

**Relationships Education Policy
(RSE Policy)
Hill View Primary
Academy**



Version: 1	Date: September 2020
Approved by Board of Governors:	Date: January 2021
Next Review Date:	May 2023
Written by:	PSHE Lead

Contents

1. Principle.....	3
2. Aims.....	3
3. Statutory requirements	4
4. Policy development.....	4
5. Definition.....	5
6. Curriculum.....	5
7. Delivery of RSE	5
8. Roles and responsibilities.....	8
9. Parents’ right to withdraw	9
10. Training	9
11. Monitoring arrangements.....	9
Appendix 1: Curriculum map.....	11
Appendix 2: Parent form: withdrawal from sex education within RSE	26

1. Principle

We believe that Relationships Education (RSE) should be appropriately set for the age and maturity of the pupils, and firmly rooted in the framework for Personal, Social, and Health Education (PSHE) framework and the Science National Curriculum.

“Relationships and sex education is lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality, and sexual health. It is not about the promotion of sexual activity – this would be inappropriate teaching”.

(Department for Children, School and Families)

RSE is firmly embedded in our PSHE programme and will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood.

We acknowledge the diversity of family background, home experiences and situations. All children and their families have a right to privacy, respect and acceptance and our approach will be non-judgemental and respectful. Care will be taken to ensure that there is no stigmatisation of children based on their home circumstances.

2. Aims

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

Provide a graduated, age-appropriate RSE programme, emphasising the social and emotional aspects of relationships and using scientific vocabulary to describe their bodies.

Relationships Education for 4-7 year olds will focus on the building of self-esteem by encouraging learners to:

- value themselves
- recognise how their bodies change
- cope with change
- develop healthy, safe lifestyles
- recognise and communicate their feelings
- form friendships and relationships
- respect the differences between people
- name parts of their bodies and describe how their bodies work, in accordance with the National Curriculum Science for Key Stage One.

Relationships Education for 7-11 year olds will focus on developing confidence and responsibility by learning:

- the reasons for the physical and emotional changes that take place at puberty, including conception, pregnancy and birth
- the range of their own and others' feelings and emotions,

- about love and loss
- about self- image
- the importance of personal safety and what to do or to whom to go when feeling unsafe
- and developing confidence in talking, listening and thinking about feelings and relationships
- how to take care of themselves and others
- how to keep safe when using technology - communication
- the significance of stable relationships within the family, community and society
- the name parts of the body and are able to describe; how their bodies work

3. Statutory requirements

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

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum.

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

At Hill View Primary Academy, we teach RSE as set out in this policy.

4. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were given the opportunity to look at the policy and complete an online questionnaire about the policy, where their recommendations can be shared.
4. Pupil consultation – we investigated what exactly pupils want from their RSE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

RSE is not about the promotion of sexual activity.

6. Curriculum

Our curriculum is set out as per Appendix 1, we may need to adapt it as and when necessary. The RSE programme is an integral part of the SCARF scheme of work which is used throughout the school.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings (Year 6)
- How a baby is conceived and born (Year 6)

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

7. Delivery of RSE

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

What do we teach when and who teaches it?

Whole-school approach

SCARF covers all areas of PSHE for the primary phase including statutory Relationships and Health Education. The information below gives the learning theme of each of the six units and these are taught across the school; the learning deepens and broadens every year.

The Early Years Foundation Stage

In the Early Years Foundation Stage, PSHE education is about making connections; it's strongly linked to child-led activities, including play. PSHE is taught through activities that are part of topics, as well as on an individual basis to develop personal skills such as dressing, feeding and toileting. Positive experiences are built through daily opportunities, to share and enjoy a range of different activities. Children are given the opportunity to engage in social activities, as members of a small group or occasionally during whole-school activities.

KS1 and KS2

The SCARF programme divides the year into 6 themed units:

1. Me and My Relationships: includes content on feelings, emotions, conflict resolution and friendships;
2. Valuing Difference: a focus on respectful relationships and British values;
3. Keeping Myself Safe: looking at keeping ourselves healthy and safe
4. Rights and Responsibilities: learning about money, living the wider world and the environment;
5. Being My Best: developing skills in keeping healthy, developing a growth mindset (resilience), goal-setting and achievement;
6. Growing and Changing: finding out about the human body, the changes that take place from birth to old age and being safe.

