



Relationships and Sex Education (RSE) Policy

Review Body: Trust Board

Approved on: 14 March 2024

Date of Next Review: March 2025

Review Period: 1 year



Aims and Intent

Inspire Academy Movement aims to promote the spiritual, moral, cultural, mental and physical development of all pupils

We teach RSE throughout the school starting in the early years through to year 6. We aim to develop in our pupils an understanding of the physical, biological, emotional, social, spiritual, legal and moral aspects of sex and sexuality, which prepares them for the opportunities, responsibilities and experiences of adult life.

We aim to provide a secure environment for pupils, where children feel safe and are kept safe, and feel comfortable to have sensitive discussions and ask questions. We ensure all staff are equipped to protect children and young people who are vulnerable or at risk, including those at risk of being drawn into terrorism or exposed to radicalisation.

The aims of relationship and sex education at our school are to:

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

Ethos and Values

Within Inspire Academy Movement, Relationship and Sex Education (RSE) is underpinned by the ethos and values of our schools and we uphold it as an entitlement for all our pupils. We recognise the need to work as a whole school community to ensure a shared understanding of RSE and the values under-pinning it and to deliver an effective programme that meets the needs of our pupils.

The school teaches RSE within the following moral and values framework based on the following principles:

- Provide a framework in which sensitive discussions can take place
- Self-respect.
- Respect and tolerance towards others who may have different backgrounds, cultures, feelings, views and sexuality.
- An awareness of the way others feel.
- Mutual support and co-operation.
- Honesty and openness.
- The acceptance of the responsibility for and the consequences of personal actions.
- The right of people to hold their own views within the boundaries of respect for the rights of others.

- The right not to be abused by or taken advantage of by other people.
- The right to accurate information about relationships.
- The value of stable loving relationships.

Statutory Requirements

We believe that PSHE helps to give pupils the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. PSHE also flows through all other curriculum areas.

All primary schools must provide relationships education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We are not required to provide comprehensive sex education but do need to teach the elements contained in the science curriculum. We plan to augment this with the elements of sex education aimed at Primary school pupils outlined in our scheme of work and agreed by the Board of Directors.

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](#).

The staff within Inspire Academy Movement will be able to teach all the new subjects in accordance with school values and ethos while also having due regard to the guidance and being consistent with the requirements of the Equality Act 2010.

Across Inspire Academy Movement we teach RSE as set out in this policy.

Policy development

The policy was first developed in consultation with staff, pupils and parents and involved the following steps:

1. Review – a member of the leadership team, pulled together all relevant information including relevant national and local guidance
2. Staff consultation –school staff were given the opportunity to look at the policy and make recommendations.
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil survey
5. Ratification – the policy was shared with and reviewed by governors and approved by the full Governing Body.

Further reviews have included appropriate consultation.

Inspire Academy Movement Relationship & Sex Education (RSE) Policy Statement

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

Within this policy, as in the DfE guidance, **Relationships Education** is defined as teaching about the fundamental building blocks and characteristics of positive relationships, with particular reference to respectful friendships, family relationships, and relationships with other children and with adults, including online.

For the purpose of this policy, **Health Education** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Sex Education is defined as teaching children how human reproduction occurs, including how a baby is conceived and born. This draws on knowledge of the human life cycle set out in the national curriculum for science. For the purposes of this policy, we specifically identify any non-statutory Sex Education that falls outside of Science. This is clearly highlighted below within each phase.

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

RSE aims to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and off line.

We ensure **RSE** is inclusive and meets the needs of all of our pupils, including those with special educational needs and disabilities by giving careful consideration to the level of differentiation needed. In some cases the content and/ or delivery will have to be adapted.

We ensure **RSE** fosters gender equality and LGBT and equality by guaranteeing that they are reflected positively through teaching and discussions within the school and the curriculum.

RSE is not about the promotion of sexual activity.

The RSE policy can be linked to the schools' mission statement and other policies. The personal beliefs and attitudes of teachers will not influence their teaching of RSE.

We see our RSE programme as supportive of our work as a Rights Respecting School, with particular reference to Articles 19 and 34 (the right to be protected from abuse) and Article 17 (the right to reliable information from a variety of sources).

