



Wynyard

CHURCH OF ENGLAND
PRIMARY SCHOOL



Policy for Relationships, Sex Education and Health Education

Approved by Trust Board: TBC

Review date: July 2023

Policy for Relationships, Sex Education and Health Education

Wynyard CE Primary School Vision Statement

Our Vision at Wynyard Church of England Primary School is to provide children with high achievement, confidence and strong moral values, developed through excellent teaching, a stimulating curriculum, and a robust Christian ethos.

This is a school which lies at the heart of its community where wellbeing is paramount and every child valued. Delivering outstanding education, with excellent teaching and purposeful learning, and underpinned by Christian values and principles, we are an aspirational and caring school, devoted to ensuring local children realise their full potential. The school welcomes children of all faiths and none.

Wynyard Church of England Primary provides outstanding education that stretches the mind, strengthens the body, enriches the imagination, nourishes the spirit, encourages the will to do good and opens the heart to others.

Our aspirations as a school are:

- to ensure the physical and spiritual well-being of every member of the school is maintained and enhanced
- to create an environment where children develop a love for learning and learn how to use knowledge wisely
- to be central to the life of the Wynyard community

The school is one of the Diocese of Durham's family of schools and is located on the Wynyard Estate.

Christian Ethos

The school is rooted in the Christian tradition. We are committed to nurturing and developing children as rounded, spiritual human beings.

As a Rights Respecting School, children understand their role as members of wider communities, locally, nationally and globally.

Children are part of a school that is proud of its values of:

- Wisdom
- Love
- Forgiveness
- Faith

1. Statement of Intent

At Wynyard CE Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence-based relationships, sex and health curriculum for all of our pupils. This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered. In developing this policy, we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

2. Legal Framework

This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:-

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'
- DfE Guidance 'Plan your relationships, sex and health curriculum' - Information to help school leaders plan, develop and implement the new statutory curriculum. September 2020
<https://www.gov.uk/guidance/plan-your-relationships-sex-and-health-curriculum#creating-a-policy-for-the-new-curriculum>

This policy works in conjunction with the following policies:

- Safeguarding and E-Safety
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality
- Inclusion
- Social, Moral and Cultural
- Spirituality

3. Definitions

For the purposes of this policy “**Relationships and sex education**” is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy “**Health education**” is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

4. Roles and Responsibilities

The Local Governing Body is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.
- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.

- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention.
- Ensuring:
 - the curriculum is fully accessible
 - education, health and care (EHC) plans are followed
 - that teaching is differentiated to support pupils with SEND to fully access the curriculum. This might include revisiting earlier topics or spending longer on a topic.

The specific duties set out in:

- schedule 10 of the Equality Act 2010 to support the participation of disabled pupils
- chapter 6 of the SEND code of practice, to support the participation of pupils with SEND

5. Curriculum organisation

Our curriculum intent states:

Our aim is to provide a curriculum that is flexible, engaging and enjoyable for all. Our high quality staff effectively design themes and curriculum content based on The National Curriculum to immerse and engage both themselves and pupils in collective learning. Our belief is that learning is enhanced when teachers are invested/passionate in what they are teaching and progress is more likely to be accelerated when children enjoy the curriculum.

We are very proud of the curriculum we have developed. This has been achieved by fostering a rigorous and dynamic learning environment with a pattern of high aspirations and a culture of success, sound educational practice and established expertise. The curriculum is designed to maximise the academic potential of all children in addition to developing well-rounded young people prepared for life in the wider World. Our core Christian values are central to life in school with the additional curriculum layers leading to inspiration, engagement, enjoyment and achievement.

Ahead of implementation, we will consider the impact of coronavirus (COVID-19) on the delivery of the curriculum and adapt our approach, as appropriate. Many topics within relationships, sex and health education will support pupils with their experience of the pandemic and engage with their education as they return to school.

We will take into account local health profiles of children and young people within the catchment area of the school, which can help to identify local priorities in the curriculum

The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance.

The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.

Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

When organising the curriculum the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

The school is free to determine within the statutory curriculum content outlined in Appendix 2 what pupils are taught during each year group and the school always considers the age and development of pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

6. Sex Education

The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

At our school, we teach pupils sex education beyond what is required of the science curriculum.

