

## Relationship and Sex Education Policy

### *For Primary Schools*

The policy will be promoted and implemented throughout the Trust.

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#### Revision History:

Version	Date	Author	Summary of Changes:
3.1	Nov 2024	ACU	Policy reviewed and no changes made at this time. Relationships and Sex Education Guidance is expected to be revised by the DfE following a public consultation. This policy will be reviewed in line with the revised guidance when available.
3.0	Nov 2022	ACU	Updated Appendices Inclusion of LGBT section
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	Mar 2018	TMET	New Trust Policy Template

## Contents

<b>Policy Monitoring, Evaluation and Review</b> .....	<b>Error! Bookmark not defined.</b>
1. Introduction .....	1
2. Statutory requirements.....	1
3. Policy development.....	1
4. Definition .....	1
5. Curriculum.....	2
6. Delivery of RSE.....	2
7. Lesbian, Gay, Bisexual and Transgender (LGBT).....	2
8. Roles and responsibilities .....	3
8.1 The Board of Trustees.....	3
8.2 The Principal.....	3
8.3 Staff .....	3
8.4 Pupils.....	3
9. Parents' right to withdraw.....	3
10. Training .....	4
11. Monitoring arrangements .....	4
<b>Appendix 1: Relationships and sex education curriculum map</b> .....	<b>5</b>
<b>Appendix 2: Relationships Education - Knowledge that pupils should have by the end of primary school</b> .....	<b>5</b>
<b>Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school</b> .....	<b>13</b>
<b>Appendix 4: Parent form: withdrawal from sex education within RSE</b> .....	<b>16</b>

## Relationships and Sex Education Policy

### 1. Introduction

The aims of relationships and sex education (RSE) at our 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-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

### 2. Statutory requirements

As a primary school, we must provide relationships and sex education (RSE) to all pupils as per section 34 of the [Children and Social Work Act 2017](#).

We do not 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 which would include the elements of sex education contained in the science curriculum.

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

### 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 – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to review 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 (only where this was deemed age appropriate and beneficial)
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified

### 4. Definition

RSE is about the emotional, social 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.

## **5. Curriculum**

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

The curriculum has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## **6. Delivery of RSE**

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

For more information about our RSE curriculum, see the Appendices.

## **7. Lesbian, Gay, Bisexual and Transgender (LGBT)**

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home

circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

## **8. Roles and responsibilities**

### **8.1 The Board of Trustees**

The Board will approve the RSE policy and hold the Principal to account for its implementation.

### **8.2 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).

### **8.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- 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 / non-science components of RSE

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

### **8.4 Pupils**

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

## **9. Parents' right to withdraw**

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

All parents are invited into school to meet with the head of school to view the curriculum materials. Individual discussions are held with parents to discuss their concerns and the content they would like to withdraw from.

At Kestrel Mead, the part of RSE that parents can withdraw from are:

- Year 4 Lesson I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm
- Year 6 lesson I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.
- Year 6 lesson I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to .

Requests for withdrawal should be put in writing and addressed to the Principal, and can be submitted via email to [office@kestrel-tmet.uk](mailto:office@kestrel-tmet.uk)

Alternative work will be given to pupils who are withdrawn from sex education.

## **10. Training**

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar. Staff meet with the Head of School prior to teaching the lessons, the content is reviewed and staff questions are answered. Staff are made aware of individual children whose parents have requested they are withdrawn from the Sex Education content in year 4 or Year 6.

## **11. Monitoring arrangements**

The delivery of RSE at Kestrel Mead is monitored by Ellie Newnham (Head of School- juniors) through staff training and staff voice. Pupil voice before and after lessons have taken place and scrutiny of plans and lesson content.

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be approved by the Board of Trustees.

