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Relationships and Sex Education Policy

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1. Introduction

As an academy group we have four clear drivers. Excellence, Belonging, Opportunity, Respect.

Excellence – We work to inspire and instil in others, the desire to be the best we can.

Belonging – To work together as a community, having a unique and valued part to play within our academy alliance.

Opportunity – To give, and be given, the opportunities to grow, flourish, and celebrate success.

Respect – To value, respect and care for others and ourselves.

2. Policy Intent

Aims of RSE at Tadcaster Primary Academy:

The aims of relationships and sex education (RSE) at Tadcaster Primary Academy are to:

- Provide a framework in which sensitive discussions can take place so that pupils have confidence to ask questions
- To ensure that misconceptions are addressed so that pupils know more, remember more and understand more about RSE
- 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 will be carried out through sessions delivered on a weekly basis by both our Pastoral Lead and class teachers

3. What Is Relationship and Sex Education?

Sex and Relationship Education is lifelong learning about physical, sexual, moral and emotional development. It is about the understanding of the importance of stable and loving relationships, respect, love and care for family life. It involves acquiring information, developing skills and forming positive beliefs, values and attitudes.

4. Statutory Expectations

Relationships and Health Education is compulsory in Primary Schools. We must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

For Primary Schools – Sex education is not mandatory although they must teach the elements of sex education contained in the science curriculum. The National Curriculum for Science includes content about human body parts, growth, puberty and reproduction. Parents do not have the right to withdraw from this aspect of the curriculum. Primary Schools can decide to teach some aspect of Sex Education if they should deem it to be important in their context.

In teaching RSE, we must have regard to the statutory guidance from the DfE

www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

The new curriculum will be compulsory from September 2020. Schools should start teaching from that date if they meet the statutory requirements. If they are not ready, or are unable to meet the requirements, they should begin teaching by at least the start of the summer term 2021.

Schools are required to comply with relevant requirements of the Equality Act 2010. Further guidance is available for schools in The Equality Act 2010 and schools advice.

5. Policy Consultation

We are committed to working in partnership with parents and carers on the delivery of the RSE curriculum, we want our parents and carers to feel included and involved in how we are working with their children when educating them on sensitive and thought provoking topics featured within this curriculum. We will always share information with parents in an informative and consultative way, that allows for a dialogue between home and school in order to strengthen the practice and provision we can deliver to our children.

(See Appendix 3 a guide for parents this is something we recommend sharing with parents)

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

1. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
2. **Parent/stakeholder consultation** – parents and any interested parties were invited to attend a meeting about the policy. The publication of supporting resources and materials for the 'puberty' and 'growing up lessons' are made available to parents prior to the delivery of these and discussions related to how these sessions will be delivered are shared within a meeting. We work to incorporate parental feedback into the development and delivery of these lessons.
3. **Pupil consultation** – we set up a PSHE team of pupils and investigated what exactly they wanted from their RSE lessons and the areas of sensitivity, risk and development that is relevant to them and the context in which we teach.

6. Aims and Objectives for Relationship and Sex Education

The aim of RSE is to provide children with age appropriate information, explore attitudes and values and develop skills in order to empower them to make positive decisions about their health related behaviour. This should take place with consideration of the qualities of relationships within families.

6.1 The objectives of Sex and Relationship Education are:

- a) To provide the knowledge and information to which all pupils are entitled.
To clarify/reinforce existing knowledge.
- b) To raise pupils' self-esteem and confidence, especially in their relationships with others.
- c) To help pupils understand their sexual feelings and behaviour, so they can lead fulfilling and enjoyable lives.
- d) To help pupils' develop skills (language, decision making, choice, assertiveness) and make the most of their abilities.
- e) To provide the confidence to be participating members of society and to value themselves and others.
To help gain access to information and support.
- f) To develop skills for a healthier safer lifestyle.
- g) To develop and use communication skills and assertiveness skills to cope with the influences of their peers and the media.
- h) To respect and care for their bodies.
- i) To be prepared for puberty and adulthood.

RSE focuses on giving young people the information they need to help them develop healthy, nurturing relationships of all kinds including:

- a) Families
- b) Respectful relationships, including friendships
- c) Online and media
- d) Being safe
- e) Intimate and sexual relationships, including sexual health

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).