Parents are consulted on the organisation and delivery of our sex education curriculum in accordance with section 6 and section 12 of this policy and are given the opportunity to feedback on what should be taught through sex education.

The age and development of pupils is always considered when delivering sex education.

A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

7. Resources and Delivery of Curriculum

We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand-alone lesson.

Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2; however, we will always consider the development and maturity of pupils before teaching this topic.

Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age.

The schools ensure that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

Inappropriate videos, images etc will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and maturity of pupils, meet the outcome of the relevant part of the curriculum, and are in line with the school's legal duties in relation to impartiality.

We will not under any circumstances use resources produced by organisations that take extreme political stances on matters. This is the case even if the material itself is not extreme, as the use of it could imply endorsement or support of the organisation.

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education/annex-b-resources-for-relationships-education-relationships-and-sex-education-rse-and-health-education>

Teachers will have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas. A strong curriculum will build on the knowledge pupils have previously acquired, including in other subjects, with regular feedback provided on pupil progress.

Lessons should be planned to ensure that all pupils of differing abilities are suitably challenged. Teachers will identify and assess the needs of pupils who may require extra support or intervention.

Whilst there is no formal examined assessment for these subjects, we will use tests, written assignments or self-evaluations, to capture progress.

8. External Partners

External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

External agencies can provide speakers, tools and resources to enhance and supplement the curriculum.

It is important when using external agencies to take particular care that the agency and any materials used are appropriate and in line with our legal duties regarding political impartiality. We will:

- forbid the pursuit of partisan political activities by junior pupils
- forbid the promotion of partisan political views in the teaching of any subject in the school
- take reasonably practicable steps to secure that where political issues are brought to the attention of pupils, they are offered a balanced presentation of opposing views

Before delivery of the session the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

9. Links with other curriculum areas

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.
- English - when literary texts which touch on emotional aspects of relationships are studied in the English curriculum.
- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support, and how content in computing relates to online and media topic.
- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.
- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.
- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community.

10. Consultation with parents and carers

We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

The school works closely with parents by establishing open communication. Due to the current circumstances regarding COVID-19, all parents and carers will have access to this policy and curriculum. Parents can contact school at any point to discuss these.

Parents and carers are provided with the following information via our school and Melrose Learning Trust websites:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

11. Right to withdraw from sex education (See appendix 5)

Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. (Please see request form in Appendix 5)

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

12. Staff training

Teacher wellbeing

It is essential that teachers can maintain their own wellbeing when delivering the curriculum. There may be times that a topic triggers feelings or thoughts, including of historic, recent or current trauma.

It is important for school leaders to appreciate the different nature of these subjects, and be understanding of teachers' individual circumstances and the support they may need.

Leaders will engage teachers in considering their own needs in advance.

It is important that teaching is balanced and not dependent on any personal views teachers may have. Teachers should operate at all times within the framework of this policy, the Teaching Standards and comply with the Equality Act. There is no obligation on teachers to offer information personal to themselves or to share personal views.

Teachers are not required to answer personal questions asked by pupils and should consider, with the support of leaders, how best to handle any such questions.

All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

The DfE training modules provide some examples of good practice and approaches to support staff preparing to teach about individual subjects.

<https://www.gov.uk/guidance/teaching-about-relationships-sex-and-health#train-teachers-on-relationships-sex-and-health-education>

13. Bullying and Confidentiality

The school has a zero-tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

Dealing with sensitive issues - Conversations within lessons should not lead to any type of bullying, ostracising or other forms of social or emotional harm. Pupils should be aware of this and lessons should be delivered in such a way to ensure this does not happen.

To help create a safe environment for pupils when teaching these topics, we will consider:

- setting ground rules for lessons, where needed, particularly around not sharing personal information (there is guidance on how to create ground rules in the individual subject training modules)
- stopping discussions if personal information is shared in lessons and following up with pupils later where needed
- not promising confidentiality if a pupil confides something concerning
- telling pupils they can ask for help and they will be taken seriously

14. Monitoring and evaluating the policy

This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

We will continuously evaluate and review the implementation of relationships education, relationships and sex education and health education, to ensure the quality of provision.

