Bradwell Junior School

Relationships, Sex and Health Education (RSHE) Policy

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Bradwell Junior School

Chorus Education Trust

Version Control

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1.0	Whole	New policy based on model from The Key	Dec 2024	Chris James, CEO
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1.2	Title	• Title – this policy now covers health education • More aims of what policy will cover • Clarification of content around sex education including protected characteristics, biological sex, gender reassignment and social transition • New responsibilities for governing board and staff	September 2026	Sandy Paley, CEO

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1. Aims

The aims of relationships, sex and health education (RSHE) in Chorus Education Trust schools 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-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

This policy is the RSHE Policy for Chorus Education Trust. Each school has used this policy to plan individual curriculum maps for Appendix 1.

2. Statutory requirements

As a primary academy, we must provide relationships education to all pupils under section 34 of the **Children and Social Work Act 2017**. We must also teach health education.

We don't have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements:

1. To have regard to guidance issued by the secretary of state, as outlined in section 403 of the **Education Act 1996**.
2. To provide RSHE to all pupils under section 34 of the **Children and Social Work Act 2017**.

We also have regard to legal duties set out in:

- Sections 406 and 407 of the **Education Act 1996**
- Part 6, chapter 1 of the **Equality Act 2010**
- **The Public Sector Equality Duty** (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

At Bradwell Junior School, we teach RSHE as set out in this policy.

3. Policy development

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

1. **Review** – Trust leaders considered the latest statutory guidance and relevant updated guidance from the PSHE association and The Key.
2. **Staff consultation** – school leaders and staff were given the opportunity to look at the policy and make recommendations

3. **Parent/stakeholder consultation** – parents and any interested parties were given the opportunity to look at and feedback comments related to the policy.
4. **Pupil consultation** – we investigated what exactly pupils want from their RSE curriculum
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this primary school policy **relationships, sex and health education** will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
    - Have respect for others
    - Know how to keep themselves safe
    - Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

The RSHE curriculum for Bradwell Junior School is set out as per Appendix 1, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

- "Over blocking" by the school's filtering and monitoring system doesn't lead to unreasonable restrictions as to what children can be taught

Relationships education focuses on teaching the skills and knowledge that form the building blocks of all positive relationships, supporting children from the start of their education to grow into kind, caring adults who have respect for others and know how to keep themselves and others safe, including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

Primary sex education taught in year 5 and/or year 6 will be taught in line with the National Curriculum for science, and focus on:

- The main external body parts
- The human body as it grows from birth to old age (including puberty)
- Reproduction in some plants and animals
- How a baby is conceived (in line with the factual curriculum of conception set out in the science curriculum)

Throughout each year group we will use appropriate material to assist learning, such as:

- Diagrams
- Videos
- Books
- Games
- Discussions and practical activities

Teachers will make sure that all pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved. Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

At all points of delivery of the curriculum, the school will consult parents and carers, and their views will be valued. What will be taught and how will be planned in conjunction with parents and carers.

Bradwell Junior School follows the Jigsaw Scheme of learning for RSHE and we use the assessment snapshot overviews at the end of each unit to identify whether each child is working towards, at or beyond the expected standard. This is based on observations during lessons including discussions as well as work produced in books.

For more information about our RSHE curriculum, see **Appendix 1**.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages.

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Smaller groups or targeted sessions
    - 1 to 1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age, developmental stage and background of our pupils
- Are evidence-based and contain robust facts and statistics

- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers are not able to veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of external organisations and materials

We will make sure that an agency and any materials used are appropriate and in line with our legal duties around political impartiality.

The school remains responsible for what is said to pupils. This includes making sure that any speakers, tools and resources used don't undermine the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

8. Role and responsibilities

8.1 The Trust Board

The Trustees will approve the RSHE policy and through the Quality of Education Committee will:

- Monitor the implementation of the policy across all Schools within the Trust
- Monitor pupil progress to ensure that pupils achieve expected outcomes

8.2 The CEO

The CEO is responsible for reviewing and implementing this RSHE Policy.

8.3 The Headteacher

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSE (see Section 9). This includes ensuring that:

- All pupils make progress in achieving the expected educational outcomes
- All staff are informed of the policy and the responsibilities included within the policy
- The curriculum is staffed and timetabled in a way to ensure the Trust and the school fulfil their legal obligations
- The teaching of RSE is monitored to ensure that it is delivered in ways that are accessible to all pupils with SEND

- Clear information is provided to parents/carers on the subject content and the right to request that their child is withdrawn.

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphoboia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL)

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the headteacher.

The headteacher is responsible for leading RSHE at Bradwell Junior School.