7. Sex Education

At Tadcaster Primary Academy we will be continuing to provide some additional content on sex education to meet the needs of our pupils in line with all primary schools within our trust. We already choose to teach some aspects of sex education and will continue to do so in line with DfE advice that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Tadcaster Primary Academy we will teach this in Year 6. We will consult parents before the final year of primary school about the detailed content of what will be taught. This process will include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

The RSE curriculum plan (appendix 2) demonstrates that the Sex Education is different to those statutory elements of the Science curriculum. For example, how babies are made would be one of the elements of the Sex curriculum that would require consent.

In line with statutory policy, parents have a right to withdraw their children from this aspect of the curriculum (as detailed more fully below).

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

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

Requests for withdrawal should be put in writing using the form found in [Appendix 4](#) of this policy and addressed to the headteacher. We will invite you to talk through your concerns, explain our school's rationale for RSE and invite you to review some of the materials we hope to use. Withdrawing your child from sex education remains a statutory right as a parent or legal guardian.

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

9. The organisation of Relationship and Sex Education

Our school's overall aim is to give all children the best possible opportunities to grow and develop as people in their own right during their time at Tadcaster Primary Academy.

Relationship and sex education is delivered through science, PSHE, Citizenship and circle time. Sex and relationship education is taught by classroom teachers, our Pastoral Lead, teaching assistants and if appropriate, outside visitors such as the school nurse and the local policing team. A range of teaching methods which involve children's full participation are used to teach sex and relationship education. These include use of video, discussion, looking at case studies, drama and role play. Resources to teach sex and relationship education may include fiction, reference books, leaflets and extracts from video clips. Sex and relationship education is usually delivered in mixed gender groups; however, there may be occasions where single gender groups are more appropriate and relevant.

Consistency across all staff and across all areas is really important. All staff promote the same message 'Belong, Believe, Achieve' and this is our school motto and ethos, instead of it being contained within discrete PSHE lessons only. We target parents for key skills and share key messages within weekly newsletters as well when working alongside them through information evenings.

For more information about our RSE curriculum plans ([See Appendix 2](#))

10. The Role of Visitors in regards to RSE

Visitors are invited into school because of the particular expertise or contribution they are able to make. All visitors are familiar with and understand the school's RSE policy and work within it. Where it is deemed appropriate the school may call upon specialist or guest speakers to contribute to the delivery of lessons to enhance children's learning experience.

11. SEND Pupils and Vulnerable groups

Relationships Education, Sex and Health Education must be accessible for all our pupils. This is particularly important when planning teaching for pupils with special educational needs and disabilities. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility for those pupils who do have additional needs.

At Tadcaster Primary Academy we are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be a subject that provokes much thought and discussion for pupils. For the more vulnerable pupils; for example those with Social, Emotional and Mental Health needs or learning disabilities. We are aware that making adaptations, pre-teaching and regular liaison and consultation with those pupils will be needed.

12. Safeguarding Children

When teaching any sensitive topic, such as RSE which deals with family life, safe and appropriate touching, personal body parts and healthy relationships, we recognise the potential to uncover incidents of abuse through children's disclosures.

All members of staff who deliver any of our Relationship or Sex Education Programme, have statutory training around safeguarding children and are all aware of our school's safeguarding policy and procedures in the case of a disclosure or suspicion of a safeguarding concern.

We recognise that for children who may be vulnerable due to past or present abuse or changes in family situations, this type of work, whilst it may be sensitive, there may be needs to adapt the programme or offer

additional support. It is also a protective factor in preventing further abuse, to help them make sense of their experiences and essential to help them develop skills and resilience to keep them safe in future.

13. Sexual Identity and Sexual Orientation

Tadcaster Primary Academy believes that SRE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Bullying is dealt with strongly yet sensitively. The school liaises with parents on this issue to reassure them of the content and context.

14. Controversial and Sensitive Issues

Staff are aware that views around RSE related issues are varied. However, while personal views are respected, all RSE issues are taught without bias. Topics are presented using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others that may have a difference of opinions.

15. Dealing with Difficult Questions

Both formal and informal RSE arising from pupils' questions are answered according to the age and maturity of the pupil concerned. Questions do not have to be answered directly, and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the member of staff responsible for safeguarding if they are concerned. ([See Appendix 1](#))

16. Monitoring & Evaluation

The senior leadership team will work with subject leaders to monitor the provision of RSE across the school. This will be completed a minimum of once a term and will include learning walks, CPD, pupil perceptions and book monitoring. Pupils' perception evaluations will be used to monitor the progress of pupils' understanding of RSE. It is the responsibility of each leadership team to ensure that pupil voice and parental consultation remains at the heart of the RSE core offer.


