Griffin Primary School

Relationships Education, Relationships and Sex Education and Health Education Policy 2023

Date	Revised amendment details	By whom
May 2021	Draft Policy issued for consultation	School
June 2021	Griffin Policy approved	School and Ops Group
June 2021	Approved Policy made available on school website	School
September 2023	Griffin Policy reviewed and issued for consultation	Deputy Head

Related Policies & Documents

- The TEFAT Relationships and Health Education Policy April 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education statutory guidance 2020.
- Statutory guidance for Relationships Education.
- Statutory guidance for physical health and mental wellbeing.
- Specific guidance for with SEND SEND Code of practice 0 - 25
- Keeping Children Safe in Education 2023
- Equality Act 2010 and schools
- Mental Health and Behaviour in schools (advice for schools)
- Sexual violence and sexual harrassment between children in schools (advice for schools)

1. Policy aims and scope

- To ensure parents/ carers, and staff are aware and understand the different components of the Relationships Education, Relationships and Sex Education and Health Education curriculum and how/why it is taught

- To deliver a curriculum that is relevant, appropriate and tailored to the needs of our students within a framework that is inclusive and meets the needs of all children with regard to gender, sexuality and diversity

- To provide students with an understanding of safe, consensual and respectful relationships with their peers and wider community whilst developing essential life skills including decision-making. This should also include an understanding of how safe relationships can support mental health and well-being

2. Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE) Definition

2.1.   Relationships Education and Relationships and Sex Education are concerned with lifelong learning about an individual's physical, moral, emotional, social and cultural development. It is about understanding stable, safe and loving relationships, such as marriage and civil partnerships. It also involves learning about non-exploitative relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. These essential life skills teach students how to build and maintain positive and respectful relationships with peers and the wider community as well as online and in person.

Relationships and Sex Education does not promote sexual orientation or sexual activity. It does cover attitudes and values; personal and social skills; and knowledge

and understanding. It is an essential part of keeping children safe in education, especially as they make the transition to secondary school and into adulthood.

2.2. It is expected that Relationships Education and where appropriate, Relationships and Sex Education, will be taught as an integrated aspect of Personal, Social and Health Education (PSHE). Age-appropriate Relationship Education teaching is essential to keeping safe and healthy, inside and outside the school gates. A comprehensive Relationships Education programme can have a positive impact on people's health and well-being and their ability to achieve, and can play a crucial part in meeting these obligations. A good PSHE education provides students with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides students with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance.

3. Roles and responsibilities

3.1. The Trust will ensure that:

● The Trust wide Relationships and Health Education Policy is up to date, accurately reflects statutory requirements and is made available to all stakeholders via the Trust website
● Relationships and Health Education is appropriately taught and accessible for all , taking into account the age and religious backgrounds of all, so as to ensure that the topics outlined in the statutory guidance are appropriately handled
● All schools work closely with parents when planning and delivering these subjects; ensuring that parents are consulted, know what will be taught and when, and clearly communicate where parents / carers have the right to request withdrawal

3.2. The Principal will:

● Ensure the effective delivery and overall implementation of this policy
● Ensure staff are comfortable, knowledgeable and aptly trained to deliver the curriculum
● Ensure that the school owned policy and appropriate teaching materials are developed, shared and implemented in line with this policy and mindful of the needs of vulnerable cohorts
● Ensure that all teaching and support materials are informed by current best practice including the PSHE Association Guidance here and linked resources
● Inform parents/carers about the school's programme for Relationships and Health Education including provision made for sex education through consultation materials, events and the school's website
● Seek to form a consultative partnership with parents/carers to ensure that there is a clear understanding of the school owned policy and to address any concerns they may have
● Use their discretion and respond appropriately when considering requests from parents / carers for their children to be withdrawn from any non-statutory elements of sex education to which they object. The request will be accepted where the withdrawal does not cut across those elements of sex education which form part of the science curriculum

3.3.   The staff will:

- Implement the scheme of work in line with the overall values of the Trust and the academy
- Participate in any relevant training necessary to successfully deliver the curriculum
- Identify and notify the Principal of any materials they would consider inappropriate
- Respond appropriately to those whose parents/ carers wish them to be withdrawn from aspects of the curriculum

3.4.   The parents / carers will:

- Actively engage with any consultation to ensure they are aware of the importance of Relationships and Health Education in supporting the development of their child but to also voice any concerns/feedback they might have
- To work in partnership with the school to have a joined up approach to discussing these topics with their children outside of school

The school may also utilise external agencies with specific expertise to enhance elements of teaching, where this is the case:

- Any teaching materials used will be agreed prior to teaching and agreed by the responsible member of staff
- External visitors will always be accompanied by a member of staff
- Be DBS checked
- Be aware of this policy and the values of the school
- Liaise with appropriate co-ordinator or teacher to consider the needs of the cohort

4.   Relationships Education and Relationships and Sex Education Provision

4.1.   To ensure progression and a spiral curriculum, we use Jigsaw, the mindful approach to PSHE, as our chosen teaching and learning programme and tailor it to our children's needs. The mapping document: Jigsaw 3-11 and statutory Relationships and Health Education, shows exactly how Jigsaw and therefore our school, meets the statutory Relationships and Health Education requirements.

