



Leamington Community Primary School

Together we make a Difference

PSHE-RSE Policy



Completed by: Mrs. R Mellor
Date Issued: 12th February 2021
Approved by Governors: 12th February 2021
Review Date: 12th February 2022



Leamington Community Primary School: PSHE/RSE Policy

1. Aims:

The aims of Personal, Social, Health and Economic Education (PSHE) and Relationships and Sex Education (RSE) at Leamington Community Primary 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;
- Nurture and support the spiritual, moral, social and cultural (SMSC) development of the pupils;
- Promote fundamental British values;
- Support pupils to develop the knowledge, skills and understanding they need to lead confident, healthy and independent lives, and become responsible citizens.

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 Leamington Community Primary School, we teach RSE as set out in this policy.

3. Definition:

PSHE is about promoting the spiritual, moral, cultural, mental and physical development of pupils at the school and of society. 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. The teaching of PSHE/RSE at Leamington Community Primary School, aims to prepare pupils for the opportunities, responsibilities and experiences of later life.

***RSE is not about the promotion of sexual activity.**

4. Curriculum:

We have developed the curriculum (see our curriculum map in *Appendix 1*) in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask

questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education (Y5/Y6) will focus on:

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

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

5. Delivery of PSHE/RSE:

RSE is taught within the Personal, Social, Health and Economic (PSHE) Education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

Pupils also receive stand-alone sex education sessions when they reach Year 5 and Year 6. Parents/carers will be informed of this and invited into school to view the resources that will be used. Parents are able to withdraw their child from sex education, if they wish.

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.

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

These areas of learning are taught within the context of family life, taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

6. Roles and responsibilities

6.1 The Governing Body:

The Governing Body will approve the PSHE/RSE policy, and hold the Headteacher to account for its implementation.

6.2 The Headteacher:

The Headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see section 7).

6.3 Staff:

Staff are responsible for:

- Delivering PSHE/RSE in a sensitive way;
- Modelling positive attitudes to PSHE/RSE;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory/non-science components of RSE.

All class teachers will be responsible for teaching PSHE/RSE lessons, with Year 5/6 teachers also teaching sex education.

6.4 Pupils:

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

7. Parents' right to withdraw:

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

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

8. Training:

Staff are trained on the delivery of PSHE/RSE as part of our continuing professional development process.

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

9. Monitoring arrangements:

The delivery of PSHE/RSE is monitored by the Senior Leadership Team and the Subject Leader (Ciara Maher) through the school's evidence gathering process.

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

This policy will be reviewed annually by the subject leader (Ciara Maher). At every review, the policy will be approved by the Governing Body. The named Governor for PSHE/RSE is Mrs. Alma Shaw.

10. Safeguarding

If any safeguarding concerns arise during the teaching of PSHE/RSE, all staff will follow the school's safeguarding procedures, as outlined in the school's Child Protection and Safeguarding Policy.

Safeguarding roles and responsibilities:

The Headteacher is: Mr. Paul Vine.

The Chair of Governors is: Mr. Pat Monaghan.

The Designated Safeguarding Lead for Child Protection is: Mrs. Iris Kelleher.

The Deputy Designated Safeguarding Lead is: Mrs. Rachel Mellor.

The nominated Safeguarding / Child Protection Governor is: Mrs. Alma Shaw.

The nominated governor for dealing with allegations against the Headteacher is: Mr. Pat Monaghan.

11. Policy Availability

This policy is available in a variety of formats and can be requested at the school office. It is also available on the school website: www.learningtonprimary.com

How has the pandemic affected the PSHE/RSE Curriculum at Leamington Primary?

Before the pandemic

Before lockdown, teachers were delivering a broad and balanced curriculum. We had begun implementing the RSE curriculum within the Personal, Social, Health and Economic (PSHE) Education curriculum. We followed the JIGSAW programme of work as it brings together PSHE, emotional literacy, social skills and spiritual development in a comprehensive scheme of learning. Teaching strategies are varied and are mindful of preferred learning styles and the need for differentiation. JIGSAW is designed as a whole-school approach, with all year groups working on the same theme at the same time. We taught PSHE through discrete weekly lessons, as well as addressing PSHE themes in other curriculum areas. Our PSHE curriculum encourages collaborative learning whilst emphasising diversity, equality and tolerance for others. Our PSHE curriculum is designed to meet the criteria for the DfE guidance for Relationships and Sex Education (RSE) and Health Education.