Curriculum

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

The DfE guidance 2021 also recommends that all primary schools have a sex education programme tailored to the age and the physical and emotional maturity of pupils, and this should include how a baby is conceived and born. Although sex education is not compulsory in primary schools, we believe children should understand the facts about human reproduction before they leave primary school. We therefore provide some non-statutory sex education, covering how human reproduction and conception occurs. This is taught in Years 5 and 6. Children are taught:

- that for a baby to begin to grow, part comes from a mother and part comes from a father; that in most animals including humans the baby grows inside the mother
- that when a sperm and egg meet, this is called conception; that conception usually occurs as a result of sexual intercourse, and what sexual intercourse means
- how a baby develops in the womb and how babies are born

We believe that teaching this additional content to pupils will ensure that they are better prepared for transition to secondary school and also support their personal and social development as they grow into young adults. As is legally prescribed, parents have a right to withdraw their children from these additional non-statutory sex education lessons – please see the relevant section within this policy in regard to this process.

The resources we use when teaching the non-statutory sex education units are available for parents/carers to view on request to the Headteacher/Head of School. We use a range of resources such as those recommended by the following (please note this is not an exhaustive list)

- NSPCC
- PSHE Association
- Oak Academy
- Sex education forum

See also appendix 4 for a list of government approved resources which we may use to support the teaching of RSE.

Implementation

RSE is taught within the personal, social, health and economic (PSHE) education curriculum and also through our well-being lessons. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions delivered by the class teacher. This will be done within a safe learning environment and delivered by adults known to the children.

RSE is delivered predominantly by class teachers in mixed gender groups, other than when it is deemed more appropriate for topics to be covered in single sex groups; this will be decided by the class teacher after discussion with the Senior Leadership Team.

Teachers and pupils will agree ground rules by agreeing to show respect for all opinions expressed and will challenge any stereotypical, homophobic or disrespectful comments.

Topics will be distanced from individual pupils and staff by using generalised examples.

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

- Families and people who care for me

- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

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

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).

Evaluation

The programme is evaluated to ensure it meets the changing needs of the young people and reflects the views and values of the school community; this is carried out both by teachers and pupils.

The school will keep parents/carers informed of the RSE programme and consult if any changes are proposed.
Including

- Role of parents
- How informed and consulted
- Access to curriculum coverage
- Right to withdraw
- Confidentiality for parents

Parents and carers have an especially important role to play in RSE as they need to feel confident that the school's programme compliments and supports their role. Curriculum coverage will be available for parents who wish to discuss/ supplement the school RSE programme at home.

Roles and responsibilities

The Board of Directors will approve the RSE policy, and hold the headteacher/Head of School to account for its implementation.

The Headteacher/Head of School

The Headteacher/Head of School is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from components of RSE (see Parents Right to Withdraw section).

Staff

All staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the components of RSE

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

Pupils

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

Parents' right to withdraw

We recognise that parents and carers are the primary providers of RSE for their children. Our RSE curriculum is designed to support and complement this. We aim to build a positive and supportive relationship with parents and carers through mutual understanding, trust and co-operation.

In promoting this we will:

- Inform parents about the school's RSE policy and practice;
- Answer any questions that parents may have about RSE for their child;
- Take seriously any issues or concerns that parents raise.

We believe that all of the content within our school's PSHE curriculum, including RSE, is of the utmost importance and relevance to all pupils. However, parents have the legal right to request that their child be withdrawn from some or all non-statutory sex education other than that which is part of the National Curriculum for Science. Please note there is no parental right of withdrawal from Relationships Education or Health Education content within the school curriculum, or from any statutory sex education that forms part of the National Curriculum for Science.

These are statutory requirements which the DfE mandates schools to teach; please see the statutory document if further information is required. If parents wish to withdraw their child from RSE, they will need to speak to the Headteacher/Head of School as soon as possible to discuss their concerns. If parents still wish to withdraw their child from non-statutory sex education lessons, this request will be recorded, and suitable alternative arrangements made for pupils during relevant lessons. The issue of withdrawal will be handled as sensitively as possible. Parents should also understand that the decision to remove their child from these lessons means that they themselves will assume responsibility for talking to their children about any related sex education themes covered outside of National Curriculum Science.

Training

Staff are trained on the delivery of RSE as part of their continued professional development.

