



# **Relationships & Sex Education (Primary) Policy**

<b>Policy Owner:</b>	<b>Director of Inclusion</b>
<b>Approved by:</b>	<b>Trust Board</b>
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**Due to the evolving nature of The CAM Academy Trust, procedures behind this Policy will be reviewed and amended accordingly to reflect changes.**

At the heart of our work lie the six core principles of The CAM Academy Trust. These drive everything that we do.



## **Position Statement**

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.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

Relationships and Sex Education (RSE) is a lifelong learning process of acquiring information, developing skills and forming positive beliefs and attitudes about sex, sexuality, relationships and feelings. This education can also foster understanding and respect for people with different sexual orientations and help them feel safe and supported when it comes to their own feelings and identity. It can make a significant contribution to the development of the personal skills needed by people if they are to establish and maintain relationships. It also enables young people to make responsible and informed decisions about their health and well-being.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education. They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools. The new guidelines are to ensure that education prepares young people for life in the modern world.

## **Statutory requirements**

The Department for Education introduced compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020.

## **Relationships Education in our Schools**

Providing accurate and positive Relationships Education is fundamental to the aims and ethos of the Trust.

All schools in the Trust are committed to equal treatment for all pupils, regardless of race, sex, disability, religion or belief, gender identity or sexual orientation. Each of the core principles of the Trust suggests an approach which promotes equality and celebrates diversity. Pupils will only achieve excellence if the barriers that promote unequal outcomes are successfully removed. Education can only be truly comprehensive if every pupil has an equal chance to thrive. This can only be achieved by effective partnership with key external

organizations, and strong links throughout the local community. It is only with a genuinely international outlook that pupils will truly understand and value global diversity.

In our schools, RSE enables young people to learn about emotional, social and physical aspects of their lives, about themselves and their relationships. It enables young people to develop essential life skills for building and maintaining positive, enjoyable, respectful and non-exploitative relationships. It equips them with information and skills they need to understand themselves, their peers and people they meet in the wider community. It explores risks, choices, rights, responsibilities and attitudes. It will help students to develop skills to keep themselves and others safer, physically and emotionally, both on and off-line. Relationships Education enables young people to explore their own attitudes and those of others respectfully.

### **What is Relationships & Sex Education?**

Effective RSE does not encourage early sexual experimentation. It should teach young people to understand human sexuality and to respect themselves and others. It enables young people to mature, build their confidence and self-esteem and understand the reasons for delaying sexual activity. Effective RSE also supports people, throughout life, to develop safe, fulfilling and healthy sexual relationships, at the appropriate time.

Knowledge about safer sex and sexual health remains important to ensure that young people are equipped to make safe, informed and healthy choices as they progress through adult life.

Pupils should understand the benefits of healthy relationships to their mental wellbeing and self-respect. Through gaining the knowledge of what a healthy relationship is like, they can be empowered to identify when relationships are unhealthy. They should be taught that unhealthy relationships can have a lasting, negative impact on mental wellbeing.

### ***Relationships Education***

In line with the statutory guidance on relationships and sex education the focus in our primary schools is 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.

This starts with pupils being taught about what a relationship is, what friendship is, what family means and who the people are who can support them. From the beginning of primary school, building on early education, pupils should be taught important social behaviours such as:

- how to take turns
- how to treat each other with kindness, consideration and respect,
- the importance of honesty and truthfulness,
- permission seeking and giving,
- and the concept of personal privacy.

Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

The principles of positive relationships also apply online especially as, by the end of primary school, many children will already be using the internet. When teaching relationships content, teachers should address online safety and appropriate behaviour in a way that is relevant to pupils lives.

## **Sex Education**

Sex education at Primary level is defined as anything that is **additional content** to that covered by statutory science curriculum in terms of life processes, growth, plant and animal reproduction and health education (KS2) including puberty, menstruation and onset of 'wet dreams'.

