Orchid Vale Primary School

Relationships and Sex Education Policy

Written By:	Ella Daley & Natalie Beanland	**Date:** October 2022
Approved By:	Full Governing Board	
Last reviewed on:	September 2025	
Next review due by:	September 2026	

Date	Details of policy updates
14.1.21	Sentence about policy being written in line with latest guidance added in section 2 Statutory requirements
09.10.22	
21.02.24	Section 8: Parents/carers right to withdraw. Lessons where parents have right to withdraw detailed specifically. Sentence about RSE materials being offered to those parents who wish to deliver lessons at home. Section 6.1 – Sentences added about how children with SEND and additional vulnerabilities are taught RSE curriculum.
15.05.25	No government policy update – no changes made

Contents

1.Introduction 2
2. Aims 2
3. Statutory requirements 3
4. Policy development 3
5. Definition 4
6. Curriculum and delivery of RSE 4
7. Roles and responsibilities 5
8. Parents/Carers 6
9. Training 6
10. Safeguarding 6
11. Monitoring arrangements 6
Appendix 1: Curriculum map 8
Appendix 2: Relationships Education in Primary schools – DfE Guidance 2019 22
Appendix 3: Physical health and mental well-being education in Primary schools – DfE Guidance. 24
Appendix 4: Parent form: withdrawal from sex education within RSE 27

1.Introduction

Relationships and health education (RSE) is lifelong learning about emotions, relationships, physical health, mental well-being and the changing adolescent body. It involves acquiring information, developing skills and forming positive believes, values and attitudes. Orchid Vale aims to support young people through promoting their physical, emotional, cultural and moral development. Young people need to learn to respect themselves and others, especially as they move with confidence through childhood through adolescence into opportunities, responsibilities and experiences of adult life.

Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way. **Relationships Education, Relationships and Sex Education and Health Education 2019**

2. Aims

We educate our children about the diverse world in which we live in as well as how to behave and live in a healthy manner, safeguarding the wellbeing of ourselves and those we love. RSE stand for **'relationships and sex education'** and as part of Relationships and Health Education, an approach to teaching children about relationships and health.

The aims of relationships and sex education (RSE) at Orchid Vale Primary School are to:

- Provide a framework in which sensitive discussions can take place
- Teach children to develop positive relationships in all areas of their lives, focused upon family and friends

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help pupils to develop self-respect and respect for others, with a focus on forming and maintaining satisfying and healthy relationships in all aspects of their life

3. Statutory requirements

This policy has been written in line with new statutory requirements that came into place in September 2020.

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

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

At Orchid Vale, to ensure appropriate progression and a spiral curriculum of RSE, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it your child's needs. The curriculum mapping document can be found in Appendix 1. This shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Sex Education requirements.

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

At Orchid Vale Primary School, 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 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 invited to attend a meeting about the policy

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

Relationships education is compulsory for all primary school children. Within the primary context, RSE is about ensuring children are exposed to high quality, age-appropriate information so as to promote the emotional, social and cultural development of pupils. It involves learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

RSE takes place within a broad and balanced curriculum which enable staff to develop children's spiritual, moral, social and cultural understanding as well as promoting positive mental health. RSE involves a combination of sharing information, and exploring issues and values. It also supports children and young people to make responsible and informed decisions about their health and well-being. RSE makes an important contribution to health and well-being by supporting children and young people's ability to learn, achieve and flourish.

RSE is not about the promotion of sexual activity. At Orchid Vale Primary School, we chose to teach sex education in an age-appropriate way in addition to what is covered in the science curriculum.

At Orchid Vale Primary School, we define sex education as knowledge of sexual intercourse and conception.

6. Curriculum and delivery of RSE

Our curriculum is set out as per **Appendix 1** but we may need to adapt it as and when necessary.

We have established the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

At Orchid Vale Primary School, we value PSHE as one way to support children's development as human beings, to enable them to understand and respect who they are, to empower them with a voice and to equip them for life and learning. We include the statutory Relationships and Health Education within our whole-school PSHE Programme of Jigsaw. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

As we use the whole school Jigsaw scheme of work for PSHE, RSE is taught within the Jigsaw 'Changing Me' and 'Relationships' modules. See **Appendix 1** for the breakdown of objectives taught from Nursery to Year 6.

Relationships education (see **Appendix 2**) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me:
- Caring friendships
- Respectful relationships
- Consent,
- Online relationships
- Being safe

Health Education (see **Appendix 3**) in primary schools covers:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic First Aid
- Changing adolescent body

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a sex education programme tailored to the age and the physical and emotional maturity of the pupils.