This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The Local Governing Body is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Appendix I

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)¹

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

- 1. To work in partnership with parents and carers.** This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.
- 2. That RSHE will be delivered professionally and as an identifiable part of PSHE.** It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.
- 3. That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act² and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.
- 4. That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms.** It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.
- 5. That RSHE will promote healthy resilient relationships set in the context of character and virtue development.** It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

¹ RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

² The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights.** It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.
7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.
8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Relationships education overview

Families and people who care for me

By the end of primary school, pupils will know:

1. That families are important for them growing up because they can give love, security and stability.
2. 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.
3. 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.
4. 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.
5. That marriage represents 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

By the end of primary school, pupils will know:

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
3. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
4. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
5. How to recognise who to trust and who not to trust.
6. How to judge when a friendship is making them feel unhappy or uncomfortable.
7. How to manage conflict.
8. How to manage different situations and how to seek help from others if needed.

Respectful relationships

By the end of primary school, pupils will know:

1. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
2. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
3. The conventions of courtesy and manners.
4. The importance of self-respect and how this links to their own happiness.

5. That in school and 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.
6. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
7. What a stereotype is, and how they can be unfair, negative or destructive.
8. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

1. That people sometimes behave differently online, including pretending to be someone they are not.
2. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
3. The rules and principles for keeping safe online.
4. How to recognise harmful content and contact online, and how to report these.
5. How to critically consider their online friendships and sources of information.
6. The risks associated with people they have never met.
7. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

1. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
2. About the concept of privacy and the implications of it for both children and adults.
3. That it is not always right to keep secrets if they relate to being safe.
4. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
5. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
6. How to recognise and report feelings of being unsafe or feeling bad about any adult.
7. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
8. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
9. Where to seek advice, for example, from their family, their school and other sources.

Appendix 3

Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

1. That mental wellbeing is a normal part of daily life, in the same way as physical health.
2. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
3. The scale of emotions that humans experience in response to different experiences and situations.
4. 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.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
7. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
8. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
9. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
10. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
11. That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

Internet safety and harms

By the end of primary school, pupils will know:

1. That for most people, the internet is an integral part of life and has many benefits.
2. About the benefits of rationing time spent online.
3. The risks of excessive time spent on electronic devices.
4. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
5. How to consider the effect of their online actions on others.
6. How to recognise and display respectful behaviour online.
7. The importance of keeping personal information private.
8. Why social media, some computer games and online gaming, for example, are age-restricted.
9. 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.
10. How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
11. Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

1. The characteristics and mental and physical benefits of an active lifestyle.
2. The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
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

By the end of primary school, pupils will know:

1. What constitutes a healthy diet, including an understanding of calories and other nutritional content.
2. The principles of planning and preparing a range of healthy meals.
3. The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

1. The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will 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 good health, and that a lack of sleep can affect weight, mood and ability to learn.
4. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
5. About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
6. The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

1. How to make a clear and efficient call to emergency services if necessary.
2. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

1. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
2. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 4

Outline of Relationships Education, Sex Education and Health Education per year group.

The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. A summary of the content that is currently taught during each Year Group is as follows:-

Relationship Education

Year 1

Families and close positive relationships

- R1. About the roles different people (e.g. acquaintances, friends and relatives) play in our lives.
- R2. To identify the people who love and care for them and what they do to help them feel cared for.
- R3. About different types of families including those that may be different to their own.
- R4. To identify common features of family life.
- R5. That it is important to tell someone (such as their teacher) if something about their family makes them unhappy or worried.

Safe Relationships

- R13. To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.
- R15. How to respond safely to adults they don't know.
- R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

Respecting self and others

- R21. About what is kind and unkind behaviour, and how this can affect others.
- R22. About how to treat themselves and others with respect; how to be polite and courteous.
- R23. To recognise the ways in which they are the same and different to others.
- R24. How to listen to other people and play and work cooperatively.
- R25. How to talk about and share their opinions on things that matter to them.

