

## RSE Policy

### PSHCE & RSE Progression

#### **RICHARD TAYLOR CHURCH OF ENGLAND PRIMARY SCHOOL**

#### **Policy For Sex and Relationships Education**



Our School is a place where all know that they are safe, loved and flourish as children of God.

#### **Aims of RSE at RTS:**

- To support all children within our care through their physical, emotional and moral development.
- Provide an environment and framework in which sensitive discussions can take place.
- Teach pupils the correct vocabulary to describe themselves and their bodies.
- Prepare pupils for puberty and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils to develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships

A successful programme will help young people learn to respect themselves and others and move with confidence from childhood through adolescence into adulthood. (DfES, SRE Guidance 0116/2000). Everything that the school does will be founded on our Mission Statement's aim to educate every child in a caring and Christian environment in line with our school values and aims.

#### **Equality Act 2010:**

RTS has a responsibility under Equality Act 2010 to ensure that it strives to do the best for all pupils regardless of disability, educational needs, race, nationality, ethnic or national origin, sex, gender, religion, sexual orientation and looked after children.

#### **Special Educational Needs:**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when teaching pupils with special educational needs and disabilities. The school is aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. High quality teaching that is personalised will be carefully planned to ensure accessibility.

#### **Context**

As a school Richard Taylor Primary believes that:

- All pupils have an entitlement to Sex and Relationship Education that should encourage them to respect themselves and others.
- Sex and Relationship Education should be delivered in the context of family life and with regard to the religious beliefs of the community.
- Sex and Relationship Education is important in contributing to children's overall personal development.
- Sex and Relationship Education is a whole school issue.

Pupils will be encouraged to value differences between people and the variety of relationships that are loving and caring. Sex and Relationship Education will take place in a way that supports pupil's spiritual, moral, social and cultural development. The school believes that honest, sensitive and responsible Sex and Relationship Education is relevant and necessary for our pupils.

This policy seeks to acknowledge that this area of the curriculum is challenging and sensitive for many pupils, parents and teachers and to set out how we aim to meet those challenges.

### **Curriculum Framework:**

Sex and Relationship Education should be supported by a school's wider curriculum for personal, social and health education.

The Department for Education recommends that primary schools have a sex education programme, tailored to the age and the physical and emotional maturity of the pupils, to ensure that boys and girls are prepared for the changes that adolescence brings and draw on knowledge of the human life cycle set out in the national curriculum for science.

As part of the delivery of the national curriculum for science children will learn about the following aspects of growth and reproduction.

#### **Key Stage 1**

- that animals including humans, move, feed, grow, use their senses and reproduce.
- to recognise and compare the main external parts of the bodies of humans.
- that humans and animals can produce offspring and these grow into adults

#### **Key Stage 2**

- that the life processes common to humans and other animals include nutrition, growth and reproduction.
- about the main stages of the human life cycle.
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#### **PSHE & Citizenship**

##### **Teaching programme, strategies and resources**

At Key stage 1 and 2 pupils should be able to develop confidence in talking, listening and thinking about feelings and relationships. They should also be able to name parts of the body and describe how their bodies work including being able to protect themselves and asking for help and support.

At Key stage 2 pupils should be prepared for puberty.

#### **Specific Objectives Covered**

(All year 6 and year 5 girls)

- Preparing boys and girls for the changes that adolescence brings

- Sexual difference and naming body parts
- Exploring the impact of puberty on the body and the importance of physical hygiene
- Understand that menstruation and wet dreams are a normal part of growing up
- **How a baby is conceived and born. Year 6 only.** (The only objective which does not come in the statutory curriculum and therefore the only objective from which parents/carers are able to withdraw.)

These lessons are delivered by the class teachers who know the children well. The animations used to aid these lessons can be viewed here:

<http://www.socialworkerstoolbox.com/education-puberty-10-14yrs-old-busy-bodiesadolescent-development-programme/>

### ***Confidentiality and Child Protection Procedures***

Teachers conduct sex education lessons in a sensitive manner and in confidence. However, if a child makes reference to being involved, or likely to be involved in sexual activity, then the teacher will take the matter seriously and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. In these circumstances the teacher will talk to the child as a matter of urgency following protocols laid down in the Child Protection Policy. If the teacher has concerns, they will draw their concerns to the attention of the Head teacher. The Head teacher will then deal with the matter in consultation with health care professionals. (See also Child Protection policy).

