



# St Jude's Church of England Primary School

## Relationships and Sex Education Policy March 2021

*Our children  
Our St Jude's Family  
Happy – Inspired – Loved  
The sky is not the limit  
Ready for today - prepared for tomorrow*

### Introduction and context

The new Relationships and Sex Education statutory requirements that was published in 2020 updates existing legislation which is nearly twenty years old. When that guidance was written, fewer than ten percent of households were connected to the internet, and there were no smart phones and no social media. There has therefore never been a more important time to review the teaching of Relationships Education, Health Education and Sex Education within our school. 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 Summer 2021, all primary age children will be taught Relationships and Health Education; this will include Sex 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.

As a Church of England Primary School, we have a responsibility to ensure that children understand the value of human relationships in our teaching of Relationships and Sex Education, and the value that they have in encouraging our love of God.

***“Every person in the school community is a child of God: so at the heart of Christian distinctiveness in schools is an upholding of the worth of each person.”***

### ***Valuing All God's Children, Church of England***

At St Jude's, we recognise that it is essential that we update and adapt our teaching of Relationships Sex Education so that it reflects and sympathises with the demands of an ever-changing society. We strive to ensure that our delivery is fit for purpose and responds effectively to the needs of our children.

### **1. Aims of the Relationships and Sex Education Curriculum**

The aims of teaching Relationships and Sex Education (RSE) at St Jude's 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 maintained primary school, we must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

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

Sex education that is included in the science curriculum is a legal requirement for schools to teach (the detail of this is provided later in the policy)

At St Jude's Church of England Primary School, we teach Relationships and Sex Education as set out in this policy.

### 3. Policy development

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

1. **Review** – the PSHE leader and the Senior Leadership Team worked together to look at all of the relevant information, including relevant national and local guidance. This included the SDBE guidance, which reflects the Christian ethos that exists within Church of England primary schools. As a Lambeth school we have also been supported by the PSHE advisory team.
2. **Staff consultation** – all school staff were given the opportunity to review the Relationships and Sex Education policy and make recommendations.
3. **Parent/stakeholder consultation** – parents and carers have received all relevant information, including the 'Understanding Relationships and Health Education in your child's primary school' document, so that they are thoroughly informed of the statutory guidance for RSE. Parents and carers have also received the policy and have been asked for their views on it.
4. **Pupil consultation** – at St. Jude's, we regularly seek the views of children to inform our planning and teaching. This can take the form of 'question boxes' within Jigsaw sessions for the pupils to ask questions in a more private forum, as well as pupils' needs assessments conducted by teachers.
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified.

### 4. Definition

Relationships and Sex Education aims to provide children with the capacity to develop a secure understanding of themselves and the world around them.

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

Relationships and Sex Education involves a combination of sharing information, and exploring issues and values.

Relationships and Sex Education is not about the promotion of sexual activity.

***“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who will make a meaningful contribution to society”***

***Relationships Education, Relationships and Sex Education (RSE) and Health Education, SDBE***

As a school, we deliver **PSHE - Personal, Social, Health and Economic Education** as an overarching subject from reception through to year six. At St Jude's we use the Jigsaw scheme of work to deliver weekly timetabled lessons.

Through Jigsaw, we teach and deliver:

- **Relationships Education**
- **Health Education**
- **Sex Education**

***Appendix 1 provides an overview of the Jigsaw scheme of work.***

## **Relationships Education**

Relationships education will put in place the building blocks needed for positive and safe relationships, including with friends, family and online. Children will be taught what a relationship is, what friendship is, what family means and who can support them in an age-appropriate way. The lessons will cover how to treat each other with kindness, consideration and respect. Relationships Education is statutory.

### **Relationships Education includes:**

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

***Appendix 2 shares the detail of what children will learn in Relationships Education***

## **Health Education**

Health Education aims to give children 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.

### **Health Education includes:**

- 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
- The changing adolescent body

***Appendix 2 shares the detail of what the children will learn in Health Education***

## **Sex Education**

Our sex education provision will consist of two parts. The first is the sex education directly from the science curriculum. The sex education in the science curriculum is statutory.

For each year group, it will include:

<b>Year Group</b>	<b>Sex Education from the Science Curriculum</b>
Reception	N/A
Year 1	Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.
Year 2	Notice that animals, including humans, have offspring which grow into adults
Year 3	N/A
Year 4	N/A
Year 5	Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird Describe the life process of reproduction in some plants and animals.

	Describe the changes as humans develop to old age, including the changes experienced in puberty as well as understanding gestation periods.
Year 6	N/A

The second part of our **sex education curriculum is not statutory**, this includes: how babies are made and how babies are born.

The DfE recommends 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”*.

Parents and carers have a right to withdraw their child from the non-statutory teaching of sex education.

Our provision will include:

Year Group	Sex Education additional to the Science Curriculum that parents have the right to withdraw their child from
Year 5	<ul style="list-style-type: none"> <li>Understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</li> <li>Understand that the age of consent for sexual intercourse is 16 (in the UK), but that they are not obliged to have sex just because they are 16.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> </ul>

## 5. Curriculum

Our Relationships and Sex Education curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary. As a school, we are using the Ofsted approved scheme of work, Jigsaw, to guide our curriculum for Relationships and Sex Education.

Information on Jigsaw can be found on their website: <https://www.jigsawpshe.com/>.

We have developed the curriculum 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 that maybe inaccurate.