Year 2

Friendships

- R6. About how people make friends and what makes a good friendship.
- R7. About how to recognise when they or someone else feels lonely and what to do.
- R8. Simple strategies to resolve arguments between friends positively.
- R9. How to ask for help if a friendship is making them feel unhappy.

Managing hurtful behaviour and bullying

- R10. That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.
- R11. About how people may feel if they experience hurtful behaviour or bullying.

R12. That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.

Safe Relationships

R14. That sometimes people may behave differently online, including by pretending to be someone they are not.

R16. About how to respond if physical contact makes them feel uncomfortable or unsafe.

R17. About knowing there are situations when they should ask for permission and also when their permission should be sought.

R18. About the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually).

R19. Basic techniques for resisting pressure to do something they don't want to do and which may make them unsafe.

R20. What to do if they feel unsafe or worried for themselves or others; who to ask for help and vocabulary to use when asking for help; importance of keeping trying until they are heard.

Respecting self and others

R21. About what is kind and unkind behaviour, and how this can affect others.

R22. About how to treat themselves and others with respect; how to be polite and courteous.

R24. How to listen to other people and play and work cooperatively.

R25. How to talk about and share their opinions on things that matter to them.

Year 3

Families and close positive relationships

R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.

R7. To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.

R8. To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.

R9. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

Friendships

R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

R11. What constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.

R13. The importance of seeking support if feeling lonely or excluded.

R14. That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.

R17. That friendships have ups and downs; strategies to resolve disputes and reconcile differences positively and safely.

R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

Safe relationships

R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.

R26. About seeking and giving permission (consent) in different situations.

R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

Respecting self and others

R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

R33. To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.

Year 4

Friendships

R12. To recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; risks of communicating online with others not known face-to-face.

R15. Strategies for recognising and managing peer influence and a desire for peer approval in friendships; to recognise the effect of online actions on others.

Managing hurtful behaviour and bullying

R19. About the impact of bullying, including offline and online, and the consequences of hurtful behaviour.

R20. Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.

R21. About discrimination: what it means and how to challenge it.

Safe relationships

R22. About privacy and personal boundaries; what is appropriate in friendships and wider relationships (including online).

R23. About why someone may behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.

R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

R25. Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.

R27. About keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.

R28. How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

Respecting self and others

R30. That personal behaviour can affect other people; to recognise and model respectful behaviour online.

R31. To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.

Year 5

Families and close positive relationships

R1. To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).

Friendships

R18. To recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable; how to manage this and ask for support if necessary.

Safe relationships

R24. How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.

R26. About seeking and giving permission (consent) in different situations.

R29. Where to get advice and report concerns if worried about their own or someone else's personal safety (including online).

Respecting self and others

R32. About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Year 6

Families and close positive relationships

R2. That people may be attracted to someone emotionally, romantically and sexually; that people may be attracted to someone of the same sex or different sex to them; that gender identity and sexual orientation are different.

R3. About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.

R4. That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others.

R5. That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.

R6. That a feature of positive family life is caring relationships; about the different ways in which people care for one another.

Friendships

R10. About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.

R16. How friendships can change over time, about making new friends and the benefits of having different types of friends.

Respecting self and others

R34. How to discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.

Health Education per year group

Year 1

Healthy Lifestyles

H1. About what keeping healthy means; different ways to keep healthy.

H5. Simple hygiene routines that can stop germs from spreading.

H6. That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.

H7. About dental care and visiting the dentist; how to brush teeth correctly; food and drink that support dental health.

H10. About the people who help us to stay physically healthy.

Ourselfes, Growing and Changing

H21. To recognise what makes them special.

H22. To recognise the ways in which we are all unique.

H23. To identify what they are good at, what they like and dislike.

H24. How to manage when finding things difficult.

H25. To name the main parts of the body including external genitalia (e.g. vagina, penis).

H26. About growing and changing from young to old and how people's needs change.

H27. About preparing to move to a new class/year group.

Keeping Safe

H33. About the people whose job it is to help keep us safe.

H35. About what to do if there is an accident and someone is hurt.

H36. How to get help in an emergency (how to dial 999 and what to say).

Drugs, Alcohol and Tobacco

H37. About things that people can put into their body or on their skin; how these can affect how people feel.

