

Relationships, Sex and Education Policy

South Tawton Primary School



Dartmoor
MULTI ACADEMY TRUST

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1. Aims

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

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self and mutual respect, confidence and empathy
- Create a positive culture around issues of sexuality, health and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

Whilst PSHE remains a non-statutory subject, as a primary academy school we must provide relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We also teach science in line with National Curriculum requirements, which contain elements of sex education.

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

In addition to this, under the Equality Act 2010, we ensure we do not discriminate against any pupils due to their age, race, disability, religion or belief, gender reassignment, pregnancy, or maternity, marriage or civil partnership, or sexual orientation (known as the protected characteristics).

At South Tawton Primary School we teach RSE as set out in this policy.

3. Policy development

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

1. Review – the PSHE coordinator pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE by holding pupil councils.
5. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

As a school we value diversity and foster mutual respect, modelling and inspiring attributes in pupils such as respect, courtesy and honesty. These underpin and inform the relationships we have, between pupils and between pupils and adults.

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

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

RSE is not about the promotion of sexual activity.

Relationships Education

The aim and purpose of our Relationships Education is to ensure all our pupils have the best possible opportunities for understanding and developing healthy and respectful relationships with family and friends in all contexts (including online). Through Relationships Education, pupils will explore a variety of different friendships and families whilst also considering how these vary and what can be considered as safe. The strands included in statutory Relationship Education are: families and people who care for me; caring relationships; respectful relationships; online relationships; and being safe.

Physical Health and Mental Wellbeing Education

There is statutory guidance on the importance of teaching the characteristics of good physical health and mental wellbeing. Physical health and mental wellbeing will play a key role in delivering our PSHE (Personal, Social, Health and Economic Education) and will be enhanced by our Physical Education and Science curriculums. The strands included in statutory Physical Health and Mental Wellbeing Education are: mental wellbeing; internet safety & harms; physical health and fitness; healthy eating; drugs, alcohol and tobacco; health and prevention; basic first aid; and changing adolescent body.

Relationships Sex Education

Whilst it is not a statutory requirement to teach Sex Education at primary level, following consultations with stakeholders and considering the needs of our pupils and the local context, we will be teaching elements of Sex Education in addition to the statutory Relationships and Science curriculum coverage. Curriculum coverage and parental right to withdraw are set out in this policy.

5. Curriculum

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

Sex Education will focus on:

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

RSE is taught as part of our PSHE curriculum. We follow a whole school spiral curriculum of half termly topics using resources and planning from Coram Life Education called SCARF. This curriculum is set out as per Appendix 1. We may need to adapt it as and when necessary to suit to needs of our pupils.

Science curriculum- there are biological aspects on human growth and reproduction taught in science lessons, based on the National Curriculum. Information on the science topics can be found in Appendix 2.

6. Delivery of RSE

RSE is taught within our PSHE sessions, which we refer to as 'SCARF time' at South Tawton. PSHE sessions are timetabled into the school week and delivered by the class teacher. 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).

Biological aspects of RSE might also be taught within the science curriculum. Depending on the cohort and pupils' needs, Sex Education might be taught in mixed or single gender groups.

PSHE assemblies will also take place to support the half termly theme across the school as well as other school wide campaigns such as Anti Bullying Week, Internet Safety Day.

Delivery of the RSE content will be made accessible to all pupils, including those with special educational needs and disabilities (SEND). Teachers will liaise with staff, SENDCo and parents when necessary to adapt the content and resources to a level suitable for individual SEND pupils.

For more information about our RSE curriculum, see Appendices 1, 2 and 3.

7. Roles and responsibilities

7.1 The governing board

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

7.2 The principal

The principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8). They will do this in liaison with the PSHE Coordinator.

7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive and unbiased way
- › Engaging with professional development opportunities to support effective RSE delivery
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of Sex Education.

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the head of school. Details of staff support and training are set out in point 9 below.

