



# **Relationships, Sex & Health Education Policy**

**Summer 2023**

***Rise to the Challenge***

# Relationships, Sex & Health Education Policy

Responsibility of:	Curriculum Committee
Authorised by: <i>Chair of Committee</i>	Vic Davinson
Adopted by Governing Body: <i>Date of FGB meeting</i>	17 <sup>th</sup> May 2023
Authorised by: <i>Chair of Governors</i>	Kevin Collins
Review date:	Summer 2026

## Overview

This Relationships, Sex and Health Education (RSHE) policy has been written in consultation with staff, governors and parents. Its purpose is to outline the RSHE provision at Foxton Primary School, make clear what content is taught when as well the rationale behind these decisions and what rights parents have regarding withdrawal.

This policy is underpinned by the School's commitment to inclusiveness and eliminating discrimination in accordance with the Equality Act 2010; advancing equality of opportunity between people who share a protected characteristic and people who do not share it, and to foster good relations across all characteristics.

## Key Contacts

Mrs Bellamy is the school's PSHE lead. Mr Norman, the Headteacher, has overall responsibility for curriculum and oversees RSHE alongside Mrs Bellamy.

## Context and Guiding Principles

We acknowledge that in order for our children to embrace the challenges of creating happy and successful lives, they 'need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy'<sup>1</sup>. We understand that high quality, evidence-based and age appropriate teaching of these subjects can help prepare pupils to develop resilience, to know how and when to ask for help, and to know where to access support'.

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<sup>1</sup> Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers (DfE, 2021)

All of Relationships, Sex and Health Education is set in the context of a wider whole-school approach to supporting pupils to be safe, happy and prepared for life beyond school. It is complemented, and supported by, the School's wider policies on behaviour, SEND, respect for equality and diversity, bullying and safeguarding. It sits within the context of our school's broader ethos and approach to developing pupils socially, morally, spiritually and culturally; and its pastoral care system.

**Relationships and Health Education is compulsory in all primary schools from September 2020.** We choose to teach the compulsory content of Relationships and Health Education within a wider programme of Personal, Social, Health Education, integrated within a broad and balanced curriculum. This compulsory content is age appropriate and developmentally appropriate. It is taught sensitively and inclusively, with respect to the backgrounds and beliefs of pupils and parents / carers. The curriculum on Health Education complements, and is supported by, the school's wider education on healthy lifestyles through physical education, food technology, science, sport and extra-curricular activity.

Relationships and Health Education supports the wider work of our school in helping to foster pupil wellbeing and develop resilience and character that we know are fundamental to pupils being happy, successful and productive members of society. It complements the development of virtues such as kindness, integrity, generosity and honesty.

We are clear that parents and carers are the prime educators for pupils in relation to the above. We recognise that our school complements and reinforces this role.

## **Aim**

The overriding aim of Relationships, Sex and Health Education, outlined in this policy, is to put in place the key building blocks for healthy, respectful relationships (focusing on family and friendships, in all contexts, including online) alongside an essential understanding of how to be healthy. Teaching about mental wellbeing is central to this. We know that children and young people are increasingly experiencing challenges, and that young people are at particular risk of feeling lonely. Teaching about mental wellbeing will give them the knowledge and capability to take care of themselves and know how to receive support if problems arise.

## **Statutory Requirements**

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships and Health Education compulsory for all pupils in primary schools.

This policy is based on the guidance '*Relationships Education, Relationships and Sex Education (RSE) and Health Education: Statutory guidance for governing bodies, proprietors, headteachers, principals, senior leadership teams, teachers*' which contains information on what schools **should** do and sets out the legal duties with which schools **must** comply when teaching Relationships Education and Health Education.

This policy should be read in conjunction with the following policies and guidance:

- [Keeping Children Safe in Education](#) (statutory guidance);
- Safeguarding / Child Protection Policy;
- Inclusion Policy; and
- The Behaviour Policy

Additional guidance can be found in the following documents:

- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline);
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils);
- [Equality Act 2010 and schools](#);
- [SEND code of practice: 0 to 25 years](#) (statutory guidance);
- [Alternative Provision](#) (statutory guidance);
- [Mental Health and Behaviour in Schools](#) (advice for schools);
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying);
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools);
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts); and
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC) development).

## **Policy Development**

This policy covers our school's approach to Relationship and Sex education, not only in lessons but through the attitude of our staff and pupils alike, our ethos and approach and commitment to equality both within and outside of the classroom. It was produced in consultation with our staff and board of governors.