**Appendix 1: Relationships and sex education curriculum map Kestrel Mead Primary Academy**

Year group	HOW WE MEET THE RSE REQUIRMENTS THROUGH THE JIGSAW PROGRAMME OF WORK	SUGGESTED RESOURCES	Year group	HOW WE MEET THE RSE REQUIRMENTS THROUGH THE JIGSAW PROGRAMME OF WORK	SUGGESTED RESOURCES
Year 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful relationships</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationship</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and People who Care for Me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul> <p><b>Changing Me.</b></p> <ul style="list-style-type: none"> <li>• Families and People who Care for</li> <li>• Respectful relationships</li> <li>• Being Safe</li> </ul>	<p>The Family Book by Todd Parr</p> <p>Red – A Crayon’s Story by Michael Hall</p> <p>Blue Chameleon by Emily Gravett</p> <p>Ten Little Pirates by Mike Brownlow &amp; Simon Rickerty</p> <p>The First Slodge by Jeanne Willis &amp; Jenni Desmond</p> <p>The New Jumper by Oliver Jeffers</p> <p>My World, Your World by Melanie Walsh</p> <p>Red Rockets and Rainbow Jelly by Sue Heap &amp; Nick Sharratt</p>	Year 2	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Respectful relationships</li> <li>• Being Safe</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Caring Relationships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Being Safe</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Relationships</li> <li>• Respectful relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul>	<p>What the Jackdaw Saw by Julia Donaldson &amp; Nick Sharratt</p> <p>The Odd Egg by Emily Gravett</p> <p>That’s NOT How You Do It by Ariane Hofmann-Maniyar</p> <p>Two Monsters by David McKee</p> <p>Elmer by David McKee</p> <p>We’re All Wonders by R.J Palacio</p> <p>You Choose by Nick Sharratt &amp; Pippa Goodhart</p> <p>Moving House by Anne Civardi</p> <p>I’ll Always Love You by Hans Wilhelm</p> <p>Poor Mommy by Anne Fine</p> <p>My Baby Sister by Emma Chichester Clark</p>

Year group	HOW WE MEET THE RSE REQUIRMENTS THROUGH THE JIGSAW PROGRAMME OF WORK	SUGGESTED RESOURCES
Year 3	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul>	<p>The Family Book by Todd Parr</p> <p>The Flower by John Light</p> <p>Max The Champion by Sean Stockdale, Alexandra Strick &amp; Ros Asquith</p> <p>The Great Big Book of Families by Mary Hoffman &amp; Ros Asquith</p> <p>The Cow Who Climbed A Tree by Gemma Merino</p> <p>Blown Away by Rob Biddulph</p> <p>Dogs Don't Do Ballet by Anna Kemp</p> <p>How to Heal a Broken Wing by Bob Graham</p> <p>The Way Back Home by Oliver Jeffers</p> <p>Me... Jane by Patrick McDonnell</p>



Year group	HOW WE MEET THE RSE REQUIRMENTS THROUGH THE <u>JIGSAW</u> PROGRAMME OF WORK	LEARNING WITHIN <u>JIGSAW</u> THAT HAPPENS OUTSIDE OF STATUTORY RSE CURRICULUM <b>PARENTS MAY CHOOSE TO WITHDRAW THEIR CHILD FROM THIS LESSON.</b>	SUGGESTED RESOURCES
Year 4	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Respectful relationships</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Being Safe</li> <li>• Changing adolescent body Girls and puberty (just girls session) (Session 4)</li> </ul>	<p><b><u>Changing me – outside of the RSE legal remit</u></b></p> <p><b>Unit 2: Unique me</b> <b>Learning intentions</b></p> <p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm</p> <p>I appreciate that I am a truly unique human being</p>	<p>This Thing by Simon Puttock &amp; Daniel Egneus</p> <p>The King of Tiny Things by Jeanne Willis &amp; Gwen Millward</p> <p>The World Came To My Place Today by Jo Readman and Ley Honor Roberts</p> <p>Wonder Goal by Michael Foreman</p> <p>Goodbye Mouie by Robie H Harris</p> <p>Salt In His Shoes by Deloris Jordan</p> <p>Badger’s Parting Gifts by Susan Varley</p>

