age group because it will promote the values 'the importance of stable relationships', 'marriage' and 'family life'.

At Fairfields we recognise and respect pupils' different abilities, levels of maturity and personal circumstances; for example their own sexual orientation, gender identity, faith or culture (which may, depending on their age and maturity, not be something they have yet considered or may be 'emerging' or the sexual orientation, gender identity, faith or culture of their immediate family, close friends and wider community. **We ensure that all young people have equal access to our sex and relationships and sex education programme.**

Our school is well aware that the primary role in children's sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at Fairfields through mutual understanding, trust and co-operation. In promoting this objective, we:

- ☐ inform parents about the school's sex education policy and practice;
- ☐ answer any questions that parents may have about the sex education of their child;
- ☐ take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for RSE in the school;
- ☐ encourage parents to be involved in reviewing the school policy and making modifications to it as necessary;
- ☐ inform parents about the best practice known with regard to RSE, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing body and their increasing responsibilities.

Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. Many are comfortable with the school taking the lead on planned learning, but want to be prepared to answer their children's subsequent questions or simply talk together about their children's learning. Whenever more sensitive or specific aspects of this work are covered it is important to notify parents and carers. We will notify parents when particular aspects of sex and relationships education will be taught, by letter.

It is essential that lessons are sensitive to a range of views but the school must ensure that pupils have always access to the learning they need to stay safe, healthy and understand their rights as individuals.

While much of the relationships and sex education pupils receive will take place in PSHE lessons, it is important that this learning is linked to broader school policies and the curriculum in relevant subjects. **A commitment to equality, for example, must run through the life of the school rather than there being the view that this is a 'topic' which can be covered in PSHE alone.**

In addition to the RSE covered in PSHE education, for example, there is also work in the science national curriculum that covers basic human biology and is still statutory in maintained schools. Online safety is covered in computing lessons.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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

At Fairfields Primary School we teach RSE as set out in this policy.



3. Policy development

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

1. Review – a member of staff or working group 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. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

- RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSE involves a combination of sharing information, and exploring issues and values.
- RSE is not about the promotion of sexual activity.

5. Curriculum

At Fairfields we have a whole school approach to PSHE and RSE by teaching through the ‘Jigsaw’ programme from Reception to Year 6. Jigsaw brings together PSHE, RSE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning.

The ‘Changing Me’ unit covers all aspects of Primary Sex Education. We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. **If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and do not seek answers online.**

Primary sex education at Fairfields will focus on:

- preparing boys and girls for the changes that adolescence brings;
- how a baby is conceived and born.

The Changing Me unit is taught over a period of six weeks in the summer term. Each year group will be taught similar ideas in different ways, appropriate to their age and development stage.

Please note: at no point will a child be taught something that is inappropriate; and if a question from a child arises and the teacher feels it would be inappropriate to answer (e.g. because of its mature or explicit nature), the child will be encouraged to ask his/her parents or carers at home.

Year R – Growing up: how we have changed since we were babies

Year 1 – Boys’ and girls’ bodies; body parts

Year 2 – Boys’ and girls’ bodies; body parts and respecting privacy

Year 3 – How babies grow and how boys’ and girls’ bodies change as they grow older

Year 4 – Internal and external reproductive body parts, body changes in girls and menstruation

Year 5 – Puberty for boys and girls, and conception

Year 6 – Puberty for boys and girls and understanding conception to birth of a baby



RSE teaching is all in the context of the whole PSHE curriculum and underpinned by the value system of the school, i.e. valuing loving, stable relationships, respect for each other, etc.

These are the key ideas within the Changing Me unit of work:

- Life cycles
- How babies are made
- My changing body
- Puberty
- How babies grow
- Growing from young to old
- Becoming a teenager
- Assertiveness
- Self-respect
- Safeguarding
- Family stereotypes
- Self and body image
- Attraction
- Change
- Accepting change
- Looking ahead
- Moving/transition to secondary

The key ideas in green are those that are also taught within the Science curriculum. As it is a developmental, progressive scheme not all key ideas are taught in every year group.

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



6. Delivery of RSE

Relationships Education, RSE and Health Education is accessible for pupils at Fairfields including pupils with special educational needs and disabilities who represent a large minority of pupils.

High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. **We are mindful of preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.**

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

At Fairfields, our focus 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.

➤ Caring friendships

This starts with pupils 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 early education, pupils are 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. Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate or unsafe physical, and other, contact are all the forerunners of teaching about consent, which takes place at secondary school.