However, 'Sex Education is not compulsory in primary schools'. (p. 23)

Primary sex education at Orchid Vale will focus on:

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

This information is conveyed to pupils in an age appropriate way beginning in Year 4 and continuing into Year 5 and 6. These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers)

RSE will be delivered by teaching staff with support from teaching assistants and external visitors where appropriate. It will be delivered within PSHE lessons, circle time discussions as well as through the science curriculum. A range of teaching approaches will be used including, but not limited to, video animations, discussions, case studies, drama and role play. Most of the time, RSE will be taught in mixed gender groupings. On occasion, classes may be separated by gender in order to fully explore the topics in an appropriate way.

Teachers are responsible for tailoring their approach (both teaching and resources) to ensure that children with educational needs can access the full content of the curriculum.

If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that children are fully informed and don't seek answers online. A question box will also be provided so that children feel that they can ask their questions.

For more information about our curriculum and progression of RSE, see our curriculum map in **Appendix 1**

6.1 Delivering RSE to pupils with special educational needs and additional vulnerabilities.

To ensure that all pupils receive age appropriate, useful RSE that enables them to live healthy safe lives, we make suitable adaptations to the delivery of our RSE lessons. At Orchid Vale, the RSE curriculum is adapted to meet the needs of our SEND pupils and those with additional vulnerabilities. Parents are provided with the opportunity to see the lesson outcomes and resources that are used in school. They are also able to discuss how the teaching of the RSE content will be tailored and adapted to meet their needs of their child.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The headteacher

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

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive, age-appropriate way
- Modelling positive attitudes to RSE

- Responding to the needs of individual pupils, including adapting the style of teaching to allow all children to access the content of the curriculum
- Monitoring progress of all 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 RSE lead and/or headteacher.

7.4 Pupils

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

8. Parents/Carers right to withdraw

Parents/carers will be invited to preview teaching materials used in the Jigsaw scheme of work for *Changing Me* for their child's year group annually.

Parents/carers do not have the right to withdraw their child from relationships education.

Parents have the right to withdraw their child from the non-statutory components of sex education within RSE. The non-statutory components include

Year 4, Lesson 2 *Having a baby*

Year 5, Lesson 4 *Conception*

Year 6, Lesson 3 *Conception and birth*

Year 6 *Questions session*

See *Changing* Me units referred to in **Appendix 1.**

This does not mean that parents can withdraw children from the science curriculum that relates to biology and sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 4 of this policy and addressed to the headteacher. We are able to provide materials and content to parents/carers who wish to supplement the school sex education programme or deliver sex education to their children at home.

Alternative work will be given to pupils who are withdrawn from sex education.

9. Training

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

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

10. Safeguarding

It is essential that staff are aware that topics discussed within the RSE curriculum may lead to disclosures of a safeguarding nature by children. In this instance, it is essential that staff follow the procedures set out within the Orchid Vale Safeguarding and Child Protection Policy and report concerns immediately to the Designated Safeguarding Lead.

11. Monitoring arrangements

The delivery of RSE is monitored by Ella Daley (PSHE AND RSE lead) through:

- Staff training on the RSE modules of the Jigsaw scheme of work
- Planning scrutinies and discussions
- Learning walks
- Scrutinies of work in PSHE books
- Staff and pupil voice
- Feedback from parents

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

This policy will be reviewed by the PSHE/ RSE lead biennially.

At every review, the policy will be approved by the governing board and the headteacher.

Relationships and sex education curriculum map

To see in further detail the contents of each lesson and resources that will be used, please arrange an appointment to speak with your child's class teacher in the first instance.

All topic areas and objectives are from the Jigsaw scheme of work which is a bought-in resource.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Foundation Stage (Nursery and Reception)	Term 5	Relationships • Family Life I can tell you about my family I can identify some of the jobs I do in my family and how I feel like I belong • Friendships I can understand how to make friends if I feel lonely I can tell you some of the things I like about my friends I can think of ways to solve problems and stay friends • Falling out and dealing with bullying I know what to do and say if somebody is mean to me I am starting to understand the impact of unkind words I can use Calm Me time to manage my feelings • Being a good friend I can work together and enjoy being with my friends I know how to be a good friend

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • My Body I can name parts of my body and show respect for myself (The parts of the body that the children name are eye, ear, foot, mouth, eyebrow, arm, forehead, chest, knee, nose, finger, stomach, tongue, toe, hand and leg.) • Respecting my body I can tell you some things I can do and some food I can eat to be healthy • Growing up I understand that we all start as babies and grow into children and then adults I understand that we all grow from babies to adults • Growth and change I know that I grow and change • Fun and fears I can talk about how I feel moving to School from Nursery I can express how I feel about moving to Year 1 I can talk about my worries and/or the things I am looking forward to about being in Year 1 • Celebrations I can remember some fun things about Nursery this year I can share my memories of the best bits of this year in Reception