4.2.   The policy and programme has been developed in consultation with parents, and staff, taking into account the age, needs and feelings of the cohort and community. The consultation aimed to gather the thoughts and opinions of those affected by the delivery of the curriculum. Whilst these views will be heard and taken into consideration, the school will make the final decision on the delivery of provision.

4.3.   If students ask questions outside the scope of this policy, teachers will respond in an appropriate manner so students are fully informed and don't seek answers online

where they may find incorrect or unsuitable material.

4.4.	Relationships Education, RSE and Health Education is planned carefully so that it is accessible for all students and with particular consideration for the needs of students with special educational needs and disabilities (SEND). High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. Students with SEND can be more vulnerable to exploitation and abuse, therefore delivery will consider the level of need, previous negative experiences and any other individual concerns.

4.5.	Relationships Education and RSE can also be particularly important subjects for some students, for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. There may be a need to tailor content and teaching to meet the specific needs of students at different developmental stages. As with all teaching for these subjects, we ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

4.6.	The delivery of Relationships Education is pivotal to ensuring we, as a school, fulfil our safeguarding obligations. As such, students will learn how to recognise and differentiate between appropriate and inappropriate behaviours and relationships. By understanding the meaning of consensual and mutual relationships as well as characteristics of abusive relationships, this may expose potential safeguarding concerns. Where safeguarding or child protection concerns arise, staff will follow the necessary procedure in escalating the issue.

4.7.	The teaching of Relationships Education will consider the Equality Act 2010 which will allow students to understand how they should treat one another and celebrate diversity. The curriculum is inclusive for all students and those in the community with protected characteristics. Age-appropriate conversations are likely to reduce discrimination and further understanding of different lifestyle choices. Students will not be asked to discuss their own views or personal experience, however they may choose to share their own experiences.

We expect student behaviour during Relationships, Health and Sex Education lessons to be in line with our Behaviour for Learning Policy and teachers will follow the policy as set out here to deal with any inappropriate behaviour. We will also follow the procedures outlined in our Child Protection and Safeguarding Policy as necessary in relation to students' comments.

# 5.	Delivery of Relationships Education and Relationships and Sex Education

5.1.	RE and RSE are taught within the Personal, Social, Health Education (PSHE) curriculum in line with the Jigsaw Curriculum. Biological aspects of RSE are also taught within the science curriculum.

5.2.	Health Education Unit.

5.3.   What do we teach when and who teaches it?

Whole-school approach

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

Term	Puzzle (Unit)	Content
Autumn 1	Being me in my world	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding the impact this can have on others
Spring 1	Dreams and Goals	Includes goal-setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2	Healthy me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2	Changing me	Includes Relationships and Sex Education in the context of coping positively with change

5.4.   Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships.

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

	Pupils Should Know…	Coverage in the Jigsaw Curriculum
Families and people who care for 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	All of these aspects are covered in lessons within the Puzzles ● Relationships ● Changing Me

	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 (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. • 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.	• Celebrating Difference • Being Me in My World
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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Changing Me • Celebrating Difference These aspects are also covered within our Online Safety curriculum linked to the National Online Safety Hub
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	All of these aspects are covered in lessons within the Puzzles • Relationships

	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 confide	• Changing Me • Celebrating Difference

5.5.   Relationships Education is discussed in a safe and non-judgemental space where children and adults feel respected.

5.6.   Where Sex Education is discussed, content will be tailored to the physical and emotional maturity of the cohort and developed throughout the course of education in an age-appropriate way. The 'Changing Me' Puzzle within the Jigsaw curriculum contains the 'explicit' work on these aspects.