➤ Respectful relationships

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 in our EYFS at Fairfields, teachers 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 enables pupils 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.

➤ Online relationships

We know that 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, teachers at Fairfields address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used in all contexts, including online; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

➤ Families and people who care for me

Teaching about families requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures.) At Fairfields, care is 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; e.g. looked after children or young carers.

Relationships Education at Fairfields creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

➤ Being safe

Through Relationships Education (and RSE), we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is 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. Pupils should know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages it is important to balance teaching children about making sensible decisions to stay safe (including online) whilst being clear it is never the fault of a child who is abused and why victim blaming is always wrong. These subjects complement Health Education and as part of a comprehensive programme and whole school approach, this knowledge can support safeguarding of children at Fairfields.

At Fairfields, 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).

Physical Health and Mental Wellbeing

At Fairfields Primary School, teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

This starts with pupils being taught about the benefits and importance of daily exercise (alongside regular PE), good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are taught the benefits of hobbies, interests and participation in their own communities in PSHE lessons. Teaching makes it clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils at Fairfields are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In KS2 pupils are taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

At Fairfields, a firm foundation in the benefits and characteristics of good health and wellbeing enables teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

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

7. Roles and responsibilities

7.1 The governing body

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

7.2 The headteacher

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

7.3 Staff



All Staff at Fairfields Primary School and Nursery are responsible for:

- delivering RSE in a sensitive way;
- modelling positive attitudes to RSE;
- monitoring progress;
- responding to the needs of individual pupils;
- responding appropriately to pupils whose parents wish them to be withdrawn from the non-science components of RSE.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher.

7.4 Pupils

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

8. Parents' right to withdraw

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

Parents have the right to withdraw their children from the non-science 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.

9. Training

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

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

10. Monitoring arrangements

The delivery of RSE is monitored by Mrs M Glossop (Subject Leader for RSE & PSHE) through:

- learning walks /observations of lessons;
- book /work scrutiny;
- pupil voice and staff discussions.

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

This policy will be reviewed by Mrs M Glossop. At every review, the policy will be approved by the governing body and headteacher.

Appendix 1: Curriculum map

Relationships and sex education curriculum map 'Changing Me' Jigsaw

| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|---|---------------------------|
| Reception | Summer 2 | <ul style="list-style-type: none"> • My Body- labelling/naming body parts. • Respecting my body- Keeping fit and healthy. • Growing up- Baby to adult life cycle. • Fun and Fears -Knowing who to ask for help when they are worried. • Celebrations – Looking forward to change, moving up to Y1. | Jigsaw 'Changing Me' Unit |
| Year 1 | Summer 2 | <ul style="list-style-type: none"> • Life cycles: I am starting to understand the life cycles of animals and humans. • Changing Me: I can tell you some things about me that have changed and some things about me that have stayed the same • My Changing Body: I can tell you how my body has changed since I was a baby • Boys' and Girls' Bodies: I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina • Learning and Growing: I understand that every time I learn something new I change a little bit • Coping with changes: I can tell you about changes that have happened in my life. | Jigsaw 'Changing Me' Unit |
| Year 2 | Summer 2 | <ul style="list-style-type: none"> • Life Cycles in Nature: I can recognise cycles of life in nature • Growing from Young to Old: I can tell you about the natural process of growing from young to old and understand that this is not in my control • The Changing Me: I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • Boys' and Girls' Bodies: I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vagina) and appreciate that some parts of my body are private • Assertiveness: I understand there are different types of touch and can tell you which ones I like and don't like. • Looking Ahead: I can identify what I am looking forward to when I am in Year 3 | Jigsaw 'Changing Me' Unit |



| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|--|---------------------------|
| Year 3 | Summer 2 | <ul style="list-style-type: none"> How Babies Grow: I understand that in animals and humans lots of changes happen between birth and growing up, and that usually it is the female who has the baby. Babies and growing up: I understand what a baby needs to live and grow. Outside Body Changes: I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies. I can identify how boys' and girls' bodies change on the outside during this growing up process Inside Body Changes: I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. Family Stereotypes: I can start to recognise stereotypical ideas I might have about parenting and family Looking Ahead: I can identify what I am looking forward to when I am in Year 4. | Jigsaw 'Changing Me' Unit |
| Year 4 | Summer 2 | <ul style="list-style-type: none"> Unique Me: I understand that some of my personal characteristics have come from my birth parents. Having a baby: I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby. Girls and Puberty (Single sex groups1) I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this Circles of Change: I know how the circle of change works and can apply it to changes I want to make in my life. Looking Ahead: I can identify what I am looking forward to when I am in Year 5. | Jigsaw 'Changing Me' Unit |
| Year 5 | Summer 2 | <p>Self and Body Image: I am aware of my own self-image and how my body image fits into that.</p> <ul style="list-style-type: none"> Puberty for Girls (Single sex groups) I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally Puberty for Boys (Single sex groups) I can describe how boys' and girls' bodies change during puberty Conception (Single sex groups) I understand that sexual intercourse can lead to conception and that is how babies are usually made <p>Looking Ahead: I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent)</p> <p>Looking Ahead to Year 6: I can identify what I am looking forward to when I am in Year 6.</p> | Jigsaw 'Changing Me' Unit |