Appendix 1: Additional guidance for supporting children

Answering Children's Questions:

1. We are aware that children are likely to have many questions that may occur at any time. Children tend to ask whatever is on their mind. We see this as a positive point and a sign that we have created a safe environment where children feel empowered to feed their natural curiosity and learn about themselves, their bodies and the world around them. However, we acknowledge that some parents may feel uncomfortable about how particular questions may be dealt with in class.
2. We believe children are better off receiving honest, open answers from safe adults in their lives, rather than it being left to the internet or older children with a smartphone. In the age of information, where children in primary have access to tablets, smartphones and the internet (often unsupervised) it is essential that we help children to recognise they are able to ask questions without judgement rather than searching for answers on the internet.
3. By tackling the topic in a matter of fact manner, without embarrassment means that we take the mystic allure out of the topic, making sex no longer the secret taboo. However uncomfortable a proposition that may be, it is far better than the alternative. For children these questions are not rude, they are simply signs of a healthy and natural curiosity. We can stop the topic becoming taboo and embarrassing and removing the stigma before it has had a chance to form.
4. We believe that if children ask a question they deserve an answer. If ignored they merely build unnecessary barriers, making children think they have done something wrong; they are unlikely to ask again, and are instead left to seek their answers from less reliable or child friendly sources, due to shame. However uncomfortable the question may be, the thought is already in their head. It is much better we as safe adults take responsibility and tackle the question safely and age appropriately.
5. Staff have received training as to how to deal with children's questions age appropriately. This will be done consistently across the school as follows:
 - a) Children will be praised for asking questions. We wish to encourage children to seek answers from safe adults.
 - b) If a question is relevant to the whole class, we will answer it as the whole group. However, as with any other subject, there may occasionally be the need to differentiate depending on children's knowledge and experience. Some children may need additional information or support compared to others.
 - c) If a child asks a question that is not necessarily suitable for the entire class, we will respond, by saying: *"that is fantastic question, hold that thought, I am going to set everyone some work and I will come and talk to you and answer your question in a minute when everyone else is working."*
 - d) If the member of staff doesn't have an answer or doesn't know, they will say so.
 - e) There is no shame in not knowing the answer, but the member of staff should try to help the child to find the answer later.
 - f) If the member of staff is not sure how best to answer a particularly tricky question, our suggested response is: *"That is a brilliant question, I would like to give you an equally brilliant answer, so let me have a think about it and once I know the best way to explain it clearly I will come back to you"*
 - g) This will allow teaching staff time to think, seek help, advice or support from colleagues, or to speak to senior management.


6. If a child asks a question we know parents may be uncomfortable with, staff may choose to delay answering the question (as above) until they have spoken to the parent/carer if possible and talk through their response.
7. Teachers will answer questions, openly, honestly, scientifically and factually without relying on their own personal beliefs. Teachers will not be expected to answer personal questions about themselves or to ask direct personal questions of their students that could make either parties vulnerable.

PSHE & RSE Progression of knowledge and skills

	Year 1	Year 2	Year 3	Year 4	Year 5	Year 6
<div>Relationships</div> <div></div> <div>Families and people who care for me</div> <div>Respectful relationships</div> <div>Caring friendships</div> <div>Privacy & boundaries</div> <div>Feeling safe</div> <div>Self-respect</div> <div>Prejudice & discrimination</div> <div>Secrets</div> <div>Attraction</div>	<div>R1-5 Families</div> <div><ul style="list-style-type: none">1. Know the roles different people (e.g. acquaintances, friends and relatives) play in our lives.2. Identify the people who love and care for them and what they do to help them feel cared for.3. Know about different types of families including those that may be different to their own.4. Identify common features of family life.5. Know that it is important to tell someone if something about their family makes them unhappy or worried.</div> <div>R6-9 Friendships</div> <div><ul style="list-style-type: none">6. Understand how people make friends and what makes a good friendship.7. Know how to recognise when they or someone else feels lonely and what to do.8. Know simple strategies to resolve arguments between friends positively9. Know how to ask for help if a friendship is making them feel unhappy.</div> <div>R10-12 Hurtful behaviour/bullying</div> <div><ul style="list-style-type: none">10. Know that bodies and feelings</div>	<div>R1-9 Families & close positive relationships</div> <div><ul style="list-style-type: none">1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).6. Know that a feature of positive family life is caring relationships and about the different ways in which people care for one another.7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can give family members love, security and stability.8. Recognise other shared characteristics of healthy family life, including commitment, care, spending time together and being there for each other in times of difficulty.9. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.</div> <div>R10-18 Friendships</div> <div><ul style="list-style-type: none">10. Know about the importance of</div>	<div>R1-9 Families & close positive relationships</div> <div><ul style="list-style-type: none">1. Recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships).2. Know that people may be attracted to someone emotionally, romantically and sexually, that people may be attracted to someone of the same sex or different sex to them, that gender identity and sexual orientation are different.3. Know about marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.4. Understand that forcing anyone to marry against their will is a crime, that help and support is available to people who are worried about this for themselves or others.5. Know that people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but may also live apart.</div>			