DFE guidance states, *"Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born'."*

## **Curriculum Provision**

Each school is responsible for ensuring that a comprehensive and appropriate RSE curriculum is scheduled, delivered, evaluated and updated regularly. Each school will produce and publish an RSE curriculum overview annually on their school's website outlining what they will deliver in each year group, when different aspects of the curriculum will be delivered during the academic year as well as an overview of how the various aspects of the curriculum will be taught. RSE may be delivered in specific lessons, or it may also be delivered as part of a form time programme or 'drop down' days. These approaches will be used flexibly to deliver the curriculum in the most effective way.

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE). Pupils may also receive stand-alone lessons delivered by a trained health professional.

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

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).

The content of our Sex Education programme will be gradually developed in an age-appropriate way. Much of what children need to know is covered by the statutory science content of human reproduction. Children will not learn about human reproduction until Y5/6.

### **Sensitive issues and what is not taught at primary level**

**Abortion:** we acknowledge that some children may be aware of abortion or have heard reference to it. Abortion will not be taught about but if questions arise, they will be dealt with on an individual basis in consultation with parents.

**STIs and HIV/AIDs:** Children will not be taught about STIs or HIV and aids but foundational knowledge for this to be taught at a later stage will be such as basic hygiene measures, how viruses spread and measures to promote positive health and hygiene. Should individual questions arise these will be dealt with on an individual basis and in consultation with parents.

### **Aims of RSE**

Through the delivery of RSE we intend to further our school's aims of providing a curriculum which is relevant to the needs of every student, both now and in the future. It will enable students to develop knowledge, skills and attitudes which enhance their personal development and wellbeing. This will have a direct, positive effect on their progress and achievement in school.

For children to be happy and prepared for life beyond school we believe they need to be equipped in knowledge and skill to enable them to build positive, healthy relationships with those around them. We wish for them to develop important attributes such as honesty, respect, resilience, compassion, a sense of justice, tolerance, courtesy and self-respect.

We believe Relationships, Health and Sex education set in a wider PSHE curriculum is a crucial component for them to succeed in this. The methodologies used in delivering the RSE curriculum will also teach pupils key skills for life such as active listening, considering and responding to different points of view, decision making, responding to conflict, empathy etc. that we believe will help them become considerate, reflective and compassionate members of society both now and as adults.

### **Pupils with Special Educational Needs and Disabilities (SEND)**

Relationships Education, RSE and Health Education must be accessible for all pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. The SEND department should be notified in advance if additional support is required in order to support a pupil in a lesson. Each school should be mindful of preparing for adult outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

### **Equality**

The [Equality Act 2010](#) has special resonance in RSE. Through this area of learning we seek to develop key interpersonal skills such as respect and empathy, which enable students to understand the rights and responsibilities we all have towards one another. We strive to ensure that every student feels valued and represented in our school as a whole.

Under the provisions of the Equality Act, schools must not unlawfully discriminate against pupils because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership, or sexual orientation (collectively known as the protected characteristics).

Also relevant here is our duty to teach fundamental British Values, which include individual liberty, mutual respect and respect for those of different faiths and beliefs.

We will ensure that our provision of Relationships Education is not only equally accessible and inclusive for all students with protected characteristics, or who have family members with protected characteristics, but also that it reduces discrimination, advances equality of opportunity and encourages good relations between different groups.

In order to ensure that Relationships Education meets the needs of all:

- We will reflect a range of lifestyles and family structures so that all children see themselves and their families reflected back in the lessons.
- We will ensure that the law in relation to, for example, marriage, online behaviours, sexuality, gender, and violence are explained in age-appropriate ways.
- Where there are different cultural or religious views about families, relationships or behaviours, we will share these to ensure children see their family views represented.
- We will not seek to gain consensus but will accept and celebrate difference.
- We will, as appropriate, ensure that a variety of views and beliefs are reflected back to pupils.
- In order to ensure that children of all genders can access information they need, we will teach in mixed gender groups wherever possible.
- We will encourage respect and discourage abusive and exploitative relationships.
- We will not ask children to represent the views of a particular religious or cultural group to their peers, unless they choose to do so.