Information about the Jigsaw curriculum for each year group can be found below:

Reception: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/UK-3-11-Snapshot-Overview-Map.pdf>

Year 1: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/Year-1-Overview.pdf>

Year 2: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/Year-2-Overview.pdf>

Year 3: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/Year-3-Overview.pdf>

Year 4: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/Year-4-Overview.pdf>

Year 5: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/Year-5-Overview.pdf>

Year 6: <https://st-judes.lambeth.sch.uk/wp-content/uploads/2020/11/Year-6-Overview.pdf>

## 6. Delivery of Relationships and Sex Education

As part of our approach to delivering Relationships and Sex Education, we aim to for the learning that takes place to transcend into our children's wider wellbeing, as well as their attitudes to themselves and the world around them. We strive to teach for inclusivity and respect for difference, fostering a sense of inclusion in all of our sessions in an appropriate and meaningful way. The Relationships and Sex Education curriculum will be delivered through the children's weekly PSHE sessions, but also through wider school opportunities such as workshops, career days and leadership groups. Our school-wide approach is also fostered through the cross-curricular delivery of RSE. Staff are encouraged to use a range of texts across the curriculum that are diverse and inclusive, and represent the wider demographic of the school. This is evident across all learning, including in RE where children are taught about religion in a way that encourages them to reflect on themselves and the moral decisions we make. We also ensure that each year group establishes a 'Jigsaw Charter' at the beginning of their new academic year, to establish ground rules that enable an environment that fosters inclusion and respect between children.

We seek to offer a 'spiral curriculum', as encouraged by Ofsted:

***"A spiral curriculum introduces new and more challenging learning, while building on what has gone before, which reflects and meets the personal development needs of the children and young people."***

### ***Relationships Education, Relationships and Sex Education (RSE) and Health Education, SDBE***

As previously stated, Relationships and Sex Education is taught within the personal, social, health and economic (PSHE) education curriculum. For example, from reception to year six, all children will learn about different types of relationships in an age-appropriate context. Biological aspects of RSE are taught within the science curriculum, such as learning about the changes experienced by the body in puberty or learning to describe the processes of reproduction in plants and animals.

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).

Throughout our delivery of Relationships and Sex Education, we strive to ensure our teaching is in line with our Christian ethos. We aim to approach Relationships and Sex Education in a faith sensitive and inclusive way, seeking to explain the tenets varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect.

In the Church of England's 'Vision for Education' document, it states that:

***"We want young people to flourish and to gain every opportunity to live fulfilled lives. For Church schools, RSE is about the emotional, social and physical aspects of growing up, healthy relationships, sex, human sexuality and health. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life."***

### **Early Years Provision**

Within the early years, though the statutory teaching of Relationships Education, RSE and Health Education doesn't specifically apply, EYFS does include Personal, Social and Emotional Development (PSED). PSED includes three aspects of children's learning behaviour: managing feelings and behaviour, making relationships and self-confidence and awareness. Relationships are ultimately at the core of human experience and interaction, in turn making it particularly important that children are supported in learning the social skills that are needed to interact well with others and form positive relationships.

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher 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).

### 7.3 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 non-statutory components of RSE
- Passing on concerns or disclosures made by children concerning safeguarding issues, where appropriate

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 headteacher.

The staff delivering the RSE curriculum are as follows:

- Megan Valuks
- Jonathan Ellis
- Madeleine Appleby
- Claire Douch
- Alex Cutts
- Neelum Khan
- Jessica Potts
- Kesta Mcleish

### 7.4 Pupils

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

## 8. Parents' right to withdraw

- Parents do not have the right to withdraw their children from Relationships or Health Education.
- Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. These are as follows:

Year Group	Sex Education additional to the Science Curriculum that parents have the right to withdraw their child from
Year 5	<ul style="list-style-type: none"><li>• Understand that sexual intercourse can lead to conception and that is how babies are usually made I also understand that sometimes people need IVF to help them have a baby</li></ul>

	<ul style="list-style-type: none"> <li>Understand that the age of consent for sexual intercourse is 16 (in the UK), but that they are not obliged to have sex just because they are 16.</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>Describe how a baby develops from conception through the nine months of pregnancy, and how it is born</li> </ul>

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

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

### 9. Training

Staff are trained on the delivery of Relationships and Sex Education 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 Relationships and Sex Education.

### 10. Monitoring arrangements

The delivery of Relationships and Sex Education is monitored by the PSHE lead, Kesta Mcleish, supported by SLT, through lesson observations and remote learning provision monitoring.

Pupils' development in Relationships and Sex Education is monitored by class teachers as part of our ongoing teaching cycle of developing planning that is informed by children's knowledge and understanding of the subject.

This policy will be reviewed by the senior leadership team every two years. At every review, the policy will be approved by the governing board.

Date agreed by the FGB:

23<sup>rd</sup> March 2021

Review date:

March 2022

Signed by the Chair of Governors: *Geraldine O'Brien*

23.3.21



# St Jude's Church of England Primary School

## Relationships and Sex Education Policy March 2021

Appendix 1 JIGSAW Scheme of Work - overview. This includes Relationships Education and the Non Statutory Sex Education

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 3-5</b> (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
<b>Ages 5-6</b>	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
<b>Ages 6-7</b>	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
<b>Ages 8-9</b>	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
<b>Ages 9-10</b>	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
<b>Ages 10-11</b>	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	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	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	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexing Transition

## Appendix 2: Relationships and Health Education

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>
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>

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 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>

TOPIC	PUPILS SHOULD KNOW
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 3: 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			
Please ensure you have confirmed an appointment with Miss New			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	