	<p>can be hurt by words and actions and that people can say hurtful things online.</p> <ul style="list-style-type: none"> • 11. Understand about how people may feel if they experience hurtful behaviour or bullying. • 12. Know that hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable, how to report bullying and the importance of telling a trusted adult. <p>R13-20 Safe relationships</p> <ul style="list-style-type: none"> • 13. Recognise that some things are private and the importance of respecting privacy and that parts of their body covered by underwear are private. • 14. Know that sometimes people may behave differently online, including by pretending to be someone they are not. • 15. Know how to respond safely to adults they don't know. • 16. Know how to respond if physical contact makes them feel uncomfortable or unsafe. • 17. Know that there are situations when they should ask for permission and also when their permission should be sought. • 18. Know about the importance of not keeping adults' secrets (only happy surprises that others will find out about eventually). • 19. Understand basic techniques 	<p>friendships, strategies for building positive friendships and how positive friendships support wellbeing.</p> <ul style="list-style-type: none"> • 11. Identify what constitutes a positive healthy friendship (e.g. mutual respect, trust, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties) and that the same principles apply to online friendships as to face-to-face relationships. • 12. Recognise what it means to 'know someone online' and how this differs from knowing someone face-to-face; and the risks of communicating online with others not known face-to-face. • 13. Know the importance of seeking support if feeling lonely or excluded. • 18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary. <p>R19-21 Hurtful relationships and bullying</p> <ul style="list-style-type: none"> • 19. Know about the impact of bullying, including offline and online, and the consequences of hurtful behaviour. • 20. Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online 	<ul style="list-style-type: none"> • 7. Recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents) and that families of all types can give family members love, security and stability. • 9. Know how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice. <p>R10-18 Friendships</p> <ul style="list-style-type: none"> • 14. Know that healthy friendships make people feel included, recognise when others may feel lonely or excluded; and strategies for how to include them. • 15. Identify strategies for recognising and managing peer influence and a desire for peer approval in friendships and recognise the effect of online actions on others. • 16. Know how friendships can change over time, about making new friends and the benefits of having different types of friends. • 17. Know that friendships have ups and downs and strategies to resolve disputes and reconcile differences positively and safely. • 18. Recognise if a friendship (online or offline) is making them feel unsafe or uncomfortable and how to manage this and ask for support if necessary.
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	<p>for resisting pressure to do something they don't want to do and which may make them unsafe.</p> <ul style="list-style-type: none"> 20. Know what to do if they feel unsafe or worried for themselves or others, who to ask for help and vocabulary to use when asking for help and the importance of keeping trying until they are heard. <p>R21-25 Respecting self and others</p> <ul style="list-style-type: none"> 21. Know about what is kind and unkind behaviour, and how this can affect others. 22. Know how to treat themselves and others with respect and how to be polite and courteous. 23. Recognise the ways in which they are the same and different to others. 24. Listen to other people and play and work cooperatively. 25. Talk about and share their opinions on things that matter to them. 	<p>(including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) and how to report concerns and get support.</p> <p>R22-29 Safe relationships</p> <ul style="list-style-type: none"> 22. Know about privacy and personal boundaries and what is appropriate in friendships and wider relationships (including online). 23. Know why someone may behave differently online, including pretending to be someone they are not, strategies for recognising risks, harmful content and contact; and how to report concerns. 24. Know how to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know. 27. Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. 28. Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. 29. Know where to get advice and report concerns if worried about their own or someone else's 	<p>R19-21 Hurtful relationships and bullying</p> <ul style="list-style-type: none"> 20. Identify strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others) and how to report concerns and get support. 21. Know about discrimination, what it means and how to challenge it. <p>R22-29 Safe relationships</p> <ul style="list-style-type: none"> 25. Recognise different types of physical contact, what is acceptable and unacceptable and strategies to respond to unwanted physical contact. 26. Know about seeking and giving permission (consent) in different situations. 27. Know about keeping something confidential or secret, when this should (e.g. a birthday surprise that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret. 28. Know how to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this. 29. Know where to get advice and report concerns if worried about their own or someone else's
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		<p>personal safety (including online).</p> <p>R30-34 Respecting self and others</p> <ul style="list-style-type: none"> • 30. Know that personal behaviour can affect other people and recognise and model respectful behaviour online. • 31. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. • 32. Know about respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background. • 33. Listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. 	<p>personal safety (including online).</p> <p>R30-34 Respecting self and others</p> <ul style="list-style-type: none"> • 30. Know that personal behaviour can affect other people and recognise and model respectful behaviour online. • 31. Recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves and that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society. • 33. Listen to and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. • 34. Discuss and debate topical issues, respect other people's point of view and constructively challenge those they disagree with.
<p>Living in the wider world</p> 	<p>L1-3 Shared responsibilities</p> <ul style="list-style-type: none"> • 1. Understand what rules are, why they are needed, and why different rules are needed for different situations. • 2. Know how people and other living things have different needs and about the responsibilities of caring for them. • 3. Identify some things they can do 	<p>L1-5 Shared responsibilities</p> <ul style="list-style-type: none"> • 1. Recognise reasons for rules and laws and consequences of not adhering to rules and laws. • 2. Recognise there are human rights that are there to protect everyone. • 3. Know the relationship between rights and responsibilities. • 4. Know the importance of having 	<p>L1-5 Shared responsibilities</p> <ul style="list-style-type: none"> • 4. Know the importance of having compassion towards others, shared responsibilities we all have for caring for other people and living things and how to show care and concern for others. • 5. Identify ways of carrying out shared responsibilities for protecting the environment in