At Hill View Primary Academy we allocate an hour to PSHE each week in order to teach the PSHE knowledge and skills in a developmental and age-appropriate way. Class teachers deliver the weekly lessons to their own classes.

SCARF also includes opportunities to link British Values, Social Moral Spiritual Culture (SMSC) and use the school drivers into the curriculum. Children have access to key knowledge, language and meanings in order to understand PSHE and to use across the wider curriculum. This vocabulary used throughout the teaching of PSHE, British Values and SMSC enables pupils to make links across the wider curriculum.

These explicit lessons are reinforced and enhanced in many ways:

Assemblies and collective worship, praise and reward system, Learning Charter, through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

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, LGBTQ 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).

The children are visited annually by the 'LifeBus' delivered by Coram Life Education, where by children have discussions and watch short films about healthy eating, legal and illegal drugs and their effects, the body and how it works, friendships and their influence, and how choices and behaviours can affect dreams and aspirations. Looking after our mental health is also explored and children discuss strategies for self-care. Coram Life Education's sessions include challenging social norms – misperceptions of peers' engagement with risky behaviour – to promote more positive behaviours.

Hill View Primary Academy are inclusive to all and follow the Equality act 2010. The public sector equality duty was created under the Equality Act and requires schools and other public authorities to eliminate discrimination and to advance equality in its everyday business, in the design of its policies and curriculum.

It is essential that pupils explore a range of family models and relationships and that this is normalised. SCARF Lessons that cover LGBT identities, gender stereotyping and body image and which provide the building blocks to body ownership:

Eng	Sco	Lesson Title	Context
Y1	P2	Who are our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
		Taking care of baby	Children may contribute to the lesson by suggesting parents who are LGBT.
Y2	P3	My special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y3	P4	Family and Friends	Learning point: Same-sex couples create families too
		Looking after our special people	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
		Let's celebrate our differences	Gender is recognised as something that makes us similar to and different from each other. Children may contribute an example of a transgender person in their lives.
		Zeb	Learning point: Sexuality and gender is recognised as something that makes us similar to and different from each other and that people can form a prejudice against.
		I am fantastic!	Learning point: Understand why some groups of people are not represented as much on television/in the media, e.g. transgender.
		Relationship Tree	Children may contribute to the lesson by suggesting people in their lives who are LGBT.
Y4	P5	Together	Learning point: Recognise that marriage includes same-sex and opposite-sex partners.
		That is such a stereotype!	Understand and identify stereotypes, including those promoted in the media.
Y5	P6	Is it true?	Learning point: Understand and explain the difference between sex, gender identity, gender expression and sexual orientation.
		Changing Bodies and feelings	Learning point: Some young people who identify as transgender may have difficult feelings about puberty and it is important that they talk to someone about how they are feeling.
		Stop, Start Stereotypes	Learning Point: Recognise that some people can get bullied because of the way they express their gender or due to their sexual orientation.

Eng	Sco	Lesson Title	Context
		Boys will be boys? - challenging work-place gender stereotypes	Learning points: Recognise how the media can sometimes reinforce gender stereotypes. Challenge stereotypical gender portrayals of people, particularly those relating to the work place.
		Star qualities	Learning points: Recognise that the way people are portrayed in the media isn't always an accurate reflection of them in real life (building blocks for challenging stereotypes).
Y6	P7	We have more in common than not	Children are encouraged to think about what makes us different; including gender identity and sexual orientation.
		Don't force me	Learning point: Same-sex couples can have a civil partnership or get married.
		I look great	Learning point: Identify qualities that people have, as well as their looks (building blocks for challenging stereotypes).
		Media Manipulation	Learning points: Define what is meant by the term stereotype; recognise how the media can sometimes reinforce gender stereotypes; recognise that people fall into a wide range of what is seen as normal; challenge stereotypical gender portrayals of people.

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSE policy, and hold the head teacher to account for its implementation.

8.2 The head teacher

The head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 9).