The Headteacher/Head of School may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

Issues

- a) Managing difficult questions

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. We recognise that children in younger year groups may ask questions that cannot be answered without reference to content from older year groups. Should this occur and depending on the content we may respond by telling them that they will learn about that when they are older. If a teacher does not know the answer to a question or if a question is felt to be inappropriate, this should be acknowledged and, if considered necessary, this may be followed up outside of the classroom environment with individual pupils. Children may also be signposted back to parents/carers who have ultimate responsibility in talking to their children about sensitive matters. We will also encourage parents to talk with school if they have any questions or queries, and if they would like advice on how to better support their child and continue learning outside of the classroom.

b) What kind of language will be considered acceptable and appropriate for use in RSE lessons?

All Staff will

- Use the correct terms for all body parts as this is deemed good practice.
- Openly teach pupils what 'slang' words mean (where appropriate), and that some are offensive.
- Avoid the use of any slang.

c) Safeguarding and confidentiality

Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. Teachers are conversant with the policies and procedures for reporting their concerns will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the headteacher/Head of School and the designated safeguarding lead within the school.

Monitoring arrangements

The delivery of RSE is monitored by the Senior Leadership team through:

- Subject leader monitoring activities
- Teacher reflection
- Pupil conferencing
- feedback from staff and children.

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

This policy will be reviewed annually. At every review, the policy will be approved by the Board of Directors.

Appendix 1: RSE curriculum for Inspire Academy Movement

	Relationships and Sex education	Health Education	E-safety
Early Years (Reception)	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Agree rules for their class or group, know the school and classroom rules and how they help them • Collaborate with others in work and play, sharing and taking turns • Contribute to a discussion or conversation, putting their views forward clearly and appropriately • Identify ways of helping in class and improving the environment by their own actions. • Know the different groups to which they belong: families, friends, school, etc. • Recognise worth in others and make positive statements about other people • Understand the effect bullying can have on others and know who to tell in the event of experiencing or observing bullying • Show respect by listening to what other people say • Consider the value of being a friend and having friends •Know what contribution they make to the life of the class and school • Recognise the ways their own behaviour and choices affects others • Begin to accept everyone as an individual • Respect others' needs, feelings and opinions • Begin to take some responsibility for self and others, e.g.: in the classroom, playground, school visits • Consider the value of being part of different groups and communities • Be able to help others without risk to themselves 	<ul style="list-style-type: none"> •Have an understanding of what is private, including appropriate and inappropriate touch • Know the emergency services and other professionals who help us. •How to make a call to emergency services if necessary. 	<ul style="list-style-type: none"> • Have an understanding of the differences between real life scenarios and those that take place on the computer •Understanding the importance of being kind to others when communicating on the computer •Know who to go to if they come across an unsafe scenario when using the computer • Say if a situation on the computer or an app has upset them and discuss this with a trusted adult/teacher •Communicate positively with trusted adults/known friends and teachers on the computer •Discuss different scenarios that they may come across on the computer and reflect upon these, learning from their own experiences and those of others
Key Stage One (Year 1 and 2)	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Communicate and collaborate with others to contribute to the life of the class and school • Know people in their community who can help them • Respond with increasing confidence to new people and situations. • Be able to express positive statements about themselves and others 	<ul style="list-style-type: none"> • Recognise and name feelings, including feelings associated with change • Begin to learn to manage feelings positively and effectively and understand about trust and reliability • Feel good about themselves 	<ul style="list-style-type: none"> • Recognise what information should and should not be shared online • Know which adults are trustworthy and when to discuss a situation that is worrying them with these adults • Have a secure understanding of the differences between real life scenarios and those that take place on the computer