RSE will be taught by all class teachers employed at South Tawton Primary School. The subject will be coordinated by the PSHE Coordinator, who will support class teachers with subject knowledge, training, delivery of the lessons and parent liaison.

7.4 Pupils

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

8. Parents' right to withdraw

Parents and carers do not have the right to withdraw their children from statutory Health and Relationships Education or the Science National Curriculum.

Parents and carers have the right to withdraw their children from all or part of the non-statutory components of Sex Education within our RSE sessions. These are highlighted in the curriculum map, Appendix 1.

Whilst they do not have to give a reason for withdrawal, we respectfully invite them to do so and encourage them to have a discussion with the head of school about their child's needs and the right to withdraw.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the head of school.

Alternative work will be given to pupils who are withdrawn from Sex Education.

9. Staff training & support

RSE is included in our continuing professional development calendar. Teachers are undertaking training sessions on the new DfE Relationship Education and Health Education aspects of coverage as well as discussions around how to answer or respond to difficult questions. They have been shown and have access to training videos from Coram Life Education, through their online platform.

The principal and PSHE Coordinator may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE. If visitors are going to be working alongside teachers in the delivery of RSE sessions, they will have had a copy of our RSE policy, prior notice about the composition of the pupils and how their contribution will fit with our scheme of work.

It is essential that teachers and staff maintain their own wellbeing. There may be times that a topic triggers particular feelings of historic or recent trauma. Before teaching RSE, staff are encouraged to consider their own needs and raise any concerns with the head of school.

10. Monitoring arrangements

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

Planning and book scrutiny; staff dialogue; learning walks; lesson observations; and pupil councils

Pupil voice will be influential in adapting and amending planned learning activities and teacher's reflecting on their delivery of RSE is to be expected.

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

This policy will be reviewed by PSHE Coordinator every 2 years to ensure it continues to meet the needs of our pupils, staff and parents and is in line with current DfE guidance. At every review, the policy will be approved by the governing body.

11. Safeguarding

Staff are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Staff will consult with the designated safeguarding lead, and in their absence the deputy, if a disclosure is made or a child protection issue arises.

All staff have access to CPOMS reporting systems and have up to date safeguarding and Prevent training.

Appendix 1: Curriculum Map. Emphasis on the ‘Growing and Changing’ unit Summer 2nd half term.



PSHE and wellbeing long-term plan - including DfE statutory requirements for Relationships Education and Health Education

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

Appendix 1: 'Growing and Changing' units Summer 2nd half term

Reception

Growing & changing	
Seasons	<ul style="list-style-type: none"> • What are seasons? • What changes can you see?
Life stages	<ul style="list-style-type: none"> • Experience (real life or video) and explain the life cycle of an animal or plant
Human life cycle, who will I be?	<ul style="list-style-type: none"> • Explain and order life cycle of a human. Follow story 'Once there were giants'
Where do babies come from?	<ul style="list-style-type: none"> • Share my big book of families • Match baby animal to its adult
Getting bigger	<ul style="list-style-type: none"> • Explain how you have grown since you were a baby and what you can do now
Me and my body	<ul style="list-style-type: none"> • Name parts of the body and introduce names for private parts. Share NSPCC Pantosaurus

Year 1

Growing and Changing	Year 1
Inside my wonderful body!	<ul style="list-style-type: none"> •Name major internal body parts (heart, lungs, blood, stomach, intestines, brain); •Understand and explain the simple bodily processes associated with them.
Taking care of a baby	<ul style="list-style-type: none"> •Understand some of the tasks required to look after a baby; •Explain how to meet the basic needs of a baby, for example, eye contact, cuddling, washing, changing, feeding.
Then and now	<ul style="list-style-type: none"> •Identify things they could do as a baby, a toddler and can do now; •Identify the people who help/helped them at those different stages.
Who can help?(2)	<ul style="list-style-type: none"> •Explain the difference between teasing and bullying; •Give examples of what they can do if they experience or witness bullying; •Say who they could get help from in a bullying situation.
Surprises and secrets	<ul style="list-style-type: none"> •Explain the difference between a secret and a nice surprise; •Identify situations as being secrets or surprises; •Identify who they can talk to if they feel uncomfortable about any secret they are told, or told to keep.
Keeping privates private	<ul style="list-style-type: none"> •Identify parts of the body that are private; •Describe ways in which private parts can be kept private; •Identify people they can talk to about their private parts.

