

Larkrise Primary School



Relationship & Sex Education (RSE) Policy

Adopted: Spring 2024

Review: Spring 2027

Introduction

This policy sets out guidance for the teaching of Sex and Relationships Education (RSE) and should be used in conjunction with the following school or Eveleigh Link Academy Trust policies: Personal, Social, Health Education (PSHE), Behaviour and Exclusion Policy, Drug Education, Health and Safety and Wellbeing Policy, Equality and Diversity, Child Protection and British Values.

Policy development

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

Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

Parent/stakeholder consultation – parents and any interested parties were invited to comment on this policy

Pupil consultation – we investigated what pupils want from their RSE

Ratification – once amendments were made, the policy was shared with governors and ratified

Intent

RSE is lifelong learning about ourselves including our emotions, self-esteem, relationships, rights and responsibilities. It takes place in many contexts: at home, at school and in the community. At Larkrise, all adults work towards providing a framework in which sensitive discussions can take place and creating a positive culture around issues of sexuality and relationships.

Objectives

We seek to enable our children to:

develop good interpersonal and communication skills; understand the importance of stable and loving relationships; recognise and avoid exploitative relationships;

develop loving, caring relationships based on mutual respect;

respect themselves and others, their views, backgrounds, cultures and experiences; be prepared for puberty and the emotional and physical effects of body changes; be able to name the parts of the body and understand the process of human reproduction; value, care for and respect their bodies; and develop feelings of self-respect, confidence and empathy.

Context

We understand the importance of ensuring that all children in our school have access to their entitlement to RSE. In relation to nationality, sexual orientation, religion and cultural diversity, we value the different backgrounds of our pupils and, in addressing different views and beliefs, seek to promote tolerance and understanding. In order to ensure the RSE Curriculum

meets the needs of all we will not promote one particular lifestyle over another. We will not seek to gain consensus but will accept and celebrate difference. In relation to those with special educational needs or disability, we will review our RSE Programme to ensure that provision is made for those with additional needs. 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).

Statutory Requirements

This policy is based on the Department for Education's (DfE's) document Sex and Relationship Education Guidance 2019 (DfE'S 0116/2000) (Appendix 3). As a primary academy school we must provide relationships and health education to all pupils but sex education is not compulsory. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science which would include the elements of reproduction contained in the science curriculum. At Larkrise, we also choose to teach sex education in our PSHE lessons using the Jigsaw scheme of work, alongside extra resources from the Local Health Authority. Parents have the right to withdraw their child from all or part of sex education lessons.

Definitions

Relationships education is statutory and therefore children cannot be withdrawn (Appendix 3). In relationships education lessons children are taught about families, friendships and other respectful relationships as well as how to keep themselves safe

Health Education is statutory and therefore children cannot be withdrawn (Appendix 3). In health education lessons children are taught about physical health and fitness, mental wellbeing, **changes to the human body**, facts about legal and illegal substances, internet safety and harms, first aid and puberty. Menstruation will be covered in Health Education and, as far as possible, will be addressed before onset. This should ensure male and female pupils are prepared for changes they and their peers will experience.

Sex Education is not compulsory in Primary Schools and therefore children can be withdrawn from all or part of the sex education lessons. At Larkrise School, Sex Education lessons are defined as PSHE lessons where children are taught about human reproduction. This definition does not include Science lessons about reproduction which are part of the national curriculum and therefore there is no right to withdraw from these.

Implementation

We follow the Jigsaw Scheme of Work from EYFS through to Year 6 (Appendix 1). Jigsaw offers a comprehensive programme for primary PSHE including Sex, Relationships and Health Education in a spiral, progressive and fully planned scheme of work, giving children the opportunity to build on knowledge that they have previously acquired. RSE is mainly taught through the topics Changing Me, Relationships and Celebrating Difference. A discrete lesson is taught every week for a minimum of 30 minutes. PSHE, including RSE, and Citizenship is also taught through other subjects such as **science and P.E.**

We use a range of teaching and learning styles. We emphasise active learning by including the children in small and larger group discussions, investigations and problem-solving activities. Sometimes a group may be single-sex. Larkrise School recognises that when teaching relationships and sex education lessons, this requires sensitive and well-judged teaching based on knowledge of pupils and their circumstances. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner, so they are fully informed and don't seek answers online.

If a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate but will immediately inform the named person for child protection issues about their concerns. The headteacher will then deal with the matter in consultation with health care professionals (see also our policy on Child Protection).

We communicate to all parents and carers of children in Year 5 to inform them of their programme of lessons, to explain what the issues are, and how they are taught, and to see the materials the school uses in its teaching.