Looking after the environment	to help look after their environment.	compassion towards others, shared responsibilities we all have for caring for other people and living things and how to show care and concern for others.	school and at home and how everyday choices can affect the environment (e.g. reducing, reusing, recycling; food choices).
Internet safety	L4-6 Communities	L6-10 Communities	L6-10 Communities
Communities	<ul style="list-style-type: none"> 4. Know the different groups they belong to. 5. Identify the different roles and responsibilities people have in their community. 6. Recognise the ways they are the same as, and different to, other people. 	<ul style="list-style-type: none"> 6. Know the different groups that make up their community and what living in a community means. 7. Value the different contributions that people and groups make to the community. 	<ul style="list-style-type: none"> 8. Understand diversity, what it means, the benefits of living in a diverse community and about valuing diversity within communities. 9. Know about stereotypes, how they can negatively influence behaviours and attitudes towards others and strategies for challenging stereotypes. 10. Know about prejudice, how to recognise behaviours/actions which discriminate against others and ways of responding to it if witnessed or experienced.
Rules, freedoms & responsibilities	L7-9 Media literacy & Digital resilience	L11-16 Media literacy & Digital resilience	L11-16 Media literacy & Digital resilience
Money	<ul style="list-style-type: none"> 7. Know how the internet and digital devices can be used safely to find things out and to communicate with others. 8. Know about the role of the internet in everyday life. 9. Understand that not all information seen online is true. 	<ul style="list-style-type: none"> 11. Recognise ways in which the internet and social media can be used both positively and negatively. 12. Know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results. 13. Identify some of the different ways information and data is shared and used online, including for commercial purposes. 14. Know how information on the internet is ranked, selected and targeted at specific individuals and groups and that connected devices can share information. 	<ul style="list-style-type: none"> 11. Recognise ways in which the internet and social media can be used both positively and negatively. 12. Know how to assess the reliability of sources of information online and how to make safe, reliable choices from search results. 13. Identify some of the different ways information and data is shared and used online, including for commercial purposes. 14. Know how information on the internet is ranked, selected and
Aspirations	L10-13 Economic well being - money	L17-24 Economic well being - money	
	<ul style="list-style-type: none"> 10. Know what money is, forms that money comes in and that money comes from different sources. 11. Understand that people make different choices about how to save and spend money. 12. Identify the difference between needs and wants and that sometimes people may not always be able to have the things they want. 13. Know that money needs to be looked after and the different ways of doing this. 	<ul style="list-style-type: none"> 17. Know different ways to pay for things and the choices people have about this. 19. Know that people's spending 	
	L14-17 Economic well being -		