	<ul style="list-style-type: none"> • Identify some similarities and differences between people such as gender, appearance, abilities, families and cultural background • Know that people have things in common but that everyone is unique and understand that difference does not mean better or worse • Explore the idea of fairness for all and begin to question media messages and stereotypes. • Understand that bullying and teasing is an unacceptable response to difference • Appreciate the need to take care, to be safe and care about keeping themselves and others safe in and out of school • Understand what a friend is, how to be a friend and understand that friendships can change, make new friends and deal with losing friends • Respect their own and other people's property – personal and public • Begin to accept everyone as an individual, respecting others' needs, opinions and feelings • Know when to keep a secret and when to tell 	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary. • Simple self-care techniques such as time with friends, family and rest • The benefits of an active lifestyle and the importance of regular exercise • What constitutes as a healthy diet • Understand how germs (including bacteria and viruses) can be spread and treated and the importance of washing hands • About safe and unsafe exposure to the sun and how to reduce the risk of sun damage • Know that they have rights over their own bodies (Let's talk PANTS – NSPCC) <p>Science Understand that animals including humans have babies which grow into adults</p> <p>Identify, name, draw and label the basic parts of the human body (including penis and vagina) and say which part of the body is associated with each sense. (Sex education)</p>	<ul style="list-style-type: none"> • Children what is meant by personal information and develop an understanding of why this is special • They recognise that pictures should only be shared with known trusted adults and through the guidance of a trusted adult • Recognise the importance of being kind to others when communicating online • Send suitable and purposeful emails to communicate with familiar adults/known friends and teachers • Show increasing awareness of when a situation is unsafe and approach a trusted adult when a situation becomes upsetting
Lower Key Stage Two(<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> • Explore the concept of keeping something confidential or a secret 	<ul style="list-style-type: none"> • Understand what is meant by mental health and why this is 	<ul style="list-style-type: none"> • Develop awareness of relevant e-safety issues, such as cyber-bullying.



Year 3 and 4)	<ul style="list-style-type: none"> •Recognise and be sensitive to the needs and feelings of others •Know that there are many different patterns of friendship •Understand the meaning of friendship and loyalty <ul style="list-style-type: none"> •Understand how loss can come in many forms •Know where to get help in school and through help lines when facing problems •Understand that it is wrong for children to be bullied or abused by other children or adults. •Develop understanding of different types of relationships and families •Understand what families are, and what members expect of each other <ul style="list-style-type: none"> •Develop skills needed for relationships, such as listening, supporting, showing care. • Know how to use basic techniques to resist pressure •Know about bullying, why it happens and the effects • Think about how to deal with bullying and how to stop it happening it has on people •Think about being a friend, know what helps and hinders friendships •Know what we do that makes each other happy, sad and cross and consider ways of resolving differences •Be able to initiate friendships. •Recognise and challenge gender stereotypes •Recognise that families are different and to challenge stereotypes about families •Respect the views of their peers, parents, teachers and people of different faiths and cultures <ul style="list-style-type: none"> •Understand that there are many social groups in society in terms of culture, religion, age, etc. •Know that people live their lives in different ways and that different cultures may have different life patterns <ul style="list-style-type: none"> •Respect other people's feelings, decisions, rights and bodies. •Know that everyone has human rights • Know they have the right to protect their bodies from unwanted contact (Let's Talk PANTS – NSPCC) 	<p>just as important as physical health</p> <ul style="list-style-type: none"> •How to seek support for your own or other people's mental health that you are concerned about •Understand the benefits of physical exercise, time outdoors and community participation on well-being and happiness • Understand the risks associated with an inactive lifestyle and poor diet. E.g tooth decay • Know that medicine can help us to feel better • Understand what is meant by personal hygiene • Recognise what is special about themselves and their abilities and interests • Develop the language of feelings and be able to express feelings in different ways, recognising the impact of feelings on others 	<ul style="list-style-type: none"> •Understand what personal information should be kept private. •Children begin to use a range of online communication tools, such as forums, email and polls, in order to formulate, develop and exchange ideas. •Know how to deal with unpleasant forms of electronic communication (save the message and speak to a trusted adult). <ul style="list-style-type: none"> •Be able to discern when an email should or should not be opened. •Understand the benefits of rationing time online • Understand how search engines work
Upper Key Stage Two	<p>Children should have opportunities to:</p> <ul style="list-style-type: none"> •Learn to be assertive, especially in the face of pressure from others – saying “No” 	<ul style="list-style-type: none"> • What constitutes as a healthy lifestyle including exercise, nutritional content 	<ul style="list-style-type: none"> •Use of a range of communication tools (email, social networking sites, blogs) to positively,