### ***The Role of the Head teacher***

It is the responsibility of the Head teacher to ensure that both staff and parents are informed about our sex education policy and that the policy is implemented effectively. It's also the Head teacher's responsibility to ensure that members of staff are given sufficient training, so that they can teach effectively and handle any difficult issues with sensitivity.

### ***The Role of staff***

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils

### ***The Role of Parents***

The school understands the primary role in children's relationship and sex education lies with parents and carers. We wish to build a positive and supporting relationship with the parents of children at our school through mutual understanding, trust and co-operation. In promoting this we will:

- Inform parents about the school's sex education policy and practice
- Answer any questions that parents may have about the sex education of their child
- Take seriously any issue that parents raise with teachers or governors about this policy or the arrangements for sex education in school

### ***Parent's rights to withdraw***

Parents have the right to withdraw their child from all or part of the sex education programme that we teach in our school. However, they do not have the right to withdraw their child from relationship education.

If a parent wishes their child to be withdrawn from sex education lessons, they should discuss this with the Head teacher.

### ***Monitoring and Review***

The Curriculum Committee of the governing body monitors the impact of our sex education policy. The committee reports its findings and recommendations to the full governing body, as necessary, if the policy needs modification. The Curriculum Committee gives serious consideration to any comments from parents about the sex education programme, and makes a record of all such comments.

This policy will be reviewed every four years or earlier if necessary.

### ***Associated Policies***

PSHCE

Spirituality Policy

Science

Behaviour Management/ Anti-Bullying

Reviewed Autumn 2025

Review Autumn 2026

Progression & Themes. RSE elements are taught within Relationships and Health and Wellbeing

	Autumn	Spring	Summer
Year A	Safety Week; Anti-Bulling, E-safety Enterprise – Money	MasterChef	Money
Year B	Safety Week; Anti-Bulling, E-safety Enterprise – Money	Diversity	Eco World

#### Anti-Bullying and E-Safety Focus

Focus Area <b>Anti- Bullying</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Managing hurtful behaviour and bullying.</li> <li>• Safe relationships</li> <li>• Respecting self and others</li> </ul>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b>
<b>Learning Outcomes: Anti- Bullying</b>		<b>Key Stage 1</b> <p><b>R10.</b> that bodies and feelings can be hurt by words and actions; that people can say hurtful things online</p> <p><b>R11.</b> about how people may feel if they experience hurtful behaviour or bullying</p> <p><b>R12.</b> 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</p> <p><b>R20.</b> 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</p> <p><b>R22.</b> about how to treat themselves and others with respect; how to be polite and courteous</p>	



## Key Stage 2

**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

**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 6

## Focus Area E- safety

### Relationships

- Friendships
- Managing hurtful behaviour and bullying

### Health and Wellbeing

- Healthy lifestyles.
- Keeping safe.

### Living in the Wider World

- Media Literacy and Digital resilience

**Learning Outcomes: E-safety**

Year 1



### Key Stage 1

**H28.** about rules and age restrictions that keep us safe

**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

**R10.** that bodies and feelings can be hurt by words and actions; that people can say hurtful things online

**R12.** that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable;

**R14.** that sometimes people may behave differently online, including by pretending to be someone they are not **R15.** how to respond safely to adults they don't know

**L7.** about how the internet and digital devices can be used safely to find things out and to communicate with others **L8.** about the role of the internet in everyday life

**L9.** that not all information seen online is true

### Key Stage 2

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

**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

**R11.** positive healthy friendship - that the same principles apply to online friendships as to face-to-face relationships

**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

**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

**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 **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)

Year 6

**L11.** recognise ways in which the internet and social media can be used both positively and negatively

**L15.** recognise things appropriate to share and things that should not be shared on social media; rules surrounding distribution of images

<b>Focus Area</b> <b>Enterprise</b>	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b> <ul style="list-style-type: none"><li>• Economic Wellbeing; Money</li><li>• Economic Wellbeing; Aspirations, work and career</li></ul>
	<b>Learning Outcomes: Money</b>		

Year 1



Year 6

### Key Stage 1

- L10.** what money is; forms that money comes in; that money comes from different sources
- L11.** that people make different choices about how to save and spend money
- L12.** about the difference between needs and wants; that sometimes people may not always be able to have the things they want **L13.** that money needs to be looked after; different ways of doing this
- L14.** that everyone has different strengths
- L17.** about some of the strengths and interests someone might need to do different jobs