We also held many events throughout the school year that further enhance our PSHE curriculum, including: Computing and Online Safety Week; Safer Internet Day; Anti-Bullying Week, NSPCC assemblies and workshops, Knife Crime workshops and regular theatre productions. 'Aspirations Week' has also been a key event in our PSHE calendar for a number of years, which provides children with opportunities to explore different careers and question a range of visitors to help ascertain their own aspirations for the future. This has been so successful that we had begun embedding it throughout the curriculum, across the school year instead of it being a one-week event.

As well as the JIGSAW programme of work and themes explored through other curriculum areas and events, we offered a range of extra-curricular groups that address healthy lifestyles, i.e. cookery club, a variety of sports clubs, yoga, school council, wellbeing warriors, online safety officers and gardening club. These groups not only addressed the topic of healthy lifestyles but helped children to develop friendships, citizenship and a positive mind-set. Leamington Productions, our dance and drama group, have also participated in the NOW Festival for the last two years (prior to the pandemic) which helped the children to explore and address different areas of mental health and highlight the importance of this to not only our school but the local community. They have been extremely successful in this event and won a number of awards, including 'Festival Champions' for 'Best Overall Performance'.

At Leamington, we recognise that some children will need further support, outside of the classroom. We have a dedicated Inclusion Team who work with the teachers to ensure identified children receive the support they need. We have a full-time learning mentor, a Th.inc Room Practitioner, an attendance mentor and a Family Support Worker in school, who are able to support the children and their families when needed.

Remote learning during the pandemic

During the first lockdown (March - July 2020), the majority of pupils did not receive a full and balanced education. We did not teach PSHE units specifically as there were so few children in school, and those at home were not set up for online learning however there were a variety of opportunities to complete PSHE and wellbeing tasks on Class Dojo and our school social media outlets. Dr Jennifer Nock states: 'research shows that children who experienced quarantine or social isolation in previous pandemics were *five times more likely to need mental health interventions* than those who did not.' As all of our children experienced this and are therefore all at risk of experiencing poor mental health during this experience at Leamington we identified this risk and prioritised Children's wellbeing and mental health in our return to school. As Professor Barry Carpenter (2002) reflected 'the overall impact [of this pandemic] cannot be underestimated' therefore at Leamington we focused on acknowledging the impact of the loss of routine, structure, friendship, opportunity and freedom, and how it 'can trigger the emergence emotionally of anxiety, trauma and bereavement in any child.' (*Barry Carpenter, 2020*). This catapulted the PSHE curriculum to the forefront of our priorities as the children's wellbeing was a focus for the school as identified on the 2020-21 School Development Plan. During both lockdowns children who were identified as needing extra support were offered additional weekly calls from the school Learning Mentor, Th.inc room therapist, Safeguarding lead, Attendance Officer and Family Support Worker who then provided updates or any concerns to relevant staff. Children needing further assistance were referred to the school SENCo or Mental Health Lead who facilitated support for that child from CAMHS.

In preparation for our September 2020 return to school we identified the need to prioritise children's wellbeing and ensured this was reflected as the first priority in the 2020-21 School Development Plan. We implemented the 'Zones of Regulation' curriculum and created a return to school Wellbeing Week in which the whole school explored a PSHE based week that focused on introducing the Zones of Regulation framework through the story 'The Dot'. This addressed themes such as health and wellbeing, resilience, relationships and provided our pupils with new skills in how to identify the emotions they are feeling as well as creating a toolbox of strategies to use to regulate these emotions. After this initial week, our staff returned to teaching the Jigsaw curriculum weekly however due to the time we were away home there were gaps in the PSHE curriculum. Due to the whole-school approach, with all year groups working on the same theme at the same time and how we consolidate skills through this cycle of themes, we decided to begin the academic year as normal with staff aware of possible gaps in the curriculum that will need addressed and possibly merged into their themes this year. Some gaps were addressed in the initial week and through whole school Mental Health Awareness Days such as World Mental Health Day in October 2020.