Year 2

Healthy Lifestyles

H1. About what keeping healthy means; different ways to keep healthy.

H2. About foods that support good health and the risks of eating too much sugar.

H3. About how physical activity helps us to stay healthy; and ways to be physically active everyday.

H4. About why sleep is important and different ways to rest and relax.

H8. How to keep safe in the sun and protect skin from sun damage.

H9. About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.

Mental Health

H11. About different feelings that humans can experience.

H12. How to recognise and name different feelings.

H13. How feelings can affect people's bodies and how they behave.

H14. How to recognise what others might be feeling.

H15. To recognise that not everyone feels the same at the same time, or feels the same about the same things.

H16. About ways of sharing feelings; a range of words to describe feelings.

H17. About things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).

H18. Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.

H19. To recognise when they need help with feelings; that it is important to ask for help with feelings; and how to ask for it.

H20. About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.

Ourselves, Growing and Changing

H27. About preparing to move to a new class/year group.

Keeping Safe

H28. About rules and age restrictions that keep us safe.

H29. To recognise risk in simple everyday situations and what action to take to minimise harm.

H30. About how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters).

H31. That household products (including medicines) can be harmful if not used correctly.

H32. Ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely.

H34. Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.

Year 3

Healthy Lifestyles

H1. How to make informed decisions about health.

H2. About the elements of a balanced, healthy lifestyle.

H3. About choices that support a healthy lifestyle, and recognise what might influence these.

H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.

H5. About what good physical health means; how to recognise early signs of physical illness.

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.

H9. That bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.

H10. How medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccinations and immunisations; how allergies can be managed.

H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).

H13. about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.

H14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

Keeping safe

H39. About hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe.

H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

H43. About what is meant by first aid; basic techniques for dealing with common injuries.

Year 4

Healthy Lifestyles

H12. About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

Mental Health

H17. To recognise that feelings can change over time and range in intensity.

H18. About everyday things that affect feelings and the importance of expressing feelings.

H19. A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.

H20. Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations.

H23. About change and loss, including death, and how these can affect feelings; ways of expressing and managing grief and bereavement.

Ourselves, growing and changing

H27. To recognise their individuality and personal qualities.

H28. To identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth.

H29. About how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking.

Keeping safe

H37. Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming.

H38. How to predict, assess and manage risk in different situations.

H41. Strategies for keeping safe in the local environment or unfamiliar places (rail, water, road) and firework safety; safe use of digital devices when out and about.

H42. About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact.

H43. About what is meant by first aid; basic techniques for dealing with common injuries.

H44. How to respond and react in an emergency situation; how to identify situations that may require the emergency services; know how to contact them and what to say.

Drugs, alcohol and tobacco

H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

Year 5

Healthy Lifestyles

H1. How to make informed decisions about health.

H3. About choices that support a healthy lifestyle, and recognise what might influence these.

H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.

Ourselves, growing and changing

H25. About personal identity; what contributes to who we are (e.g. ethnicity, family, gender, faith, culture, hobbies, likes/dislikes).

H26. That for some people gender identity does not correspond with their biological sex.

H27. To recognise their individuality and personal qualities.

H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing).

H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene.

H34. About where to get more information, help and advice about growing and changing, especially about puberty.

Drugs, alcohol and tobacco

H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

H47. To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.

H48. About why people choose to use or not use drugs (including nicotine, alcohol and medicines).

H50. About the organisations that can support people concerning alcohol, tobacco and nicotine or other drug use; people they can talk to if they have concerns.

Year 6

Healthy Lifestyles

H1. How to make informed decisions about health.

H2. About the elements of a balanced, healthy lifestyle.

H3. About choices that support a healthy lifestyle, and recognise what might influence these.

H4. How to recognise that habits can have both positive and negative effects on a healthy lifestyle.

H5. About what good physical health means; how to recognise early signs of physical illness.

H6. About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

H7. How regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.

H8. About how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.

H11. How to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist are essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).

H12. About the benefits of sun exposure and risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.

H13. About the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.

H14. How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

Mental Health

H15. That mental health, just like physical health, is part of daily life; the importance of taking care of mental health.