Responsibilities for teaching RSHE at Bradwell Junior School:

Year Group	Person Teaching	Job Description
Year 3	Miss Hughes	HLTA
Year 4	Miss Stewart	Class teacher
Year 5	Miss Hughes	HLTA
Year 6	Mr Hurford	Class teacher

8.5 Pupils

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

9. Parents' right to withdraw

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

Parents/carers have the right to withdraw their child from the non-statutory / non science components of sex education within RSHE – the headteacher will grant all requests to withdraw a pupil from the non-statutory/non - science parts of sex education.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. Alternative schoolwork will be given to pupils who are withdrawn from sex education.

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

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

11. Monitoring arrangements

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

The delivery of RSHE is monitored by Senior Leaders and the Leader of PSHE through regular learning walks, self - evaluation of improvement plans and trust enquiry visits.

Strategic evaluations are reported to Chorus ABS (Attendance, Behaviour & Safeguarding) Committee.

This policy will be reviewed by the CEO annually. At every review, the policy will be approved by Chorus ABS (Attendance, Behaviour & Safeguarding) Committee.

Appendix 1: Curriculum Map

Relationship, sex and health education curriculum map

Each term the theme is the same for the different year groups with the outlined content as below.

Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 3	• Setting personal goals • Self-identity and worth • Positivity in challenges • Rules, rights and responsibilities • Rewards and consequences • Responsible choices • Seeing things from others' perspectives I can explain how my behaviour can affect how others feel and behave. I can explain why it is important to have rules and how that helps me and others in my class learn. I can explain why it is important to feel valued.	• Families and their differences • Family conflict and how to manage it (child-centred) • Witnessing bullying and how to solve it • Recognising how words can be hurtful • Giving and receiving compliments I can describe different conflicts that might happen in family or friendship groups and how words can be used in hurtful or kind ways when conflicts happen. I can tell you how being involved with a conflict makes me feel and can offer strategies to help the situation e.g. Solve It Together or asking for help.	• Difficult challenges and achieving success • Dreams and ambitions • Motivation and enthusiasm • Recognising and trying to overcome obstacles • Evaluating learning • Processes • Contributing to the community • Managing feelings • Simple budgeting I can explain the different ways that help me learn and what I need to do to improve. I am confident and positive when I share my success with others. I can explain how these feelings can be stored in my internal treasure chest and why this is important.	• Exercise • Food labelling and healthy swaps • Attitudes towards drugs • Keeping safe online and offline • Respect for myself and others • Healthy and safe choices outdoors • Water safety • Asking for help I can identify things, people and places that I need to keep safe from and can tell you some strategies for keeping myself safe and healthy, including who to go to for help in an emergency. I can express how being anxious/ scared and unwell feels and explain some strategies to help myself.	• Family roles and responsibilities • Friendship and negotiation • Keeping safe online and who to go to for help Media influence • Being a global citizen • How my choices affect others • Awareness of other children's different lives • Expressing appreciation for family and friends I can explain how my life is influenced positively by people I know and also by people from other countries. I can explain why my choices might affect my family, friendships and people around the world who I don't know.	• How babies grow • Outside body changes • Inside body changes • Personal hygiene • Family stereotypes • Challenging my ideas • Preparing for transition I can explain how boys' and girls' bodies change the during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. I recognise how I feel about these changes happening to me and can suggest some ideas to cope with these feelings.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 4	• Being part of a class team • Being a school citizen • Rights, responsibilities and democracy • Rewards + consequences • Group decision-making • Having a voice • What motivates behaviour I can explain why being listened to and listening to others is important in my school community. I can explain why being democratic is important and can help me and others feel valued.	• Challenging assumptions • Judging by appearance • Accepting self and others • Understanding influences • Understanding bullying • Problem-solving • Identifying how special and unique everyone is • First impressions I can tell you a time when my first impression of someone changed as I got to know them. I can also explain why bullying might be difficult to spot and what to do about it if I'm not sure. I can explain why it is good to accept myself and others for who we are.	• Hopes and dreams • Overcoming disappointment • Creating new realistic • dreams • Achieving goals • Working in a group • Celebrating contributions • Resilience • Positive attitudes I can plan and set new goals even after a disappointment. I can explain what it means to be resilient and to have a positive attitude.	• Healthier friendships • Peer influences • Railway safety • Staying safe with friends • Smoking • Alcohol and vaping • Assertiveness • Peer pressure • Celebrating inner strength I can recognise when people are putting me under pressure and can explain ways to resist this when I want to. I can explain why it is important to keep telling a trusted adult if I am worried, even if nothing changes at first. I can identify feelings of anxiety and fear associated with peer pressure.	• Jealousy • Love and loss • Memories of loved ones • Getting and Falling Out • Girlfriends and • Boyfriends • Showing appreciation to people and animals I can recognise how people are feeling when they miss a special person or animal. I can give ways that might help me manage my feelings when missing a special person or animal.	• Being unique • Girls and puberty • Being part of a family • Confidence in change • Accepting change • Preparing for transition • Environmental change I can explain that during a girl's menstrual cycle, a period takes place each month and that this is a natural part of growing up for girls. I can explain why it is important to have trusted adults who can help me during times of change. I can explain some of the choices I might make in the future and some of the choices that I have no control over. I can offer some suggestions about how I might manage my feelings when changes happen.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 5	• Planning the year ahead • Being a citizen • Rights and responsibilities • Rewards and consequences • How behaviour affects groups • Democracy, having a voice, participating I can compare my life with other people in my country and explain why we have rules, rights and responsibilities to try and make the school and the wider community a fair place. I can explain how the actions of one person can affect another and can give examples of this from school and a wider community context.	• Cultural differences and • how they can cause • conflict • Racism • Rumours and name-calling • Types of bullying • Materials wealth and happiness • Enjoying and respecting other cultures I can explain the differences between direct and indirect types of bullying and can offer a range of strategies to help myself and others if we become involved (directly or indirectly) in a bullying situation. I can explain why racism and other forms of discrimination are unkind. I can express how I feel about discriminatory behaviour.	• Future dreams • Spending, saving and value of money • Jobs and careers • Dream job and how to get there • Goals in different cultures • Supporting others • (charity) • Motivation I can compare my hopes and dreams with those of young people from different cultures. I can reflect on the hopes and dreams of young people from another culture and explain how this makes me feel.	• Smoking including vaping • Alcohol and vaping • Alcohol and anti-social behaviour Emergency aid • Body image • Relationships with food • Healthy choices • Motivation and behaviour I can explain different roles that food and substances can play in people's lives. I can also explain how people can develop eating problems (disorders) relating to body image pressures and how smoking and alcohol misuse is unhealthy. I can explain why some online content is designed to influence how I feel about myself and how I can respond to this I can summarise different ways that I respect and value my body.	• Self-recognition/ self-worth • Building self-esteem • Safer online communities • Rights and responsibilities online • Online gaming and risks • Reducing screen time • Dangers of online grooming • Internet safety rules I can compare different types of friendships and the feelings associated with them. I can explain how to stay safe online, including recognising harmful content, understanding age restrictions, and knowing when something doesn't feel right. I can apply strategies to manage my feelings and the pressures I may face to use technology in ways that may be risky or cause harm to myself or others.	• Self- and body image • Influence of online and media on body image • Puberty for girls • Puberty for boys • Growing responsibility • Coping with change • Preparing for transition I can explain how boys and girls change during puberty and why looking after myself physically and emotionally is important. I can also summarise the process of conception. I can express how I feel about the changes that will happen to me during puberty, and that I accept these changes might happen at different times to my friends.