During the second lockdown (Jan - March 2021), we continued to deliver the full primary curriculum online and to the children of key workers that were in school. We provided laptops and Wifi dongles to ensure as many children as possible had access to our lessons. The PSHE lead filmed a weekly lesson for the whole school to complete. This ensured gaps were being addressed and provided a dedicated time for families at home to complete a health and wellbeing lessons together. These lessons encouraged families have open conversations about how the pandemic is impacting them and followed themes that arose from staff contact with parents. The PSHE coordinator planned these lessons by merging PSHE skills with the arising needs of the school. Due to a rise in emotional and behavioural issues at home the coordinator planned and recorded lessons on worries and anxiety; coping with anger; low mood; ways to express yourself; spreading kindness; self-esteem and a final lesson focusing specifically on the return to school.

Returning to school post lockdown

In preparation for the return to school in March 2021, the PSHE lead implemented Wellbeing Wednesdays throughout the whole school. This means the whole school now dedicates every Wednesday afternoon to our PSHE/RSE lessons and other mindful, health and wellbeing lessons such as P.E. and art. The PSHE/RSE lesson across the whole school follows a focused structure that promotes health and wellbeing. This structure and its aims are:

Movement: Sensory breaks and physical activity to encourage movement

Connect Us: Activities and games to encourage peer interaction and introduce a theme

Stretch and relax: Stretching and yoga activities to create a calm and mindful space

Circle time: Implement Jigsaw lesson at this point. Time to introduce stories, scenarios and discussions to explore a theme further

Feel & believe: Affirmations for self-esteem, confidence and positivity and massages to promote deep relaxation. We have also implemented Wellbeing Journals for every child in the school to provide children with a space to be creative and complete wellbeing tasks which will also support future assessment in this subject.

What does the future look like?

We will continue to deliver PSHE/RSE units through the Spring and Summer Terms of 2021 as we would any other year. In Summer term, I will be monitoring the PSHE/RSE curriculum and will be able to identify gaps in knowledge, areas for development throughout the curriculum and gain pupil feedback in order to identify their needs.

Unfortunately, not every child at home accessed the online PSHE lessons provided by their teachers therefore teachers need to be aware of the ongoing impact of this on some pupils and if pupils require further support in relation to their mental health and wellbeing the teacher can refer them to our inclusion team for support and access to our school mentor, Th.Inc room therapist, Mental Health Practitioner or Seedlings provisions.



Appendix 1: PSHE Curriculum Overview



	Being Me in my World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
EYFS	<i>Puzzle Outcome:</i> <i>Learning Charter</i>	<i>Puzzle Outcome:</i> <i>Paper Chains</i>	<i>Puzzle Outcome:</i> <i>Footprint awards</i>	<i>Puzzle Outcome:</i> <i>Bedtime</i>	<i>Puzzle Outcome:</i> <i>Relationship fiesta</i>	<i>Puzzle Outcome:</i> <i>Fruit mobiles</i>
	<ul style="list-style-type: none"> - Who ...me? - How am I feeling today? - Being at our school - Gentle hands - Our rights - Our responsibilities 	<ul style="list-style-type: none"> - What I am good at - I'm special, I'm me! - Families - Houses and homes - Making friends - Standing up for yourself 	<ul style="list-style-type: none"> - Challenge - Never giving up - Setting a goal - Obstacles and support - Flight to the future - Award ceremony 	<ul style="list-style-type: none"> - Everybody's body - We like to move it, move it! - Food glorious food - Sweet dreams - Keeping clean - Stranger danger 	<ul style="list-style-type: none"> - My family and me! - Make friends, make friends, never ever break friends! - Falling out and bullying - Being the best friends we can be 	<ul style="list-style-type: none"> - My body - Respecting my Body - Growing up - Growth and change - Fun and fears - Celebration
Year 1	<i>Puzzle Outcome:</i> <i>Learning Charter</i>	<i>Puzzle Outcome:</i> <i>Gingerbread people display</i>	<i>Puzzle Outcome:</i> <i>Stretchy flowers and dream wellies</i>	<i>Puzzle Outcome:</i> <i>Keeping clean and healthy</i>	<i>Puzzle Outcome:</i> <i>Colours of friendship dance</i>	<i>Puzzle Outcome:</i> <i>Flowers of change</i>
	<ul style="list-style-type: none"> - Special and safe - My class - Rights and responsibilities - Rewards and feeling proud - Consequences - Our learning charter 	<ul style="list-style-type: none"> - The same as ... - Different from ... - What is bullying? - What do I do about bullying? - Making new friends - Celebrating difference, celebrating me 	<ul style="list-style-type: none"> - My treasure chest of success - Steps to goals - Achieving together - Stretchy learning - Overcoming obstacles - Celebrating my success 	<ul style="list-style-type: none"> - Being healthy - Healthy choices - Clean and healthy - Medicine safety - Road safety - Happy, healthy me 	<ul style="list-style-type: none"> - Families - Making friends - Greetings - People who help us - Being my own best friend - Celebrating my special relationships 	<ul style="list-style-type: none"> - Life cycles - Changing me - My changing body - Boys' and girls' bodies - Learning and growing - Coping with changes