	<p>aspirations, work & career</p> <ul style="list-style-type: none"> 14. Know that everyone has different strengths. 15. Know that jobs help people to earn money to pay for things. 16. Identify different jobs that people they know or people who work in the community do. 17. Know about some of the strengths and interests someone might need to do different jobs. 	<p>decisions can affect others and the environment (e.g. Fair trade, buying single-use plastics, or giving to charity).</p> <ul style="list-style-type: none"> 20. Recognise that people make spending decisions based on priorities, needs and wants. 21. Identify different ways to keep track of money. <p>L25-32 Economic well being - aspirations, work & career</p> <ul style="list-style-type: none"> 25. Recognise positive things about themselves and their achievements and set goals to help achieve personal outcomes. 26. Know that there is a broad range of different jobs/careers that people can have and that people often have more than one career/type of job during their life. 27. Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. 30. Identify some of the skills that will help them in their future careers e.g. teamwork, communication and negotiation. 	<p>targeted at specific individuals and groups and that connected devices can share information.</p> <ul style="list-style-type: none"> 15. Recognise things appropriate to share and things that should not be shared on social media including rules surrounding distribution of images. 16. Know how text and images in the media and on social media can be manipulated or invented and strategies to evaluate the reliability of sources and identify misinformation. <p>L17-24 Economic well being - money</p> <ul style="list-style-type: none"> 18. Recognise that people have different attitudes towards saving and spending money, what influences people's decisions and what makes something 'good value for money'. 22. Know about the risks associated with money (e.g. money can be won, lost or stolen) and ways of keeping money safe. 23. Know about the risks involved in gambling, different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations. 24. Identify the ways that money can impact on people's feelings and emotions. <p>L25-32 Economic well being - aspirations, work & career</p>
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			<ul style="list-style-type: none"> • 27. Know about stereotypes in the workplace and that a person's career aspirations should not be limited by them. • 28. Understand what might influence people's decisions about a job or career (e.g. personal interests and values, family connections to certain trades or businesses, strengths and qualities, ways in which stereotypical assumptions can deter people from aspiring to certain jobs). • 29. Know that some jobs are paid more than others and money is one factor which may influence a person's job or career choice and that people may choose to do voluntary work which is unpaid. • 31. Identify the kind of job that they might like to do when they are older. • 32. Recognise a variety of routes into careers (e.g. college, apprenticeship, university).
Health and wellbeing  Physical health	H1-10 Healthy lifestyles - Physical <ul style="list-style-type: none"> • 1. Know what keeping healthy means and the different ways to keep healthy. • 2. Know about foods that support good health and the risks of eating too much sugar. • 3. Understand how physical activity helps us to stay healthy and ways to be physically active 	H1-14 Healthy lifestyles - Physical <ul style="list-style-type: none"> • 1. Know how to make informed decisions about health. • 2. Know about the elements of a balanced, healthy lifestyle. • 3. Identify choices that support a healthy lifestyle, and recognise what might influence these. • 4. Recognise that habits can have both positive and negative effects 	H1-14 Healthy lifestyles - Physical <ul style="list-style-type: none"> • 8. Know how sleep contributes to a healthy lifestyle, routines that support good quality sleep and the effects of lack of sleep on the body, feelings, behaviour and ability to learn. • 9. Know that bacteria and viruses can affect health, how everyday hygiene routines can limit the