### Key Stage 2

- L17.** about the different ways to pay for things and the choices people have about this
- L18.** to recognise that people have different attitudes towards saving and spending money; what influences people's decisions; what makes something 'good value for money'
- L19.** that people's spending decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity)
- L20.** to recognise that people make spending decisions based on priorities, needs and wants **L21.** different ways to keep track of money
- L22.** about risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe
- L23.** about the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations
- L24.** to identify the ways that money can impact on people's feelings and emotions
- L30.** about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation

<b>Focus Area</b> <b>Diversity</b>	<b>Relationships</b> <ul style="list-style-type: none"> <li>• Families and close positive relationships</li> <li>• Respecting others and ourselves</li> </ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"> <li>• Ourselves, growing and changing</li> </ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"> <li>• Communities</li> <li>• Economic wellbeing: Aspirations, work and career</li> </ul>
<b>Year 1</b>	<p><b>Learning Outcomes: Diversity</b></p> <p><b>Key Stage 1</b></p> <p><b>H21.</b> to recognise what makes them special</p> <p><b>H22.</b> to recognise the ways in which we are all unique</p> <p><b>R3.</b> about different types of families including those that may be different to their own</p> <p><b>R23.</b> to recognise the ways in which they are the same and different to others</p> <p><b>L4.</b> about the different groups they belong to</p> <p><b>L5.</b> about the different roles and responsibilities people have in their community</p> <p><b>L6.</b> to recognise the ways they are the same as, and different to, other people <b>L14.</b> that everyone has different strengths</p>		



## Key Stage 2

**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

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

**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

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

**L6.** about the different groups that make up their community; what living in a community means

**L7.** to value the different contributions that people and groups make to the community

**L8.** about diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities

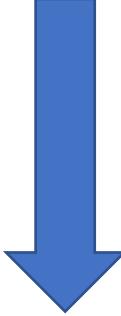
**L9.** about stereotypes; how they can negatively influence behaviours and attitudes towards others; strategies for challenging stereotypes **L10.** about prejudice; how to recognise behaviours/actions which discriminate against others; ways of responding to it if witnessed or experienced

**L27.** about stereotypes in the workplace and that a person's career aspirations should not be limited by them

**L28.** about what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs)

**Year 6**

Focus Area <b>MasterChef</b>	<b>Relationships</b> <ul style="list-style-type: none"><li>-</li></ul>	<b>Health and Wellbeing</b> <ul style="list-style-type: none"><li>• Healthy Lifestyles</li><li>• Keeping safe</li></ul>	<b>Living in the Wider World</b> <ul style="list-style-type: none"><li>• Economic wellbeing: aspirations, work and career</li></ul>
<b>Year 1</b>	<b>Learning Outcomes: MasterChef</b>		

 <b>Year 6</b>	<p><b>Key Stage 1</b></p> <p><b>H2.</b> about foods that support good health and the risks of eating too much sugar</p> <p><b>H29.</b> to recognise risk in simple everyday situations and what action to take to minimise harm</p> <p><b>L17.</b> about some of the strengths and interests someone might need to do different jobs</p>
	<p><b>Key Stage 2</b></p> <p><b>H2.</b> about the elements of a balanced, healthy lifestyle</p> <p><b>H6.</b> 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.</p> <p><b>H39.</b> about hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do reduce risks and keep safe</p> <p><b>L25.</b> to recognise positive things about themselves and their achievements; set goals to help achieve personal outcomes</p> <p><b>L30.</b> about some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation</p>

<b>Focus Area Eco-World</b>	<b>Relationships</b>	<b>Health and Wellbeing</b>	<b>Living in the Wider World</b> · Shared responsibilities
 <b>Year 1</b>	<p><b>Learning Outcomes: Eco-World</b></p>		
	<p><b>Key Stage 1</b></p> <p><b>L1.</b> about what rules are, why they are needed, and why different rules are needed for different situations</p> <p><b>L2.</b> how people and other living things have different needs; about the responsibilities of caring for them <b>L3.</b> about things they can do to help look after their environment</p>		
 <b>Year 6</b>	<p><b>Key Stage 2</b></p> <p><b>L1.</b> to recognise reasons for rules and laws; consequences of not adhering to rules and laws</p> <p><b>L2.</b> to recognise there are human rights, that are there to protect everyone</p> <p><b>L3.</b> about the relationship between rights and responsibilities</p> <p><b>L4.</b> the importance of having compassion towards others; shared responsibilities we all have for caring for other people and living things; how to show care and concern for others</p>		

**L5.** ways of carrying out shared responsibilities for protecting the environment in school and at home; how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices)

**The Statutory Guidance for Relationships Education, RSE and Health Education. Mapped to the Programme of Study, clearly identifying the Programme of Study learning opportunities that address each bullet point from the statutory guidance.**