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Term 5	Relationships • Belonging to a family I can identify the members of my family and understand that there are lots of different types of families I know how it feels to belong to a family and care about the people who are important to me • Making friends/ being a good friend I can identify what being a good friend means to me I know how to make a new friend • Physical contact preferences I know appropriate ways of physical contact to greet my friends and know which ways I prefer I can recognise which forms of physical contact are acceptable and unacceptable to me • People who help us I know who can help me in my school community I know when I need help and know how to ask for it • Qualities as a friend and person and self acknowledgement I can recognise my qualities as a person and a friend I know ways to praise myself • Celebrating special relationships I can tell you why I appreciate someone who is special to me I can express how I feel about them

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • Life cycles – animal and human I am starting to understand the life cycles of animals and humans I understand that changes happen as we grow and that this is OK • Changes in me I can tell you some things about me that have changes and some things about me that have stayed the same I know that changes are OK and that sometimes they will happen whether I want them to or not • Changes since being a baby I can tell you how my body has changed since I was a baby I understand that growing up is natural and that everybody grows at different rates • Differences between female and male bodies (using correct terminology) I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus I respect my body and understand which parts are private • Linking growing and learning I understand that every time I learn something new I change a bit I enjoy learning new things • Coping with change and transition I can tell you about changes that have happened in my life I know some ways to cope with changes

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Term 5	Relationships • Different types of family I can identify the different members of my family, understand my relationship with each of them and know why it is important to share and cooperate I accept that everyone's family is different and understand that most people value their family • Physical contact boundaries I understand that there are lots of forms of physical contact within a family and that some of this is acceptable and some is not I know which types of physical contact I like and don't like and can talk about this • Friendship and conflict I can identify some of the things that cause conflict with my friends I can demonstrate how to use the positive problem-solving technique to resolve conflicts with my friends • Secrets I understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret I know how it feels to be asked to keep a secret I do not want to keep and who to talk to about this • Trust and appreciation I recognise and appreciate people who can help me in my family, my school and my community I understand how it feels to trust someone • Expressing appreciation for special relationships I can express my appreciation for the people in my special relations I am comfortable accepting appreciation from others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • Life cycles in nature I can recognise cycles of life in nature I understand there are some changes that are outside my control and can recognise how I feel about this • Growing I can tell you about the natural process of growing from young to old and understand that this is not in my control I can identify people I respect who are older than me I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old • Independence I feel proud about becoming more independent • Differences between female and male bodies (using correct terminology) I canrecognise that physical differences between boys and girls, use the correct terminology for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are provate I can tell you what I like/don't like about being a boy/girl • Assertiveness I understand there are different types of touch and can tell you which ones I like and don't like I am confident to say what I like and don't like and can ask for help • Preparing for transition I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make when I am in Year 3 and know how to go about this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 3	Term 5	Relationships • Family roles and responsibilities I can identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females I can describe how taking some responsibility in my family makes me feel • Friendship and negotiation I can identify and put into practice some of the skills of friendships e.g. taking turns, being a good listener I know how to negotiate in conflict situations to try to find a win-win solution • Keeping safe online I know and can use some strategies for keeping myself safe online I know who to ask for help if I am worried or concerned about anything online • Being a global citizen and being aware of how my choices affect others I can explain how some of the actions and work of people around the world help and influence my life I can show an awareness of how this could affect my choices • Awareness of how other children have different lives I understand how my needs and rights are shared by children around the world and can identify how our lives may be different I can empathise with children whose lives are different to mine and appreciate what I may learn from them • Expressing appreciation for family and friends I know how to express my appreciation to my friends and family I enjoy being part of a family and friendship groups