Age Group	Being Me in My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Year 6	• Identifying goals for the • year • Global citizenship • Children's universal rights • Feeling welcome and valued • Choices, consequences and rewards • Group dynamics • Democracy, having a voice • Anti-social behaviour • Role-modelling I can explain how my choices can have an impact on people in my immediate community and globally. I can empathise with others in my community and globally and explain how this can influence the choices I make.	• Perceptions of normality • Understanding disability • Power struggles • Understanding bullying • Inclusion/exclusion • Differences as conflict, difference as celebration • Empathy I can explain ways in which difference can be a source of conflict or a cause for celebration. I can show empathy with people in situations where their difference is a source of conflict or a cause for celebration.	• Personal learning goals, in and out of school • Success criteria • Emotions in success • Making a difference in the world • Motivation • Recognising achievements • Compliments I can explain different ways to work with others to help make the world a better place. I can explain what motivates me to make the world a better place.	• Taking personal responsibility • How substances affect the body • Exploitation including 'county lines' and gang culture • Emotional and mental health • Managing stress I can explain when substances including alcohol are being used anti-socially or being misused and the impact this can have on an individual and others. I can explain how to recognise when emotions are escalating and use strategies to respond proportionately to help to manage stress and pressure.	• Mental health • Identifying mental health worries and sources of support • Love and loss • Managing feelings • Power and control • Assertiveness • Technology safety • Take responsibility with technology use I can identify when people may be experiencing feelings associated with loss and also recognise when people are trying to gain power or control. I can explain the feelings I might experience if I lose somebody special and when I need to stand up for myself and my friends in real or online situations. I can offer strategies to help me manage these feelings and situations.	• Self-image • Body-image • Puberty and feelings • Reflections about change • Physical attraction • Respect and consent • Boyfriends/girlfriends • Sexting • Transition I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born. I recognise how I feel when I reflect on becoming a teenager and how I feel about the development and birth of a baby.

Appendix 2: by the end of primary school pupils should know

Topic	Pupils should know
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring and friendships	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Topic	Pupils should know
Respectful, kin relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

Topic	Pupils should know
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Topic	Pupils should know
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

Topic	Pupils should know
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

Topic	Pupils should know
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • 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 physical activity 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, moderate and/or vigorous physical activity • 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

Topic	Pupils should know
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • 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 and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

Topic	Pupils should know
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent Form: Withdrawal from sex education within RSHE

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/carers	