	<b>RELATIONSHIP EDUCATION; End of primary school expectations. All pupils should know;</b>	<b>KS1</b>	<b>KS2</b>
Families and people who care about me.	That families are important for children growing up because they can give love, security and stability	R2	R6
	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	R1, R4	R8
	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	H22, R3	R2, R7
	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	R3	R1, R6, R7
	That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong	R4	R3, R5
	How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed	R5	R4, R9
	How important friendships are in making us feel happy and secure, and how people choose and make friends	R6	R10
	The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties	R6	R11

Caring Friendships	That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded	R7	R13, R14
	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	R8	R16
	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	R9	R18
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	H22, R23, L4, L6	R32, R33, L6
	Practical steps they can take in a range of different contexts to improve or support respectful relationships	R6, R8	R33, R34
	The conventions of courtesy and manners	R22	R33
	The importance of self-respect and how this links to their own happiness	H21, H23, R22	R31
	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	R22, H22	R31
	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	R10, R11, R12	R19, R20, R28
	What a stereotype is, and how stereotypes can be unfair, negative or destructive	L4	R21, L7, L8, L9

	The importance of permission-seeking and giving in relationships with friends, peers and adults	R15, R17	R22, R26
Online relationships	That people sometimes behave differently online, including by pretending to be someone they are not	R14	R23
	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	R12	R24, R30, R31
	The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them	R20	R24, R29
	How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met	R15	R24
	How information and data is shared and used online	H34	L13, L14
Being Safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)	R17	R22
	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	R13, R18	R27
	That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact	R13	H45, R25
	How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know	R14, R15, R19	R24
	How to recognise and report feelings of being unsafe or feeling bad about any adult	R20	R29
	How to ask for advice or help for themselves or others, and to keep trying until they are heard	R20	R29
	How to report concerns or abuse, and the vocabulary and confidence needed to do so	R20	R29, H45
	Where to get advice e.g. family, school and/or other sources	R20	R29



	<b>HEALTH EDUCATION; End of primary school expectations. All pupils should know;</b>	<b>KS1</b>	<b>KS2</b>
<b>Mental wellbeing</b>	That mental wellbeing is a normal part of daily life, in the same way as physical health.	H1	H15
	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.	H11, H12, H13, H14	H17
	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.	H15, H16	H19
	How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.	H18, H19	H20, H21
	The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.	H17	H16
	Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.	H18, H20, H24	H16,
	Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.	H24, H27, R7	H24, R13
	That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.	R10, R11	R19
	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).	H19, R12	H21, R20
	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.	H24	H22
<b>Internet Safety and Harms</b>	That for most people the internet is an integral part of life and has many benefits.	L7, L8	L11
	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.	H9	H13
	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.	R10, R12	R30, L11, L15

	Why social media, some computer games and online gaming, for example, are age restricted.	H28	H37, L23
	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.	H34	H37, R20, L11
	How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.	L9	L12, L13, L14, L16
	Where and how to report concerns and get support with issues online.	H34	H42

<b>Physical Health and Fitness</b>	The characteristics and mental and physical benefits of an active lifestyle.		H1	H7
	The importance of building regular exercise into daily and weekly routines and how to achieve this; e.g. walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.		H3	H7
	The risks associated with an inactive lifestyle (including obesity).		H3	H4, H7
	How and when to seek support including which adults to speak to in school if they are worried about their health.		H10	H14
<b>Healthy Eating</b>	What constitutes a healthy diet (including understanding calories and other nutritional content).		H2, H3	H1, H6
	The principles of planning and preparing a range of healthy meals.		H2	H6
	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).		H2	H2, H3, H6
<b>Drugs, Alcohol and Tobacco</b>	the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.		H37	H46, H47, H48
<b>Health and Prevention</b>	How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.			H5
	About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.		H8	H12
	The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.		H4	H8
	About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.		H7	H11

	About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.	H5	H9, H40
	The facts and science relating to allergies, immunisation and vaccination.	H6	H10
<b>Basic First Aid</b>	How to make a clear and efficient call to emergency services if necessary.	H35, H36	H44
	Concepts of basic first-aid, for example dealing with common injuries, including head injuries.	H35, H37	H43
<b>Changing adolescent body</b>	Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.	H25, H26	H30, H31, H32, H34
	Key facts about how a baby is conceived and born (Guidance, not statutory)		
	About menstrual wellbeing including the key facts about the menstrual cycle.		H30 H31



**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	