8.3 Staff

Staff are responsible for:

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

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

8.4 Pupils

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

9. Parents' right to withdraw

"Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory Relationships and Sex Education" DfE Guidance p.17

At Hill View Primary Academy, puberty is taught as a statutory requirement of Health Education and covered by our SCARF PSHE Programme in the 'Growing and Changing' unit. We conclude that sex education refers to Human Reproduction, and therefore inform parents of their right to request their child be withdrawn from the PSHE lessons that explicitly teach this i.e. SCARF PSHE Programme in the 'Growing and Changing' unit Year 6, "Making babies" lesson.

It is statutory for our school to show parents examples of the resources we plan to use. We will provide opportunities for parents to view examples through class/year group meetings either face to face or virtually. Ongoing communication with parents about what is planned to be taught and when, will be provided through letters home in the summer term. We advise parents to view the resources in order to support them in carrying out their responsibilities relating to providing RSE at home. It is valuable for a child's development to learn about its own families values in regards to relationships and sex alongside the information they receive at school.

Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the head teacher.

Before granting a request to withdraw a child/ren, the head teacher will invite the parent to discuss the request with them to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The head teacher will discuss with the parent the benefits of receiving this important education and any detrimental effects that withdrawal might have on their 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 (although the detrimental effects may be mitigated if the parent proposes to deliver sex education to their child at home instead). The school is responsible for ensuring that should a child be withdrawn, they receive appropriate, purposeful education during the period of withdrawal.

10. Training

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

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

11. Monitoring arrangements

The delivery of RSE is monitored by the head teacher and staff through:

Termly monitoring, such as book scrutinies, learning walks, and pupil voice.

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

The Headteacher and staff will review this policy and evaluate the teaching of RSE on an annual basis, any changes will be brought to the attention of the Governing Body.

Appendix 1: Curriculum map

Relationships Education in Primary schools – DfE Guidance 2019

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults.

Year/Half-termly unit titles	1 Me and my Relationships	2 Valuing Difference	3 Keeping Myself Safe	4 Rights and Responsibilities	5 Being my Best	6 Growing and Changing
EYFS	What makes me special People close to me Getting help	Similarities and difference Celebrating difference Showing kindness	Keeping my body safe Safe secrets and touches People who help to keep us safe	Looking after things: friends, environment, money	Keeping my body healthy – food, exercise, sleep Growth Mindset	Cycles Life stages
Y1	Feelings Getting help Classroom rules Special people Being a good friend	Recognising, valuing and celebrating difference Developing respect and accepting others Bullying and getting help	How our feelings can keep us safe – including online safety Safe and unsafe touches Medicine Safety Sleep	Taking care of things: Myself My money My environment	Growth Mindset Healthy eating Hygiene and health Cooperation	Getting help Becoming independent My body parts Taking care of self and others
Y2	Bullying and teasing Our school rules about bullying Being a good friend Feelings/self-regulation	Being kind and helping others Celebrating difference People who help us Listening Skills	Safe and unsafe secrets Appropriate touch Medicine safety	Cooperation Self-regulation Online safety Looking after money – saving and spending	Growth Mindset Looking after my body Hygiene and health Exercise and sleep	Life cycles Dealing with loss Being supportive Growing and changing Privacy
Y3	Rules and their purpose Cooperation Friendship (including respectful relationships) Coping with loss	Recognising and respecting diversity Being respectful and tolerant My community	Managing risk Decision-making skills Drugs and their risks Staying safe online	Skills we need to develop as we grow up Helping and being helped Looking after the environment Managing money	Keeping myself healthy and well Celebrating and developing my skills Developing empathy	Relationships Changing bodies and puberty Keeping safe Safe and unsafe secrets
Y4	Healthy relationships Listening to feelings Bullying Assertive skills	Recognising and celebrating difference (including religions and cultural difference) Understanding and challenging stereotypes	Managing risk Understanding the norms of drug use (cigarette and alcohol use) Influences Online safety	Making a difference (different ways of helping others or the environment) Media influence Decisions about spending money	Having choices and making decisions about my health Taking care of my environment My skills and interests	Body changes during puberty Managing difficult feelings Relationships including marriage
Y5	Feelings Friendship skills, including compromise Assertive skills Cooperation Recognising emotional needs	Recognising and celebrating difference, including religions and cultural Influence and pressure of social media	Managing risk, including online safety Norms around use of legal drugs (tobacco, alcohol) Decision-making skills	Rights and responsibilities Rights and responsibilities relating to my health Making a difference Decisions about lending, borrowing and spending	Growing independence and taking responsibility Keeping myself healthy Media awareness and safety My community	Managing difficult feelings Managing change How my feelings help Keeping safe Getting help
Y6	Assertiveness Cooperation Safe/unsafe touches Positive relationships	Recognising and celebrating difference Recognising and reflecting on prejudice-based bullying Understanding Bystander behaviour Gender stereotyping	Understanding emotional needs Staying safe online Drugs: norms and risks (including the law)	Understanding media bias, including social media Caring: communities and the environment Earning and saving money Understanding democracy	Aspirations and goal setting Managing risk Looking after my mental health	Coping with changes Keeping safe Body Image Sex education Self-esteem