H16. About strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

H21. To recognise warning signs about mental health and wellbeing and how to seek support for themselves and others.

H22. To recognise that anyone can experience mental ill health; that most difficulties can be resolved with help and support; and that it is important to discuss feelings with a trusted adult.

H24. Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.

Ourselves, growing and changing

H30. To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction.

H31. About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).

H32. About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene

H34. About where to get more information, help and advice about growing and changing, especially about puberty.

H35. About the new opportunities and responsibilities that increasing independence may bring.

H36. Strategies to manage transitions between classes and key stages.

Keeping Safe

H40. About the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).

Drugs, alcohol and tobacco

H46. About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.

H49. About the mixed messages in the media about drugs, including alcohol and smoking/vaping.

We will deliver a carefully sequenced and coherent curriculum, by:

- identifying the essential concepts, knowledge, skills and principles of the subject and providing an opportunity for all pupils to learn and master these critical components
- ensuring pupils' thinking is focused on key ideas within the subject
- working with experienced colleagues to accumulate and refine a collection of powerful analogies, illustrations, examples, explanations and demonstrations
- using resources and materials aligned with the school curriculum (for example, printed or online textbooks or shared resources designed by experienced colleagues that carefully sequence content)
- being aware of common misconceptions and discussing with experienced colleagues how to help pupils master important concepts.

Ensuring content is appropriate

The safety of children is of paramount importance in school.

Teachers should be aware of age inappropriate material on the internet. Great caution should be exercised before setting any assignment, in class or at home, that involves researching a subject where there is a high risk that a child could accidentally be exposed to age inappropriate material, such as pornography. Particularly at primary level, teachers should be careful not to expose children to over-sexualised content.

Knowledge about safer sex and sexual health is important to ensure that young people are equipped to make safe, informed and healthy choices. This should be delivered in a non-judgemental, factual way and allow scope for young people to ask questions in a safe environment. Schools have the freedom to develop an age-appropriate, developmental curriculum which meets the needs of their young people, in consultation with parents and the local community.

Teachers will be mindful of the law and legal requirements and be careful not to condone or encourage illegal political activity or the use of illegal drugs.

We are aware that topics involving gender and biological sex can be complex and sensitive matters to navigate. We will not reinforce harmful stereotypes, for instance by suggesting that children might be a different gender based on their personality and interests or the clothes they prefer to wear. Resources used in teaching about this topic must always be age-appropriate and evidence based. Materials which suggest that non-conformity to gender stereotypes should be seen as synonymous with having a different gender identity will not be used and we will not work with external agencies or organisations that produce such material. While teachers should not suggest to a child that their non-compliance with gender stereotypes means that either their personality or their body is wrong and in need of changing, teachers should always seek to treat individual students with sympathy and support.

Appendix 5

Right to be excused from sex education (commonly referred to as the right to withdraw)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department (of Education) continues to **recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.** It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.'
Statutory guidance, Relationships education (Primary), Updated 25 July 2019

Parents and carers have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents and carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher. It should be noted that the detrimental effects maybe mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances for example where there are child protection concerns, the school should respect the parents' and carers' request to withdraw the child.

This process is the same for pupils with Special Educational Needs and / or Disabilities. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. **There is no right to withdraw from Relationships Education or Health Education.**

Headteachers **should** grant a request to withdraw a pupil from sex education covered in the '**Changing adolescent body**' unit, which includes:

- 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.
- to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles)

Headteachers **cannot** grant a request to withdraw a pupil from any sex education delivered in primary schools, as part of the science curriculum. This includes:

Key Stage 1

Animals, including humans

Statutory requirements

Pupils should be taught to:

- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2

Living things and their habitats

Statutory requirements

Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans

Statutory requirements

Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)

Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.



Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Name of child	
Class	
Name of parents / carers	
Reasons for withdrawing from sex education	
Any other information you would like school to consider	
Parents (s) / carer (s) signature	
Date	
To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties, where possible, should reach a shared agreement to request that their child is withdrawn from sex education.

Either parent can request to withdraw a child from sex education. If there is a disagreement, the other parent would need a prohibited steps order.

<https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility>

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.