Year 2	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Trophy of celebration</i>	Puzzle Outcome: <i>Dream birds</i>	Puzzle Outcome: <i>The 'Healthy Me' Café</i>	Puzzle Outcome: <i>Compliment bunting</i>	Puzzle Outcome: <i>Leaf mobiles</i>
	<ul style="list-style-type: none"> - Hopes and fears for the year - Rights and responsibilities - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Boys and girls - Why does bullying happen? - Standing up for myself and others - Making a new friend - Celebrating difference and still being friends 	<ul style="list-style-type: none"> - Goals to success - My learning strengths - Learning with others - A group challenge - Celebrating our achievement 	<ul style="list-style-type: none"> - Being healthy - Being relaxed - Medicine safety - Healthy eating - The healthy me café 	<ul style="list-style-type: none"> - Families - Keeping safe: physical contact - Friends and conflict - Secrets - Trust and appreciation - Celebrating my special relationships 	<ul style="list-style-type: none"> - Life cycles in nature - Growing from young to old - The changing me - Boys' and girls' bodies - Assertiveness - Looking ahead
Year 3	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Compliment kites</i>	Puzzle Outcome: <i>Window box and garden decorations</i>	Puzzle Outcome: <i>Keeping safe</i>	Puzzle Outcome: <i>Appreciation streamers and films</i>	Puzzle Outcome: <i>Ribbons of change mobiles</i>
	<ul style="list-style-type: none"> - Getting to know each other - Our nightmare school - Our dream school - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Families - Family conflict - Witness and feelings - Witness and solutions - Words that harm - Celebrating difference: compliments 	<ul style="list-style-type: none"> - Dreams and goals - My dreams and ambitions - A new challenge - Overcoming obstacles - Celebrating my learning 	<ul style="list-style-type: none"> - Being fit and healthy - What do I know about drugs? - Being safe - Being safe at home - My amazing body 	<ul style="list-style-type: none"> - Family roles and responsibilities - Friendship - Keeping myself safe - Being a global citizen - Celebrating my web of relationships 	<ul style="list-style-type: none"> - How babies grow - Babies - Family stereotypes - Looking ahead

Year 4	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Picture frames</i>	Puzzle Outcome: <i>Dream mobiles and garden decorations</i>	Puzzle Outcome: <i>Healthy friendships</i>	Puzzle Outcome: <i>Fabric collage - 'Our special relationships'</i>	Puzzle Outcome: <i>Circles of change</i>
	<ul style="list-style-type: none"> - Becoming a class team - Being a school citizen - Rights, responsibilities and democracy - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Judging by appearances - Understanding influences - Understanding bullying - Problem-solving - Special me - Celebrating difference: how we look 	<ul style="list-style-type: none"> - Hopes and dreams - Broken dreams - Overcoming disappointment - Creating new dreams - Achieving goals - We did it! 	<ul style="list-style-type: none"> - My friends and me - Group dynamics - Smoking - Alcohol - Healthy friendships - Celebrating my inner strength and assertiveness 	<ul style="list-style-type: none"> - Relationship web - Love and loss - Memories - Are animals special? - Special pets - Celebrating my relationships with people and animals 	<ul style="list-style-type: none"> - Unique me - Circles of change - Accepting change - Looking ahead
Year 5	Puzzle Outcome: <i>Learning Charter</i>	Puzzle Outcome: <i>Culture displays</i>	Puzzle Outcome: <i>Dream tree and fundraising event</i>	Puzzle Outcome: <i>Recipe cards for a healthy body image</i>	Puzzle Outcome: <i>Internet Safety Posters</i>	Puzzle Outcome: <i>Change cards-being a teenager</i>
	<ul style="list-style-type: none"> - My year ahead - Being me in Britain - Year 5 responsibilities - Rewards and consequences - Our learning charter 	<ul style="list-style-type: none"> - Different cultures - Racism - Rumours and name-calling - Types of bullying - Does money matter? - Celebrating difference across the world 	<ul style="list-style-type: none"> - When I grow up: my dream lifestyle - Investigate jobs and careers - My dream job - Dreams and goals of young people in other cultures - How can we support each other - Rallying support 	<ul style="list-style-type: none"> - Smoking - Alcohol - Emergency aid - Body image - My relationship with food - Healthy me 	<ul style="list-style-type: none"> - Recognising me - Getting and falling out - Girlfriends and boyfriends - Relationships and technology - 	<ul style="list-style-type: none"> - Self and body image - Puberty for girls - Puberty for boys - Looking ahead - Looking ahead to Year 6