Puberty and Human Reproduction in Jigsaw 3-11		
FS	Growing Up	How we have changed since we were babies
Y1	My changing body	Understanding that growing and changing is natural and happens to everybody at different rates
	Boys' and girls' bodies	Appreciating the parts of the body that make us different and using the correct names for them
Y2	The changing me	Where am I on the journey from young to old, and what changes can I be proud of?
	Boy and girls	Difference between boys and girls- how do we feel about them? Which parts of me are private?
Y3	Outside body changes	How our bodies need to change so they can make babies when we grow up- outside changes and how we feel about them
	Inside body changes	How our bodies need to change so they can make babies when we grow up- inside changes and how we feel about them
Y4	Having a Baby	The choice to have a baby, the parts of men and women that make babies and -in simple terms- how

		this happens.
	Girls and Puberty	How a girl's body changes so that she can have a baby when she's an adult- including menstruation.
Y5	Puberty for Girls	Physical changes and feelings about them- importance of looking after yourself.
	Puberty for Boys	Developing understanding of changes for both sexes- reassurance and exploring feelings.
	Conception	Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of new life.
Y6	Puberty	Consolidating understanding of physical and emotional changes and how they affect us
	Girl talk/ Boy talk	A chance to ask questions and reflect
	Conception to Birth	The story of pregnancy and birth

6. Health Education Curriculum and Delivery

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

	Pupils should know..	Curriculum Coverage
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. • simple self-care techniques, including the importance of	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Relationships • Changing Me • Celebrating Difference

	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 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). • 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	• 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.	All of these aspects are covered in lessons within the Puzzles • Relationships • Healthy Me These aspects are also covered within our Online Safety curriculum linked to the National Online Safety Hub
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.	All of these aspects are covered in lessons within the Puzzles • Healthy Me

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. • the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).	All of these aspects are covered in lessons within the Puzzles • Healthy Me Links to Science and Food technology
Drugs, alcohol and tobacco	• 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	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Basic first aid	• how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.	All of these aspects are covered in lessons within the Puzzles • Healthy Me
Changing adolescent body	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.	All of these aspects are covered in lessons within the Puzzles • Healthy Me • Changing Me

7.   Communicating with parents and carers

7.1.   The delivery of Relationships Education is best when supported by parents and this constructive communication allows Griffin School and parents to develop a shared

set of values which allows for joined up conversations and the dispelling of myths around certain topics.

7.2. Parents are first and foremost the first to educate their children on certain Relationship Education topics. Therefore, communication between Griffin Primary and parents can allow parents to best understand how they can support and continue their children's learning at home, ultimately benefiting the development of . This will be done through:

- Sharing information about the curriculum through various channels (website, newsletter etc.)

- Keeping parents/ carers up to date with upcoming topics and activities regarding Relationships Education

- Providing or signposting resources and other information for parents/ carers to address needs and also to build confidence to have difficult conversations

7.3. In order to have a joined up approach, parents will be asked to work together with Griffin Primary School in a consultative approach, to express their concerns or share feedback. The outcomes of the consultation will be taken into account when making the final decision, however, parents/ carers can not exercise a veto against the schools final decision. The school has the final say on what is delivered and will always act in the best interest of the schools and its students.

7.4. Where surveys are used and submitted, the school will not accept anonymous submissions. Any survey submission demonstrating significant concerns should be followed up with further conversation.

7.5. Our school utilises an open door approach, therefore parents/ carers should feel comfortable discussing any concerns or queries they might have in regard to the curriculum at any stage.

The RHE policy will be sent out to all parents/ carers and Griffin Primary welcomes feedback from parents/ carers. Parents/carers will be invited to complete a parent survey to share any comments and questions they may have.

A separate consultation meeting will take place for parents/ carers each year ahead of any sex education lessons so that parents/ carers can make an informed choice regarding participation in these lessons.

8. Parent/Carer right to withdraw

8.1. Parents **do not** have the right to withdraw their children from mandatory Relationships Education or Health Education delivered as part of PSHE.

8.2. Parents **do** have the right to request to withdraw their children from the non-statutory components of sex education within Relationships and Sex Education. This does not

include aspects which are taught within Science or other areas as part of the national curriculum.

8.3. Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the Principal. The process should be documented and kept on record.

8.4. Before granting the right to withdraw, it is recommended that the Principal and parents discuss the reasons for requesting withdrawal and discuss the benefits of the topics as well as the detrimental impact of removing them. may also discuss topics outside of the classroom which may provide incorrect information to children removed from the session.

8.5. The school has a responsibility to provide alternative work for students who are withdrawn from these elements.

8.6. For students with SEND, the process for withdrawal remains the same. However, the Principal will consider the specific circumstances and needs of the student on a case by case basis.

9.   Monitoring Arrangements

9.1. Lessons on sex and relationships education will be observed in the normal programme of monitoring teaching and learning.

9.2. Children's views and attitudes should be assessed through the academy's 'student voice' processes - via the Student Voice Leaders or other groups of students meeting with the leadership group to talk about their learning.

9.3. Where changes are made to the policy or the programme, parents/ carers will be consulted on those changes.

Relationships and sex education curriculum map

📄 3-11-PSHE-Progression-map-2023

Appendix 2: Relationships Education

By the end of primary school should know

TOPIC	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

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: Health Education

By the end of primary school 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 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	●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 know how 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. ●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.
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. ● concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. ● about menstrual wellbeing including the key facts about the menstrual cycle.

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	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.