Curriculum

Our whole school PSHE curriculum which includes relationships and health education is set out as per Appendix 1 but this may be adapted as and when necessary. Sex Education lessons in the Jigsaw scheme of work are as follows:

Year 4: Having a baby

Year 5: Conception

Year 6: The story of conception and birth

Our Science curriculum follows the National Curriculum and children are taught about reproduction and puberty in these lessons (Appendix 2):

Year 2: Can they explain that animals grow and reproduce?

Year 5: Can they describe the changes experienced in puberty? Can they indicate stages in the growth and development of humans?

Year 6: Can they recognise that living things produce offspring of the same kind, but they can vary and they are not identical to their parents.

SEND and Inclusion

We teach RSE to all children, regardless of their ability. We aim to provide learning opportunities matched to the individual needs of children. Teachers take into account targets directly related to PSHE, RSE and citizenship on individual children's One Plans. For gifted and talented pupils, teachers try to provide additional opportunities to take responsibility, develop leadership skills, think creatively and use their talents for the good of the class or the wider community.

Impact

We assess the children's work in PSHE and citizenship, including RSE, both by making informal judgements during lessons and through formal assessments of the work done, gauging it against the specific learning objectives set out in The Jigsaw Programme. We have clear expectations of what the pupils will know, understand and be able to do at the end of each year group and Key Stage. Levels will be recorded at the end of every term on Target Tracker and progress monitored.

Training

Staff are trained on the delivery of RSE as part of our continuing professional development work. It is important that all members of staff delivering RSE are given sufficient training, so that they can teach about sex effectively, and handle any difficult issues with sensitivity.

The headteacher 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.

Parents

The school understands the primary role in children's sex education lies with parents and carers. We therefore wish to build a positive and supporting relationship with the parents of children at our school, through mutual understanding, trust and cooperation.

To promote this objective we inform parents about the school's RSE education policy and practice; answer any questions that parents may have about the education of their child; take seriously any issue that parents raise with teachers or governors about this policy, or about the arrangements for RSE education in the school; encourage parents to be involved in reviewing the school policy, and making modifications to it as necessary; inform parents about the best practice known with regard to RSE education, so that the teaching in school supports the key messages that parents and carers give to children at home. We believe that, through this mutual exchange of knowledge and information, children will benefit from being given consistent messages about their changing bodies and their increasing responsibilities.

Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships and health education or the PSHE primary curriculum. Parents only 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. Alternative work will be given to pupils who are withdrawn from sex education.

Roles and responsibilities

The governing body and the MAT

Governors and the MAT will approve the RSE policy and hold the headteacher to account for its implementation.

The Headteacher

The Headteacher are responsible for ensuring that RSE is taught consistently across the school and reports to the governing body and MAT on the effectiveness of the policy. They are also responsible for managing requests to withdraw pupils from the non-statutory/nonscience sex education components of RSE.

PSHE Subject Leader

The planning, monitoring and coordination of the teaching in RSE are the responsibility of the PSHE subject leader, who also organises training for staff so that they can teach about sex effectively and handle any difficult issues with sensitivity.

Staff

Staff are responsible for delivering RSE in a sensitive way, whilst modelling positive attitudes and responding to the needs of individual pupils. 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. Staff are also responsible for monitoring of progress in line with the internal assessment systems.

Pupils

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

Monitoring arrangements

The delivery of RSE is monitored by senior leaders and curriculum leaders.

Monitoring may include planning scrutinies, learning walks, lesson visits, talking to pupils etc
Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed every three years.

Appendix 1: PSHE curriculum including Sex and relationships and health education.



Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (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
Ages 5-6	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
Ages 6-7	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
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	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
Ages 9-10	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
Ages 10-11	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 Sexting Transition

Appendix 2: Science curriculum relating to 'humans' (compulsory)