(Year 5 and 6)	<ul style="list-style-type: none"> •Value cultural background of self and others •Know that different people live their lives in different ways and that different cultures may have different life patterns •Consider gender stereotyping and sexuality •Demonstrate and promote tolerance, understanding, respect and acceptance of difference •Understand that bullying is an unacceptable response to difference and can have a negative lasting impact on mental well-being • What is meant by a healthy, committed and loving adult relationship. •Understand what marriage is and that they have the right to choose who they marry <p>Sex Education:</p> <ul style="list-style-type: none"> •Know about human sexuality and that it is expressed in different ways, understand what it means and have some words to describe it •To describe how and why the body changes during puberty in preparation for reproduction, to consider reproduction in the context of relationships •To explore the process of conception and pregnancy and know some basic facts about both •Know where to find support and advice in relation to sex education 	<ul style="list-style-type: none"> • The principles of planning and preparing a range of healthy meals • Facts of legal and illegal harmful substances and associated risks, including smoking/alcohol/drugs • Recognise early signs of physical illness or unexplained changes to the body and know where to seek support •How people with ill mental health can seek support • Learn key facts about puberty and the changing adolescent body, including physical and emotional changes. • Learn key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. •learn concepts of basic first aid, for example dealing with common injuries such as head injuries. <p>Science</p> <ul style="list-style-type: none"> • Learn about the changes that happen to the human body as it grows from birth to old age, including puberty. Understand how we move from children to teenagers to adulthood. •Recognise that living things produce offspring of the same kind, but normally offspring vary 	<p>effectively and safely communicate with people within and outside their school</p> <ul style="list-style-type: none"> •Demonstrate respect for the rights of other internet users •Recognise unacceptable online behaviours including trolling, harassment •Understand the potential risks of providing personal information in a range of ways online •Recognise that not everyone online is who they say they are •Able to speak to a trusted adult/teacher when faced with situations that may cause a risk or pressure to them •Develop an understanding of situations to avoid and remove themselves from when working online •Recognise the early signs of abuse and speak immediately to a trusted adult/teacher about these •Recognise what is appropriate to share online or within an app and follow esafety protocols regarding sharing personal information •Why social media, some computer games and online gaming are age- restricted •Know how to keep safe and well when using a mobile phone •Describe how the use of a mobile phone can affect their lifestyle, health and wellbeing (such as quality of sleep) • How to consider the reliability of information online
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Appendix 2: RELATIONSHIPS EDUCATION - By the end of primary school pupils should know

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



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



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



Appendix 3: PHYSICAL HEALTH AND MENTAL WELL-BEING - By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Mental Well-being	<ul style="list-style-type: none"> • That mental well-being is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations • How to recognise and talk about their emotions, including having a varied vocabulary to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support • That bullying (including cyber-bullying) has a negative and often lasting impact on mental well-being • 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 well-being or ability to control their emotions (including issues arising online) • It is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough



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



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



Appendix 4: Parent form: withdrawal from sex education within RSE

To be completed by parents:			
Name of Child		Class	
Name of parent		Date	
Reason for withdrawing from sex education with 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	



Appendix 5 - List of government recommended resources

Relationships Education

Safeguarding: [NSPCC PANTS rule](#)

[Example of model primary curricula from Catholic Education](#)

Relationships and Sex Education

[Consent: PSHE Association lesson plans](#)

[LGBT inclusivity: Stonewall lesson plans and materials for primary and secondary](#)

[Public Health England website](#) - resources covering relationships and bullying, alcohol, smoking, stress, body image, with videos made by young people and resources tested with teachers

[Example model secondary curricula from Catholic Education](#)

Mental health

[Mental health and emotional wellbeing: PSHE Association lesson plans](#)

[MindEd educational resources on children and young people's mental health](#)

Online safety

[Education for a Connected World: UKCCIS framework of digital knowledge and skills for different ages and stages](#)

[Sexting: UKCCIS advice for schools on preventative education and managing reports of sexting](#)

[Thinkuknow](#) - the education programme from National Crime Agency (NCA)-Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

PSHE

[PSHE Association Programme of study for KS1-5](#)

Drugs and alcohol

[Mentor-ADEPIS research and briefing papers](#) - planning effective drug and alcohol education, with lesson ideas

Extremism and radicalisation

[Educate Against Hate](#) - practical advice and information for teachers, teachers in leadership positions and parents on protecting children from extremism and radicalization from



Curriculum

[Non-statutory framework for Citizenship KS 1 and 2](#) (Non-statutory programme of study). Schools may wish to use the Citizenship programme of study in their planning