We support children in developing their knowledge about and attitudes towards diversity throughout units of work including:

- Diversity and Communities
- Family and Friends
- Beginning and Belonging

## **Safeguarding**

We understand the importance of high-quality Relationships Education as we fulfil our statutory safeguarding duties. Relationship Education enables students to understand about mutual, consensual and reciprocal relationships in all their forms. Whether students are learning about friendships, families, relationships in school or the wider community, they will be developing essential skills which underpin their ability to recognise abusive relationships. Teaching about 'Families and Friends' and 'Anti-bullying' supports us in fulfilling our statutory duty (as described in KCSIE) to prevent 'child-on-child' abuse.

## **Disclosures**

If a member of staff has any concerns that a specific pupil is sexually active, is contemplating sexual activity, is at risk of self-harm or suicide, is at risk of abuse (physical or mental), is involved in unsafe online activity, is at risk of exploitation or has any other concerns that come to light through the delivery of the RSE curriculum the Trust safeguarding policy should be followed.

## **Working with External Agencies and the Wider Community**

We believe that all aspects of Relationships Education are most effectively taught by those who know our students well and are aware of their needs. We encourage visitors to our school, who may enhance, but never replace, our planned provision. We recognise that inviting visitors from local services may increase the accessibility of services for students. We will work closely with visitors to ensure that the needs of our students are met.

In addition to our usual safeguarding procedures, we will follow this Code of Practice when inviting visitors to support our RSE provision:

- The care and management of students is the responsibility of the school at all times.
- In class teaching situations, visitors will not be asked to work alone with students but will be supported by a member of staff.
- All visitors will be made aware of the content and principles of this Policy, prior to their visit.
- All lessons will be planned in direct liaison with the Head of PD, taking account of the age and needs of the group and the context of the work within the RSE programme.
- Visitors will be reminded that, whilst contributing to RSE in a classroom setting, they must adhere to the same confidentiality code as staff members. Class teaching must be seen as separate from health or other targeted interventions to support wellbeing.
- Any resources which a visitor wishes to use or distribute will be discussed and agreed with the school beforehand.
- The contributions of visitors will be regularly monitored and evaluated.

## **Safe and Effective Practice**

The Trust has a clear Child Protection and Safeguarding Policy, which is shared with staff, students and parents/carers. This policy is communicated to parents/carers on the school website. The policy states that:

- Staff are unable to offer absolute confidentiality.
- We will reassure students that staff will act in their best interests and that this may involve sharing information if the student is at risk of harm.
- Students will be told if information is to be shared and will be offered appropriate support.
- There are circumstances when confidentiality may not be upheld e.g. when Female Genital Mutilation or Child Sexual Exploitation is suspected, where an adult and child are in a sexual relationship. See our Safeguarding Policy for further details.

Professionals, such as school nurses, pastoral support and youth workers are bound by their professional codes of conduct when offering advice and guidance to individual students in



non-teaching situations such as health 'drop-ins'. This often involves offering a greater level of confidentiality to students than school staff are able to give. However, in a classroom and other teaching situations when they are contributing to our planned Relationships Education programme, they will follow the school's Confidentiality Policy. Teachers and Health professionals will ensure that students are aware of the different boundaries of confidentiality when beginning work with them.

### ***Answering Questions***

We acknowledge that sensitive and complex issues will arise in Relationships Education, as students will naturally ask questions. When spontaneous discussion arises, it will be guided in a way which reflects the stated school aims and curriculum content. As a first principle, we will answer questions relating to the planned curriculum for that age group, or below, to the whole class. We will answer questions relating to areas beyond the planned curriculum for that age group, in a sensitive and age-appropriate way, only to the student/s who have asked the question. If a member of staff is uncertain about the answer to a question, or indeed whether they wish to answer it, they will seek guidance from the head of department or the Designated Safeguarding Lead. In some cases, the question may reach beyond the planned curriculum for Y6 and the question will not be answered in school. The child will be asked if they would like support to ask their questions at home or to another trusted adult.