The guidance states that, by the end of primary school:

	Pupils should know:	How SCARF provides the solution:
<p>Families and people who care for me (FPC)</p>	<ol style="list-style-type: none"> 1. that families are important for children 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R – Me and my Relationships Valuing Difference Keeping myself safe Rights and responsibilities Growing and changing</p> <p>Year 1 – Me and my relationships Valuing difference Keeping myself safe Growing and changing</p> <p>Year 2 – Valuing difference</p> <p>Year 3 – Me and my Relationships Valuing difference</p> <p>Year 4 – Valuing difference Growing and changing</p> <p>Year 5 – Valuing difference Growing and changing</p> <p>Year 6 –</p>

		<p>Me and my relationships Valuing difference Keeping myself safe Being my best. Growing and changing</p>
<p>Caring friendships (CF)</p>	<ol style="list-style-type: none"> 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, 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. 5. 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R – Me and my relationships Valuing Difference Rights and Responsibilities Being my best</p> <p>Year 1 – Me and my relationships Valuing difference Being my best Growing and changing</p> <p>Year 2 – Me and my relationships Valuing difference Rights and responsibilities Growing and changing</p> <p>Year 3 –</p>

		<p>Me and my relationships Growing and changing Year 4 – Me and my relationships Valuing difference Keeping myself safe Being my best Growing and changing Year 5 – Me and my relationships Valuing difference Keeping myself Safe Growing and changing Year 6 – Me and my relationships Valuing difference Keeping myself safe. Being my best</p>
--	--	---

<p>Respectful relationships (RR)</p>	<ol style="list-style-type: none"> 1. 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. 2. 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 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. 6. 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. 7. what a stereotype is, and how stereotypes can be unfair, negative or destructive. 8. the importance of permission-seeking and giving in relationships with friends, peers and adults. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R: Me and my relationships Valuing differences Keeping myself safe Rights and Responsibilities Being my best Growing and changing</p> <p>Year 1: Me and my relationships Valuing Differences Keeping myself safe Rights and responsibilities Being my best Growing and changing</p> <p>Year 2: Me and my relationships Valuing Differences Keeping myself safe Rights and responsibilities</p> <p>Year 3: Me and my relationships Valuing difference Being my best</p> <p>Year 4: Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
---	---	---

		<p>Year 5: Me and my relationships Valuing Difference Keeping myself safe Growing and changing Year 6: Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
<p>Online relationships (OR)</p>	<ol style="list-style-type: none"> 1. that people sometimes behave differently online, including by 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 including when we are anonymous. 3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 4. how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 5. how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Rights and responsibilities Year 3 Valuing differences Keeping myself safe Rights and responsibilities Being my best Growing and changing Year 4 Valuing differences Rights and responsibilities Keeping myself safe Year 5 Me and my relationships</p>

		Valuing differences Keeping myself safe Rights and responsibilities Year 6 Me and my relationships Rights and responsibilities Keeping myself safe Being my best Growing and changing
Being safe (BS)	<ol style="list-style-type: none"> 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; including that it is not always right to keep secrets if they relate to being safe. 3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 5. how to recognise and report feelings of being unsafe or feeling bad about any adult. 6. how to ask for advice or help for themselves or others, and to keep trying until they are heard, 7. how to report concerns or abuse, and the vocabulary and confidence needed to do so. 8. where to get advice e.g. family, school and/or other sources. 	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Growing and changing Year 1 Valuing differences Keeping myself safe Growing and changing Year 2 Keeping myself safe Rights and responsibilities Growing and changing Year 3 Me and my relationships Keeping myself safe Growing and changing Year 4 Valuing difference Keeping myself safe Rights and responsibilities Growing and changing Year 5 Valuing difference