Year group	HOW WE MEET THE RSE REQUIRMENTS THROUGH THE <u>JIGSAW</u> PROGRAMME OF WORK	STATUTORY SCIENCE OBJECTIVES	SUGGESTED RESOURCES
Year 5	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Respectful Relationships</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Online Relationships</li> <li>• Being Safe</li> <li>• Changing adolescent body Changing Me- Puberty for Girls/Boys taught in single gender groups</li> </ul>	<p>Pupils should be taught to:</p> <ul style="list-style-type: none"> <li>♣ describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>♣ describe the life process of reproduction in some plants and animals.</li> <li>♣ describe the changes as humans develop to old age (including puberty)</li> </ul>	<p>Dreams of Freedom by Frances Lincoln Children's Books</p> <p>This is Our House by Michael Rosen and Bob Graham</p> <p>Beegu by Alexis Deacon</p> <p>Leaf by Sandra Deickmann</p> <p>When I Grow Up by Al Yankovic</p>

Year group	HOW WE MEET THE RSE REQUIRMENTS THROUGH THE <u>JIGSAW</u> PROGRAMME OF WORK	LEARNING WITHIN <u>JIGSAW</u> THAT HAPPENS OUTSIDE OF STATUTORY RSE CURRICULUM <b>PARENTS MAY CHOOSE TO WITHDRAW THEIR CHILD FROM THESE 2 LESSONS.</b>	SUGGESTED RESOURCES
Year 6	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul> <p><b>Celebrating Differences</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Respectful Relationships,</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>• Respectful Relationships</li> <li>• Being Safe</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>• Families and the people who care for me</li> <li>• Caring Friendships</li> <li>• Respectful Relationships</li> <li>• Online Relationships</li> <li>• Being Safe</li> <li>• Changing adolescent body Changing Me- Puberty taught in mixed groups.</li> </ul>	<p><b><u>Changing me – outside of the RSE legal remit</u></b></p> <p><b>Unit 3 Babies: conception to birth</b>  <b>Learning intentions</b></p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born</p> <p><b>Unit 4. Boyfriends and Girlfriends</b>  <b>Learning intentions</b></p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend</p> <p>I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to</p>	<p>Rose Blanche by Roberto Innocenti &amp; Ian McEwan</p> <p>The Island by Armin Greder</p> <p>Where the Poppies Now Grow by Hilary Robinson &amp; Martin Impey</p>

## Appendix 2: Relationships Education - Knowledge that pupils should have by the end of primary school

For further details, please refer to pages 19-22 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](https://www.gov.uk/government/uploads/system/uploads/attachment_data/file/612222/Relationships_and_sex_education_(RSE)_and_health_education_-_GOV.UK_(www.gov.uk).pdf)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

### Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school

Curriculum content related to RSE can be found detailed below. For further details, please refer to pages 32-35 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• how to recognise and talk about their emotions, including having a</li> <li>• varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• 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).</li> <li>• 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.</li> </ul>

Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits.</li> <li>• 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.</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>• why social media, some computer games and online gaming, for example, are age restricted.</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health.</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>• where and how to report concerns and get support with issues online.</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle.</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>• the risks associated with an inactive lifestyle (including obesity).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>• the principles of planning and preparing a range of healthy meals.</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>



Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>• the facts and science relating to allergies, immunisation and vaccination.</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

**Appendix 4: Parent form: withdrawal from sex education within RSE FOR PARENTS OF CHILDREN IN YEAR 4 and YEAR 6**

Parents can request withdrawal from sex education within RSE as per section 9 of this policy.

Requests for withdrawal should be put in writing and addressed to the Principal, or submitted via email to: [office@kestrel-tmet.uk](mailto:office@kestrel-tmet.uk)

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Lesson in year 4 or year 6 child is being withdrawn from			
<input type="checkbox"/> Year 4 Lesson I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm  <input type="checkbox"/> Year 6 lesson I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.  <input type="checkbox"/> Year 6 lesson I understand how being physically attracted to someone changes the nature of the relationship and what that might mean. I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to.			
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

Signed (school)

Signed (parent)