<p>Mental health</p> <p>Internet safety</p> <p>Healthy eating</p> <p>Risks to health</p> <p>First aid</p> <p>Changing bodies</p> <p>Health & prevention</p>	<p>everyday.</p> <ul style="list-style-type: none"> 4. Know why sleep is important and different ways to rest and relax. 5. Identify simple hygiene routines that can stop germs from spreading. 6. Know that medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy. 7. Know about dental care and visiting the dentist, how to brush teeth correctly and food and drink that support dental health. 8. Know how to keep safe in the sun and protect skin from sun damage. 9. Identify some different ways to learn and play, recognising the importance of knowing when to take a break from time online or TV. 10. Know about the people who help us to stay physically healthy. <p>H11-20 Mental Health</p> <ul style="list-style-type: none"> 11. Know about different feelings that humans can experience. 12. Know how to recognise and name different feelings. 13. Understand how feelings can affect people's bodies and how they behave. 14. Recognise what others might be feeling. 15. Recognise that not everyone 	<p>on a healthy lifestyle.</p> <ul style="list-style-type: none"> 5. Understand what good physical health means and how to recognise early signs of physical illness. 6. Know what constitutes a healthy diet, how to plan healthy meals, benefits to health and wellbeing of eating nutritionally rich foods and the risks associated with not eating a healthy diet including obesity and tooth decay. 7. Know that regular (daily/weekly) exercise benefits mental and physical health (e.g. walking or cycling to school, daily active mile), recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle. 11. Know how to maintain good oral hygiene (including correct brushing and flossing), why regular visits to the dentist are essential, the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas and the effects of smoking). <p>H15-24 Mental Health</p> <ul style="list-style-type: none"> 17. Recognise that feelings can change over time and range in intensity. 18. Identify everyday things that affect feelings and the importance of expressing feelings. 19. Use a varied vocabulary when 	<p>spread of infection and the wider importance of personal hygiene and how to maintain it.</p> <ul style="list-style-type: none"> 10. Know how medicines, when used responsibly, contribute to health, that some diseases can be prevented by vaccinations and immunisations and how allergies can be managed. 12. Know the benefits of sun exposure and risks of overexposure and how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer. 13. Know the benefits of the internet, the importance of balancing time online with other activities and strategies for managing time online. 14. how and when to seek support, including which adults to speak to in and outside school, if they are worried about their health <p>H15-24 Mental Health</p> <ul style="list-style-type: none"> 15. Know that mental health, just like physical health, is part of daily life and the importance of taking care of mental health. 16. Identify strategies and behaviours that support mental health — including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs, and activities, hobbies and spending
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	<p>feels the same at the same time, or feels the same about the same things.</p> <ul style="list-style-type: none"> • 16. Know about ways of sharing feelings and a range of words to describe feelings. • 17. Know about things that help people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep). • 18. Identify different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good. • 19. Recognise when they need help with feelings, that it is important to ask for help with feelings and how to ask for it. • 20. Know about change and loss (including death), identify feelings associated with this and recognise what helps people to feel better. <p>H21-27 Ourselves, growing & changing</p> <ul style="list-style-type: none"> • 21. Recognise what makes them special. • 22. Recognise the ways in which we are all unique. • 23. Identify what they are good at and what they like and dislike. • 24. Know how to manage when finding things difficult. • 25. Name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles). 	<p>talking about feelings and how to express feelings in different ways.</p> <p>H25-36 Ourselves, growing and changing</p> <ul style="list-style-type: none"> • 27. Recognise their individuality and personal qualities. • 28. Identify personal strengths, skills, achievements and interests and how these contribute to a sense of self-worth. • 29. Know how to manage setbacks/perceived failures, including how to re-frame unhelpful thinking. • 30. Identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. • 34. Know where to get more information, help and advice about growing and changing. <p>H37-45 Keeping safe</p> <ul style="list-style-type: none"> • 38. Know how to predict, assess and manage risk in different situations. • 39. Identify hazards (including fire risks) that may cause harm, injury or risk in the home and what they can do to reduce risks and keep safe. • 40. Understand the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully). • 41. Identify strategies for keeping 	<p>time with family and friends can support mental health and wellbeing.</p> <ul style="list-style-type: none"> • 20. Identify strategies to respond to feelings, including intense or conflicting feelings and how to manage and respond to feelings appropriately and proportionately in different situations. • 21. Recognise warning signs about mental health and wellbeing and how to seek support for themselves and others. • 22. Recognise that anyone can experience mental ill health, that most difficulties can be resolved with help and support and that it is important to discuss feelings with a trusted adult. • 23. Know about change and loss, including death, and how these can affect feelings and ways of expressing and managing grief and bereavement. • 24. Identify problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools. <p>H25-36 Ourselves, growing and changing</p> <ul style="list-style-type: none"> • 25. Know about personal identity and what contributes to who we are (e.g. ethnicity, family, gender,
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	<ul style="list-style-type: none"> • 26. Know about growing and changing from young to old and how people's needs change. • 27. Identify ways in which they are prepared to move to a new class/year group. <p>H28-36 Keeping safe</p> <ul style="list-style-type: none"> • 28. Know about rules and age restrictions that keep us safe. • 29. Recognise risk in simple everyday situations and what action to take to minimise harm. • 30. Know how to keep safe at home (including around electrical appliances) and fire safety (e.g. not playing with matches and lighters). • 31. Know that household products (including medicines) can be harmful if not used correctly. • 32. Identify ways to keep safe in familiar and unfamiliar environments (e.g. beach, shopping centre, park, swimming pool, on the street) and how to cross the road safely. • 33. Know about the people whose job it is to help keep us safe. • 34. Understand basic rules to keep safe online, including what is meant by personal information and what should be kept private and the importance of telling a trusted adult if they come across something that scares them. • 35. Know about what to do if there is an accident and someone is 	<p>safe in the local environment or unfamiliar places (rail, water, road) and firework safety and the safe use of digital devices when out and about.</p> <p>H46-50 Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • 46. Know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health and recognise that drug use can become a habit which can be difficult to break. 	<p>faith, culture, hobbies, likes/dislikes).</p> <ul style="list-style-type: none"> • 26. Know that for some people gender identity does not correspond with their biological sex. • 27. Recognise their individuality and personal qualities. • 31. Know the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). • 32. Know how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. • 33. Know the processes of reproduction and birth as part of the human life cycle, how babies are conceived and born (and that there are ways to prevent a baby being made) and how babies need to be cared for. • 34. Know where to get more information, help and advice about growing and changing, especially about puberty. • 35. Know the new opportunities and responsibilities that increasing independence may bring. • 36. Identify strategies to manage transitions between classes and
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	<p>hurt.</p> <ul style="list-style-type: none"> • 36. Know how to get help in an emergency (how to dial 999 and what to say) <p>H37 Drugs, alcohol & tobacco</p> <ul style="list-style-type: none"> • 37. Know about things that people can put into their body or on their skin and how these can affect how people feel. 		<p>key stages.</p> <p>H37-45 Keeping safe</p> <ul style="list-style-type: none"> • 37. Know the reasons for following and complying with regulations and restrictions (including age restrictions) and how they promote personal safety and wellbeing with reference to social media, television programmes, films, games and online gaming. • 38. Know how to predict, assess and manage risk in different situations. • 42. Know the importance of keeping personal information private, strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others, what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content and contact. • 43. Understand what is meant by first aid and basic techniques for dealing with common injuries. • 44. Know how to respond and react in an emergency situation, how to identify situations that may require the emergency services, how to contact them and what to say. • 45. Know that female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at
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			<p>risk.</p> <p>H46-50 Drugs, alcohol and tobacco</p> <ul style="list-style-type: none"> • 46. Know the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health and recognise that drug use can become a habit which can be difficult to break. • 47. Recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others. • 48. Understand why people choose to use or not use drugs (including nicotine, alcohol and medicines). • 49. Know about the mixed messages in the media about drugs, including alcohol and smoking/vaping. • 50. Identify organisations that can support people concerning alcohol, tobacco and nicotine or other drug use and people they can talk to if they have concerns.
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Understanding Relationships and Health Education in your child's primary school: a guide for parents