When answering questions, we shall ensure that sharing personal information by adults, students or their families is discouraged. Where the question indicates the need for pastoral support, the conversation will be deferred to a time outside the teaching session and other colleagues may be involved. Where a question or comment from a pupil in the classroom indicates the possibility of abuse, coercion or sexual exploitation, teachers will pass this information to the DSL in line with school Safeguarding Policy.

### ***Sexually Active Students***

There are extremely rare occasions where a primary-aged child, who is sexually active or contemplating sexual activity, approaches an adult. If this occurs, it will be viewed as a child protection issue. The member of staff will follow safeguarding procedures and seek advice from the Designated Safeguarding Lead.

All staff are trained in safeguarding and receive regular updates in staff briefings, led by the DSL. There is an annual safeguarding refresher CPD session and new staff are trained regardless of the timeliness of any previous training.

### ***Resources***

RSE lessons will be planned in advance with careful thought to appropriate resources. Learning objectives will be met primarily by addressing statutory and PSHE Association recommended content and on a 'needs' basis of the children rather than a 'resource led' approach.

Materials, lesson plans and associated resources are primarily used from the Cambridgeshire County Council scheme of work and supplemented by the PSHE Association schemes of work and resources. Any videos or clips shown will be age appropriate and from the curriculum plans developed in advance by staff and outlined on curriculum Knowledge Organisers.

Resources used in Relationship Education lessons must meet the following criteria:

- Directly support the learning objective for the Relationships Education lesson
- Be matched to the age, ability, maturity, needs and linguistic capabilities of the children
- Relate to the aims and vision for Relationships Education outlined in this policy
- Be up to date, relevant and of factual content
- Are produced or endorsed by reputable organisations (e.g. NSPCC, bitesize, PSHE association)
- Do not show bias or promote stereotypes and reflect and celebrate diversity
- Are engaging and promote participation and inclusion for all
- Conform to the statutory requirements for Relationships Education.

## **Roles and Responsibilities**

### ***The Trust Board***

The Trust Board will approve the RSE policy and hold the Principals to account for its implementation as set out in this policy.

### ***Local Advisory Boards***

Will have oversight of:

- Ensuring the quality of RSE provision is subject to regular and effective self-evaluation and scrutiny
- Ensuring the school is led in a way that support a culture of value and respect for difference and diversity.

### ***Principals***

Principals are responsible for:

- ensuring that RSE is taught consistently across their Academy,
- managing requests to withdraw pupils from [non-statutory/non-science] components of RSE
- ensuring pupils make progress in achieving the expected educational outcomes
- ensuring good leadership of curriculum, including resourcing, so that responsibility for RSE is clear
- ensuring the quality of provision is subject to regular and effective self-evaluation;
- ensuring teaching is delivered in ways that are accessible to all pupils with SEND
- ensuring quality training and support is provided for teachers delivering RSE.
- ensuring clear information is provided for parents on the subject content and the right to request that their child is withdrawn;
- ensuring legal obligations are met
- ensuring their school is led in a way that supports a culture of value and respect for difference and diversity.

## **Teaching Staff**

Teaching staff are responsible for:

- supporting a culture of value and respect for difference and diversity.
- delivering RSE in a sensitive way
- modelling positive attitudes to RSE
- Monitoring pupil progress
- responding to the needs of individual pupils
- responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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 Principal.

## **The role of parents**

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first teachers of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

Through sharing this policy and also providing information on school websites about the RSE curriculum, parents will be able to access information about the RSE education being provided. This communication is important, and schools will also make staff available to discuss the curriculum in more detail upon the receipt of a parental request.