Year 1		Year 2	
Animals, including humans		Animals, including humans	
<ul style="list-style-type: none"> Can they point out some of the differences between different animals? Can they sort photographs of living things and non-living things? Can they identify and name a variety of common animals? (birds, fish, amphibians, reptiles, mammals, invertebrates) Can they describe how an animal is suited to its environment? Can they identify and name a variety of common animals that are carnivores, herbivores and omnivores? 	<ul style="list-style-type: none"> Can they name the parts of the human body that they can see? Can they draw & label basic parts of the human body? Can they identify the main parts of the human body and link them to their senses? Can they name the parts of an animal's body? Can they name a range of domestic animals? Can they classify animals by what they eat? (carnivore, herbivore, omnivore) Can they compare the bodies of different animals? 	<ul style="list-style-type: none"> Can they describe what animals need to survive? Can they explain that animals grow and reproduce? Can they explain why animals have offspring which grow into adults? Can they describe the life cycle of some living things? (e.g. egg, chick, chicken) Can they explain the basic needs of animals, including humans for survival? (water, food, air) Can they describe why exercise, balanced diet and hygiene are important for humans? 	
Year 1 (Challenging)		Year 2 (Challenging)	
<ul style="list-style-type: none"> Can they begin to classify animals according to a number of given criteria? Can they point out differences between living things and non-living things? 	<ul style="list-style-type: none"> Can they name some parts of the human body that cannot be seen? Can they say why certain animals have certain characteristics? Can they name a range of wild animals? 	<ul style="list-style-type: none"> Can they explain that animals reproduce in different ways? 	
Animals, including humans		Animals, including humans	
<ul style="list-style-type: none"> Can they explain the importance of a nutritionally balanced diet? Can they describe how nutrients, water and oxygen are transported within animals and humans? Can they identify that animals, including humans, cannot make their own food: they get nutrition from what they eat? Can they describe and explain the skeletal system of a human? Can they describe and explain the muscular system of a human? 	<ul style="list-style-type: none"> Can they identify and name the basic parts of the digestive system in humans? Can they describe the simple functions of the basic parts of the digestive system in humans? Can they identify the simple function of different types of teeth in humans? Can they compare the teeth of herbivores and carnivores? Can they explain what a simple food chain shows? Can they construct and interpret a variety of food chains, identifying producers, predators and prey? 		
Year 3 (Challenging)		Year 4 (Challenging)	
<ul style="list-style-type: none"> Can they explain how the muscular and skeletal systems work together to create movement? Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive? 	<ul style="list-style-type: none"> Can they classify living things and non-living things by a number of characteristics that they have thought of? Can they explain how people, weather and the environment can affect living things? Can they explain how certain living things depend on one another to survive? 		
Year 5			
Animals, including humans		Living things and their habitats	
<ul style="list-style-type: none"> Can they describe the changes as humans develop to old age? 	<ul style="list-style-type: none"> Can they describe the differences in the life cycles of a mammal, an amphibians, an insects and a bird? Can they describe the life cycles of common plants? Can they explore the work of well know naturalists and animal behaviourists? (David Attenborough and Jane Goodall) 		
Year 5 (Challenging)			
<ul style="list-style-type: none"> Can they create a timeline to indicate stages of growth in certain animals, such as frogs and butterflies? Can they describe the changes experienced in puberty? Can they draw a timeline to indicate stages in the growth and development of humans? 	<ul style="list-style-type: none"> Can they observe their local environment and draw conclusions about life-cycles, e.g. plants in the vegetable garden or flower border? Can they compare the life cycles of plants and animals in their local environment with the life cycles of those around the world, e.g. rainforests? 		

Year 6

Evolution and Inheritance

Can they recognise that living things have changed over time and that fossils provide information about living things that inhabited the earth millions of years ago?
 Can they recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents?
 Can they give reasons why offspring are not identical to each other or to their parents?
 Can they explain the process of evolution and describe the evidence for this?
 Can they identify how animals and plants are adapted to suit their environment in different ways and that adaptation may lead to evolution?

Can they talk about the work of Charles Darwin, Mary Anning and Alfred Wallace?
 Can they explain how some living things adapt to survive in extreme conditions?
 Can they analyse the advantages and disadvantages of specific adaptations, such as being on two rather than four feet?
 Can they begin to understand what is meant by DNA?

Animals, including humans

- Can they identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood?
- Can they recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function?
- Can they describe the ways in which nutrients and water are transported within animals, including humans?

- Can they explore the work of medical pioneers, for example, William Harvey and Galen and recognise how much we have learnt about our bodies?
- Can they compare the organ systems of humans to other animals?
- Can they make a diagram of the human body and explain how different parts work and depend on one another?
- Can they name the major organs in the human body?
- Can they locate the major human organs?
- Can they make a diagram that outlines the main parts of a body?

Appendix 3: Relationship and Health curriculum (compulsory)

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

Being safe

- 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

Mental wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> • that mental wellbeing 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.
	<ul style="list-style-type: none"> • 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. • 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 cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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.
Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Internet safety and harms	<p>Pupils should know</p> <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 online.
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Health and prevention	<p>Pupils should know</p> <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.
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Physical health and fitness	<p>Pupils should know</p> <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	<p>Pupils should know</p> <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).
Changing adolescent body	<p>Pupils should know:</p> <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 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	<i>Include notes from discussions with parents and agreed actions taken.</i>
Headteacher signature	