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • How babies grow I understand that in animals and humans lots of changes happen between conception and growing up, and that usually it is the female who has the baby I can express how I feel when I see babies or baby animals • Understanding a baby's needs I understand how babies grow and develop in the mother's uterus I understand what a baby needs to live and grow I can express how I might feel if I had a new baby in my family • Outside body changes I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process I recognise how I feel about these changes happening to me and know how to cope with those feelings • Inside body changes I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up I recognise how I feel about these changes happening to me and know how to cope with these feelings • Family stereotypes I can start to recognise stereotypical ideas I might have about parenting and family roles • Challenging ideas I can express how I feel when my ideas are challenges and might be willing to change my ideas sometimes • Preparing for transition I can identify what I am looking forward to when I move to my next class I am starting to think about changes I will make next year and know how to go about this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 4	Term 5	Relationships • Jealousy I can recognise situations which can cause jealousy in relationships I can identify feelings associated with jealousy and suggest strategies to problem solve when this happens • Love and loss I can identify someone I love and can express why they are special to me I know how most people feel when they lose someone or something they love • Memories of loved ones I can tell you about someone I know that I no longer see I understand that we can remember people even if we no longer see them • Getting on and falling out I can recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends I know how to stand up for myself and how to negotiate and compromise • Girlfriends and boyfriends I understand what having a boyfriend/ girlfriend might mean and that it is a special relationship for when I am older I understand that boyfriend/girlfriend relationships are personal and special, and that there is no need to feel pressurised into having a boyfriend/ girlfriend • Showing appreciation to people and animals I know how to show love and appreciation to the people and animal who are special to me I can love and be loved.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • Being unique I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm I appreciate that I am a truly unique human being • Having a baby I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby I understand that having a baby is a personal choice and can express how I feel about having children when I am an adult • Girls and puberty I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this I have strategies to help me cope with the physical and emotional changes I will experience during puberty • Confidence in change I know how the circle of change works and can apply it to changes I want to make in my life I am confident enough to try to make changes when I think they will benefit me • Accepting change I can identify changes that have been and may continue to be outside of my control that I learned to accept I can express my fears and concerns about changes that are outside of my control and know how to manage these feelings positively • Preparing for transition and environmental change I can identify what I am looking forward to when I move to a new class I can reflect on the changes I would like to make next year and can describe how to go about this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 5	Term 5	Relationships • Self-recognition and self-worth I have an accurate picture of who I am as a person in terms of my characteristics and personal qualities • Building self-esteem I know how to keep building my own self-esteem • Safer online communities I understand that belonging to an online community can have positive and negative consequences I can recognise when an online community is helpful or unhelpful to me • Online gambling and gambling and rights and responsibilities online I know there are rights and responsibilities when playing a game online I can recognise when an online game is becoming unhelpful or unsafe • Reducing screen time I can recognise when I am spending too much time using devices (screen time) I can identify things I can do to reduce screen time, so my health isn't affected • Dangers of online grooming and SMART internet safety rules I can explain how to stay safe when using technology to communicate with my friends I can recognise and resist pressures to use technology in ways that may be risky or may cause harm to myself or others

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • Self and body image and influence of online and media on body image I am aware of my own self-image and how my body image fits into that I know how to develop my own self esteem • Puberty for girls I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally I understand that puberty is a natural process that happen to everybody and that it will be ok for me • Puberty for boys I can describe how boys' and girls' bodies change during puberty I can express how I feel about the changes that will happen to me during puberty • Conception (including IVF) I understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby I appreciate how amazing it is that human bodies can reproduce in these ways • Growing responsibility I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent) I am confident that I can cope with the changes that growing up will bring • Coping with change and preparing for transition I can identify what I am looking forward to when I move to my next class I can start to think about changes I will make next year and know how to go about this

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 6	Term 5	Relationships • Mental health I know that it is important to take care of my mental health I understand that people can get problems with their mental health and that it is nothing to be ashamed of • Identifying mental health worries and sources of support I know how to take care of my mental health I can help myself and others when worried about a mental health problem • Love and loss I understand that there are different stages of grief and that there are different types of loss that can cause people to grieve • Managing feelings I can recognise when I am feeling those emotions and have strategies to manage them • Power and control I can recognise when people are trying to gain power or control • Assertiveness I can demonstrate ways I could stand up for myself and my friends in situations where others are trying to gain power or control • Technology safety I can use technology positively and safely to communicate with my friends and family • Taking responsibility with technology use I can take responsibility for my own safety and well-being

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Term 6	Changing Me • Self-image and body image I am aware of my own self-image and how my body image fits into that I know how to develop my own self-esteem • Puberty and feelings I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally I can express how I feel about the changes that will happen to me during puberty • Conception to birth and reflections about change I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born I can recognise how I feel when I reflect on the development and birth of a baby • Physical attraction, boyfriends/girlfriends and respect and consent I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend I understand that respect for one another is essential in a boyfriend/ girlfriend relationship, and that I should not feel pressured into doing something I don't want to • Sexting • Transition I can identify what I am looking forward to and what worries me about the transition to secondary school or moving to my next class I know how to prepare myself emotionally for the changes next year

Appendix 2: 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. All statutory outcomes are covered in the Jigsaw, a mindful approach to PSHE.
By the end of primary school pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Appendix 3: 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:

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	• That mental wellbeing is a normal part of daily life, in the same way as physical health. • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being 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. • That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • 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 well-being or ability to control their emotions (including issues arising online). • That it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	• That for most people the internet is an integral part of life and has many benefits. • About the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • How to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • Why social media, some computer games and online gaming, for example, are age restricted. • That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online.
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle. • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • The risks associated with an inactive lifestyle (including obesity). • How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	• What constitutes a healthy diet (including understanding calories and other nutritional content). • The principles of planning and preparing a range of healthy meals. • H24 the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol and tobacco	• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

TOPIC	PUPILS SHOULD KNOW
Health and prevention	• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • The facts and science relating to immunisation and vaccination
Basic first aid	• How to make a clear and efficient call to emergency services if necessary. • The concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing Adolescent Body	• The key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • Know about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix 4: 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		
Date	Staff member and role	Agreed actions from discussion with parents