We want all children to grow up healthy, happy, safe, and able to manage the challenges and opportunities of modern Britain. That is why, from September 2020, all primary age children will be taught Relationships and Health Education.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The world for all young people looks very different from the way it did 20 years ago when this curriculum was last updated – these changes bring the content into the 21st century, so that it is relevant for your child.

Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.

Relationships Education

Relationships Education will put in place the building blocks needed for positive and safe relationships, including with family, friends and online.

Your child will be taught what a relationship is, what friendship is, what family means and who can support them. In an age-appropriate way, your child's school will cover how to treat each other with kindness, consideration and respect.

By the end of primary school, pupils will have been taught content on:

- families and people who care for me
- caring friendships
- respectful relationships
- online relationships
- being safe

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Health Education

Health Education aims to give your child the information they need to make good decisions about their own health and wellbeing, to recognise issues in themselves and others, and to seek support as early as possible when issues arise.



By the end of primary school, pupils will have been taught content on:

- mental wellbeing
- internet safety and harms
- physical health and fitness
- healthy eating
- facts and risks associated with drugs, alcohol and tobacco
- health and prevention
- basic first aid
- changing adolescent body

You can find further detail by searching **'relationships and health education'** on GOV.UK.

Your rights as a parent

The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum. Teaching at school will complement and reinforce the lessons you teach your child as they grow up.

Your child's school is required to consult with you when developing and renewing their policies on Relationships Education. These policies must be published online and be available to anybody free of charge.

You can express your opinion, and this will help your child's school decide how and when to cover the content of the statutory guidance. It may also help them decide whether to teach additional non-statutory content. Schools are required to ensure their teaching reflects the age and religious background of their pupils.

Some schools will start to teach these subjects from September 2019 – if you'd like to know more, please speak to your child's school about what they plan to teach.



Right to withdraw your child

You cannot withdraw your child from Relationships Education because it is important that all children receive this content, covering topics such as friendships and how to stay safe.

Your child's primary school can choose to teach Sex Education. If you'd like to know more about this, we recommend speaking to the school to understand what will be taught and when. If you do not want your child to take part in some or all of the lessons on Sex Education, you can ask that they are withdrawn. At primary level, the head teacher must grant this request.

The science curriculum in all maintained schools also includes content on human development, including reproduction, which there is no right to withdraw from.



Department
for Education

If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school.

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	
Staff Signature	