Year 6	<i>Puzzle Outcome:</i> Learning Charter	<i>Puzzle Outcome:</i> Admiration accolades	<i>Puzzle Outcome:</i> Totem pole and fundraising event	<i>Puzzle Outcome:</i> Healthy body, Healthy mind	<i>Puzzle Outcome:</i> Film clip: How to keep safe online	<i>Puzzle Outcome:</i> 'Journey T-Shirts'
	<ul style="list-style-type: none"> - My year ahead - Being a global citizen - Our learning charter 	<ul style="list-style-type: none"> - Am I normal? - Understanding disability - Power struggles - Why bully? - Celebrating difference 	<ul style="list-style-type: none"> - Personal learning goals - Steps to success - My dream for the world - Helping to make a difference - Recognising our achievements 	<ul style="list-style-type: none"> - Food - Drugs - Alcohol - Emergency aid - Emotional and mental health - Managing stress 	<ul style="list-style-type: none"> - My relationship web - Love and loss - Power and control - Being safe with technology 	<ul style="list-style-type: none"> - My self-image - Puberty - Girl talk / boy talk - Babies: conception to birth - Attraction - Transition to secondary school

Appendix 2: RSE and Health Objectives (Primary)

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

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> ▪ That people sometimes behave differently online, including by pretending to be someone they are not ▪ That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous ▪ The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them ▪ How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met ▪ How information and data is shared and used online
Being safe	<ul style="list-style-type: none"> ▪ What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) ▪ About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe ▪ That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact ▪ How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know ▪ How to recognise and report feelings of being unsafe or feeling bad about any adult ▪ How to ask for advice or help for themselves or others, and to keep trying until they are heard ▪ How to report concerns or abuse, and the vocabulary and confidence needed to do so ▪ Where to get advice e.g. family, school and/or other sources
Sex Education (Y5/6)	<ul style="list-style-type: none"> ▪ The changes that adolescence brings for boys and girls ▪ Drawing on knowledge from science lessons, how a baby is conceived and born
Health Education:	
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 a varied vocabulary of words to use when talking about their own and others' feelings. ▪ How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ▪ The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness ▪ Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ▪ Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ▪ That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ▪ Where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). ▪ It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> ▪ That for most people the internet is an integral part of life and has many benefits. ▪ About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative 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 facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<ul style="list-style-type: none"> ▪ How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. ▪ About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. ▪ The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. ▪ About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. ▪ About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. ▪ The facts and science relating to 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.
Changing adolescent body (Y5/Y6)	<ul style="list-style-type: none"> ▪ Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ▪ About menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 3: Parent/carer form for withdrawal from sex education within RSE

This form will be made available for parents of Year 5 and 6 children in regards to sex education lessons. Parents/carers will have the opportunity to discuss the content of lessons and resources to be used, prior to lessons beginning. If a parent/carer wishes to withdraw their child from sex education lessons, they must complete the form below and return to school.

TO BE COMPLETED BY PARENTS/CARERS:			
Name of child:		Class:	
Name of parent/carer completing form:		Date:	
Reason for withdrawing from sex education lessons 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	
Staff signature and date	