| YEAR GROUP | TERM | TOPIC/THEME DETAILS | RESOURCES |
|------------|----------|---|---------------------------|
| Year 6 | Summer 2 | <ul style="list-style-type: none">• My Self Image: I am aware of my own self-image and how my body image fits into that.• Puberty: I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.• Girl Talk/Boy Talk (Single sex groups) I can ask the questions I need answered about changes during puberty• Babies - Conception to Birth: I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.• Attraction: I understand how being physically attracted to someone changes the nature of the relationship.• Transition to Secondary School: I can identify what I am looking forward to and what worries me about the transition to secondary school. | Jigsaw 'Changing Me' Unit |



Fairfields Primary School RSE (Relationship and Sex Education)

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

| TOPIC | PUPILS SHOULD KNOW |
|---------------------------------------|--|
| Families and people who care about me | <ul style="list-style-type: none">• that families are important for children growing up because they can give love, security and stability;• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives;• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care;• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up;• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong;• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. |
| Caring friendships | <ul style="list-style-type: none">• how important friendships are in making us feel happy and secure, and how people choose and make friends;• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties;• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded;• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right;• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. |



| TOPIC | PUPILS SHOULD KNOW |
|--------------------------|--|
| Respectful relationships | <ul style="list-style-type: none">• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs;• practical steps they can take in a range of different contexts to improve or support respectful relationships;• the conventions of courtesy and manners;• the importance of self-respect and how this links to their own happiness;• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority;• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help;• what a stereotype is, and how stereotypes can be unfair, negative or destructive;• the importance of permission-seeking and giving in relationships with friends, peers and adults. |
| Online relationships | <ul style="list-style-type: none">• that people sometimes behave differently online, including by pretending to be someone they are not;• that the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous;• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met;• how information and data is shared and used online. |
| Being safe | <ul style="list-style-type: none">• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context);• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe;• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact;• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know;• how to recognise and report feelings of being unsafe or feeling bad about any adult;• how to ask for advice or help for themselves or others, and to keep trying until they are heard;• how to report concerns or abuse, and the vocabulary and confidence needed to do so;• where to get advice e.g. family, school and/or other sources. |



| TOPIC | PUPILS SHOULD KNOW |
|------------------|--|
| Mental wellbeing | <ul style="list-style-type: none">• that mental wellbeing is a normal part of daily life, in the same way as physical health;• that there is a normal range of emotions (e.g. happiness, sadness anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations;• how to recognise and talk about their emotions, including having varied vocabulary of words to use when talking about their own and others' feelings;• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate;• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness;• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests;• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support;• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing;• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to;• if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online);• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. |



| TOPIC | PUPILS SHOULD KNOW |
|-----------------------------|---|
| Internet safety and harms | <ul style="list-style-type: none">the characteristics and mental and physical benefits of an active lifestyle;that for most people the internet is an integral part of life and has many benefits;about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing;how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private;why social media, some computer games and online gaming, for example, are age restricted;that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health;how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted;where and how to report concerns and get support with issues online. |
| Physical health and fitness | <ul style="list-style-type: none">the characteristics and mental and physical benefits of an active lifestyle;the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise;the risks associated with an inactive lifestyle (including obesity);how and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none">what constitutes a healthy diet (including understanding calories and other nutritional content);the principles of planning and preparing a range of healthy meals;the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none">the importance of the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |



| TOPIC | PUPILS SHOULD KNOW |
|-----------------------|--|
| Health and prevention | <p>Pupils should know:</p> <ul style="list-style-type: none">• the characteristics and mental and physical benefits of an active lifestyle;• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body;• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer;• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn;• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist;• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing;• the facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none">• how to make a clear and efficient call to emergency services if necessary;• concepts of basic first-aid, for example dealing with common injuries, including head injuries. |

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 | |
| | |