Year 2

Growing and Changing	Year 2
A helping hand	<ul style="list-style-type: none"> •Demonstrate simple ways of giving positive feedback to others.
Sam moves house	<ul style="list-style-type: none"> •Recognise the range of feelings that are associated with losing (and being reunited) with a person they are close to.
Haven't you grown?	<ul style="list-style-type: none"> •Identify different stages of growth (e.g. baby, toddler, child, teenager, adult); •Understand and describe some of the things that people are capable of at these different stages.
My Body, your body	<ul style="list-style-type: none"> •Identify which parts of our body are private •Explain that our genitals help us make babies when we are older •Understand that we mostly have the same body parts but how they look is different from person to person.
Respecting privacy	<ul style="list-style-type: none"> •Explain what privacy means •Know that you are not allowed to touch someone's private belongings without their permission •Give examples of different types of private information.
Basic first aid	See link to external resources for further information.

Year 3

Growing and Changing	Year 3
Relationship Tree	<ul style="list-style-type: none"> •Identify different types of relationships; •Recognise who they have positive healthy relationships with.
Body space	<ul style="list-style-type: none"> •Understand what is meant by the term body space (or personal space); •Identify when it is appropriate or inappropriate to allow someone into their body space; •Rehearse strategies for when someone is inappropriately in their body space.
Secret or surprise	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.

Year 4

Growing and Changing • Year 4 •	
Moving house	<ul style="list-style-type: none"> •Describe some of the changes that happen to people during their lives; •Explain how the Learning Line can be used as a tool to help them manage change more easily; •Suggest people who may be able to help them deal with change.
My feelings are all over the place!	<ul style="list-style-type: none"> •Name some positive and negative feelings; •Suggest reasons why young people sometimes fall out with their parents; •Take part in a role play practising how to compromise.
All change!	<ul style="list-style-type: none"> •Identify parts of the body that males and females have in common and those that are different; •Know the correct terminology for their genitalia; •Understand and explain why puberty happens.
Period positive	<ul style="list-style-type: none"> •Recognise that babies come from the joining of an egg and sperm; •Explain what happens when an egg doesn't meet a sperm; •Understand that periods are a normal part of puberty for girls; •Identify some of the ways they can cope better with periods.
Secret or surprise?	<ul style="list-style-type: none"> •Define the terms 'secret' and 'surprise' and know the difference between a safe and an unsafe secret; •Recognise how different surprises and secrets might make them feel; •Know who they could ask for help if a secret made them feel uncomfortable or unsafe.
Together	<ul style="list-style-type: none"> •Recognise that marriage includes same sex and opposite sex partners; •Know the legal age for marriage in England or Scotland; •Discuss the reasons why a person would want to be married, or live together, or have a civil ceremony.