		Keeping myself safe Growing and changing Year 6 Me and my relationship Keeping myself safe Being my best Growing and changing
--	--	---

Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know:	How SCARF provides the solution:
Mental Wellbeing (MW)	<ol style="list-style-type: none"> 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, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. 3. 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. 4. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 5. the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 6. simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 7. isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 8. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 9. 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). 10. 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. 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year R Me and my relationships Valuing difference Keeping myself safe Being my best</p> <p>Year 1 ME and my relationships Valuing difference Keeping myself safe</p> <p>Year 2 Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best</p> <p>Year 3 Growing and changing</p>

		<p>Me and my relationships Valuing difference Rights and responsibilities Year 4</p> <p>Me and my relationships Valuing difference Growing and changing Year 5</p> <p>Me and my relationships Growing and changing Year 6</p> <p>Me and my relationships Keeping myself safe Rights and responsibilities Being my best Growing and changing</p>
<p>Internet safety and harms (ISH)</p>	<ol style="list-style-type: none"> 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, 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. 3. 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. 4. why social media, some computer games and online gaming, for example, are age restricted. 5. 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. 6. how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 7. where and how to report concerns and get support with issues online 	<p>All of these aspects are covered in lessons within the units:</p> <p>Year 1 Keeping myself safe</p> <p>Year 2 Rights and responsibilities</p> <p>Year 3 Me and my relationships Valuing difference</p>

		Keeping myself safe Year 4 Me and my relationships Valuing Difference Keeping myself safe Year 5 Valuing difference Keeping myself safe. Rights and responsibilities Being my best Year 6 Me and my relationships Valuing difference Keeping myself safe Rights and responsibilities Being my best Growing and changing
Physical health and fitness (PHF)	<ol style="list-style-type: none"> 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 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. 	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Being my best Year 1 Keeping myself safe Growing and changing Year 2

		Being my best Year 4 Rights and responsibilities Year 5 Rights and responsibilities Year 6 Being my best
Healthy eating (HE)	<ol style="list-style-type: none"> 1. what constitutes a healthy diet (including understanding 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, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). 	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Being my best Growing and changing Year 1 Being my best Year 2 Being my best Year 3 Keeping myself safe Being my best Year 4 Keeping myself safe Being my best Year 5 Rights and responsibilities Year 6

		Keeping myself safe Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Keeping myself safe Year 3 Keeping myself safe Year 5 Keeping myself safe Being my best Year 6 Keeping myself safe Being my best
Drugs, alcohol and tobacco (DAT)	1. the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	All of these aspects are covered in lessons within the units: Year R Keeping myself safe Year 1 Keeping myself safe Year 2 Keeping myself safe Year 3 Keeping myself safe Year 4 Keeping myself safe Year 5

		Keeping myself safe Being my best Year 6 Keeping myself safe Being my best
Health and prevention (HP)	<ol style="list-style-type: none"> 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, viruses, how they are spread and treated, and the importance of hand washing. 6. the facts and science relating to allergies, immunisation and vaccination. 	All of these aspects are covered in lessons within the units: Year R Being my best Keeping myself safe Growing and changing Year 1 Keeping myself safe Rights and responsibilities Year 2 Being my best Year 3 Being my best Year 4 Keeping myself safe Year 6 Growing and changing
Basic first aid (BFA)	<ol style="list-style-type: none"> 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. 	All of these aspects are covered in lessons within the units: Year 1 Rights and responsibilities

		Year 2 Growing and changing Year 3 Growing and changing Year 4 Being my best Year 5 Being my best Year 6 Being my best
Changing adolescent body (CAB)	<ol style="list-style-type: none"> 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 including the key facts about the menstrual cycle. 	All of these aspects are covered in lessons within the units: Year R - 6 Growing and changing

Appendix 2: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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