Parents **have the right** to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any request an appropriate member of the school staff should discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. This should be documented and kept on file to ensure a record is kept (Appendix 2).

Once those discussions have taken place, except in exceptional circumstances, we will respect the parents' request to withdraw the child, up to and until three terms before the child Page 8 of 15 turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school will make arrangements to provide the child with sex education during one of those terms. This process is the same for pupils with SEND. However, there may be exceptional circumstances where the school may want to take a pupil's specific needs arising from their SEND into account when making this decision.

There is **no right** to withdraw pupils from Relationships Education or Health Education.

Any parent wishing to make a complaint about the teaching of RSE at one of the trust schools should, in the first instance, address these directly with the specific school as per the normal complaints policy. Should this initial meeting fail to resolve the problem parents/carers should submit a written complaint, as set out in our complaints policy.

## **Monitoring and review**

The delivery of RSE is monitored by the PSHE lead through:

- Planning scrutinies
- Learning walks
- Monitoring of assemblies
- Review of curriculum impact and pupil progress monitoring
- Review of pupil work
- Pupil focus groups

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

Each school will be responsible for evaluating the impact of this policy and the related curriculum.

The impact of this policy will be monitored and reviewed by the Trust Board.

This policy will be reviewed annually in consultation with staff and parents/carers.

## Appendix 1: Curriculum Content

Our RSE Curriculum is wholly consistent with the DfE statutory requirements for RSE and Health Education (2020), National Curriculum (2014), other DfE and OfSTED guidance. It also reflects best practice described by the Sex Education Forum and PSHE Association. We consider Relationships Education to be a continuous process of learning, which begins before students enter our school and continues into adulthood. We have planned a curriculum appropriate to each age group with a spiral of progression. All staff have a part to play in supporting the delivery of Relationships Education and ensuring that their interactions with students support the Relationships Education curriculum.

By the end of primary school:

Topic	What pupils should know
<b>Families and people who care about me</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• That families are important for children growing up because they can give love, security and stability</li><li>• 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</li><li>• 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</li><li>• 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</li><li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li><li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li></ul>
<b>Caring friendships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li><li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li><li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li><li>• 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</li><li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable,</li></ul>

	managing conflict, how to manage these situations and how to seek help or advice from others, if needed
<b>Respectful relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults and how this can, in some situations, become Harmful Sexual behaviour if not done.</li> </ul>
<b>Online relationships</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
<b>Being safe</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• 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</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> </ul>

	<ul style="list-style-type: none"> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to recognise harmful sexual behaviours in a variety of forms and situations</li> <li>• How to report concerns or abuse (including where children have been exposed to harmful sexual behaviours), and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>
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## Physical health and mental wellbeing

There will be an integrated, whole-school approach to the teaching and promotion of health and wellbeing as this has a potential positive impact on behaviour and attainment. This will be reflected in whole school systems and the wider personal development curriculum.

Teachers should be aware of common 'adverse childhood experiences' (such as family breakdown, bereavement and exposure to domestic violence) and when and how these may be affecting any of their pupils and so may be influencing how they experience these subjects.

### Mental wellbeing

Pupils should know:

- that mental wellbeing is a normal part of daily life, in the same way as physical health.
- that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.
- how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.
- how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
- the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.
- simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.
- isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.
- that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
- where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).
- it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### Internet safety and harms

Pupils should know:

- 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.



	<ul style="list-style-type: none"> <li>• 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.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• 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.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• 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.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<p>Pupils should know:</p> <ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• 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).</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
<b>Health and prevention</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
<b>Basic first aid</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> </ul>

	<ul style="list-style-type: none"> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
<b>Changing adolescent body</b>	<p>Pupils should know</p> <ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 2: Right to withdraw from sex education with 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 following discussion with parents/carers	Include notes from discussions with parents/carers and outline any actions that have been agreed