Year 5

Growing and Changing	Year 5
How are they feeling?	<ul style="list-style-type: none"> • Use a range of words and phrases to describe the intensity of different feelings • Distinguish between good and not so good feelings, using appropriate vocabulary to describe these; • Explain strategies they can use to build resilience.
Taking notice of our feelings	<ul style="list-style-type: none"> • Identify people who can be trusted; • Describe strategies for dealing with situations in which they would feel uncomfortable.
Dear Hetty	<ul style="list-style-type: none"> • Explain how someone might feel when they are separated from someone or something they like; • Suggest ways to help someone who is separated from someone or something they like.
Changing bodies and feelings	<ul style="list-style-type: none"> • Know the correct words for the external sexual organs; • Discuss some of the myths associated with puberty.
Growing up and changing bodies	<ul style="list-style-type: none"> • Identify some products that they may need during puberty and why; • Know what menstruation is and why it happens.
It could happen to anyone	<ul style="list-style-type: none"> • Identify the consequences of positive and negative behaviour on themselves and others; • Give examples of how individual/group actions can impact on others in a positive or negative way.
Help, I'm a teenager...get me out of here!	<ul style="list-style-type: none"> • Recognise how our body feels when we're relaxed; • List some of the ways our body feels when it is nervous or sad; • Describe and/or demonstrate how to be resilient in order to find someone who will listen to you.
Dear Ash	<ul style="list-style-type: none"> • Explain the difference between a safe and an unsafe secret; • Identify situations where someone might need to break a confidence in order to keep someone safe.
Stop, start stereotypes	<ul style="list-style-type: none"> • Recognise that some people can get bullied because of the way they express their gender; • Give examples of how bullying behaviours can be stopped.

Year 6

Growing and Changing	Year 6
Helpful or unhelpful? Managing change	<ul style="list-style-type: none"> •Recognise some of the changes they have experienced and their emotional responses to those changes; •Suggest positive strategies for dealing with change; •Identify people who can support someone who is dealing with a challenging time of change.
I look great!	<ul style="list-style-type: none"> •Understand that fame can be short-lived; •Recognise that photos can be changed to match society's view of perfect; •Identify qualities that people have, as well as their looks.
Media manipulation	<ul style="list-style-type: none"> •Define what is meant by the term stereotype; •Recognise how the media can sometimes reinforce gender stereotypes; •Recognise that people fall into a wide range of what is seen as normal; •Challenge stereotypical gender portrayals of people.
Pressure online	<ul style="list-style-type: none"> •Understand the risks of sharing images online and how these are hard to control, once shared; •Understand that people can feel pressured to behave in a certain way because of the influence of the peer group; •Understand the norms of risk-taking behaviour and that these are usually lower than people believe them to be.
Is this normal?	<ul style="list-style-type: none"> •Define the word 'puberty' giving examples of some of the physical and emotional changes associated with it; •Suggest strategies that would help someone who felt challenged by the changes in puberty; •Understand what FGM is and that it is an illegal practice in this country; •Know where someone could get support if they were concerned about their own or another person's safety.
Dear Ash	<ul style="list-style-type: none"> •Explain the difference between a safe and an unsafe secret; •Identify situations where someone might need to break a confidence in order to keep someone safe.
Making babies Sex Education session	<ul style="list-style-type: none"> •Identify the changes that happen through puberty to allow sexual reproduction to occur; •Know a variety of ways in which the sperm can fertilise the egg to create a baby; •Know the legal age of consent and what it means.
What is HIV?	<ul style="list-style-type: none"> •Explain how HIV affects the body's immune system; •Understand that HIV is difficult to transmit; •Know how a person can protect themselves from HIV

Appendix 2: Science Curriculum Taken from: https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/425618/PRIMARY_national_curriculum_-_Science.pdf

Year 1

- identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Year 2

- notice that animals, including humans, have offspring which grow into adults.
- Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals.

Year 3

- identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat .
- identify that humans and some other animals have skeletons and muscles for support, protection and movement.

Year 4

- describe the simple functions of the basic parts of the digestive system in humans.

Year 5

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird.
- describe the life process of reproduction in some plants and animals.
- describe the changes as humans develop to old age.

Year 6

- describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals

Appendix 3: Relationships Education & Physical Health & Mental Wellbeing Education.

By the end of Primary School pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Mental Wellbeing	<ul style="list-style-type: none"> • 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 & harm	<ul style="list-style-type: none"> • 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

TOPIC	PUPILS SHOULD KNOW
Physical health & fitness	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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 & tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health & prevention	<ul style="list-style-type: none"> 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 allergies, immunisation and vaccination
Basic first aid	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> 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	