It will be reviewed every 3 years to ensure that it reflects the attitudes and belief of the school population and remains up to date with both current guidance from Government and the DfES but also remains relevant to the experiences of our pupils. To ensure its use, this policy will be available on the school website and a free copy can be requested at the school office.

## **Relationships Education**

### **What is Relationships Education?**

The focus in primary school is teaching the fundamental building blocks and characteristics of positive relationships (which involves helping children understand relationships and behaviours that are not positive), with particular reference to friendships, family relationships and relationships with other children and with adults.

## **The subject content**

Relationships Education starts with pupils being taught about:

- what a relationship is;
- what friendship is;
- what family means; and
- who the people are who can support them.

From the beginning of primary school, building on early education, pupils should be taught:

- how to take turns;
- how to treat each other with kindness, consideration and respect;
- the importance of honesty and truthfulness;
- permission seeking and giving; and
- the concept of personal privacy.

Establishing personal space and boundaries, showing respect and understanding the differences between appropriate and inappropriate / unsafe physical and other contact are the forerunners of teaching about consent, which takes place at secondary school.

Respect for others is taught in an age-appropriate way, for example, in terms of understanding one's own and others' boundaries in play and in negotiations about space and possessions.

We use the Cambridgeshire PSHE Scheme of work to ensure that all children have the opportunity to meet learning intentions broken down into the following categories by the end of Primary School:

- Families and people who care for me
- Caring Friendships
- Respectful Relationships
- Online Relationships
- Being Safe

We believe comprehensive relationship education helps children to develop their vocabulary and emotional literacy to enable them to talk about and manage their feelings. It helps children build their own support networks and the confidence to ask for help when they feel unsafe. This is a required element of the Relationships Education Guidance.

### Healthy friendships and relationships:

From the start of primary school, teachers talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. This enables pupils to form a strong, early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

### Relationships – online:

The principles of positive relationships also apply online especially as many children in primary school will already be using the internet. When teaching relationships content, teachers will address online safety and appropriate behaviour in a way that is relevant to pupils' lives. Teachers include content on how information and data is shared and used, for example, sharing pictures; understanding that many websites are businesses and hence, may use information provided by users in ways they might not expect.

#### Families:

Teaching about families requires sensitive and well-judged teaching. Families of many forms provide a nurturing environment for children. (Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents / carers amongst other structures.) Care is taken to ensure that there is no stigmatisation of children based on their home circumstances.

#### Development of personal virtues:

A growing ability to form strong and positive relationships with others depends on the deliberate development of positive personal virtues. Encouraging the development and practice of resilience, for example, helps pupils to believe they can achieve, persevere with tasks, work towards long-term rewards and continue despite setbacks. Alongside understanding the importance of self-respect and self-worth, pupils should develop personal virtues including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice.

#### Positive mental and emotional wellbeing:

Relationships Education also creates an opportunity to enable pupils to be taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

#### Recognising abuse and boundaries:

Through Relationships Education, we teach pupils the knowledge they need to recognise and to report abuse, including emotional, physical and sexual abuse. This is delivered by focusing on boundaries and privacy, ensuring pupils understand that they have rights over their own bodies. This also includes understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are taught to know how to report concerns and seek advice when they suspect or know that something is wrong. At all stages, teaching pupils about making sensible decisions to stay safe (including online) is balanced with the fact that it is never the fault of a child who is abused and why victim blaming is always wrong.

See Appendix 1 for the statutory End of Primary School Expectations.

#### **How Relationships Education is taught and who is responsible for teaching it**

Effective teaching ensures that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons. Teaching includes sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

#### **Health Education (Physical Health and Mental Well-being)**

In addition to the content above, we also teach Health Education, both physical health (including puberty) and mental well-being. The national curriculum for Science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

### **What is Health Education?**

The aim of teaching pupils about physical health and mental wellbeing is:

- to give them the information that they need to make good decisions about their own health and wellbeing;
- to enable them to recognise what is normal and what is an issue in themselves and others; and
- when issues arise, to know how to seek support as early as possible from appropriate sources.

Physical health and mental wellbeing are interlinked, and it is important that our pupils understand that good physical health contributes to good mental wellbeing, and vice versa. It is important to promote pupils' self-control and ability to self-regulate, and strategies for doing so. This will enable them to become confident in their ability to achieve well and persevere, even when they encounter setbacks or when their goals are distant, and to respond calmly and rationally to setbacks and challenges. This integrated, whole-school approach to the teaching and promotion of health and wellbeing should have a positive impact on behaviour and attainment.

Our effective, quality teaching aims to reduce stigma attached to health issues, in particular those to do with mental wellbeing. We engender an atmosphere that encourages openness. This means that our pupils feel they can check their understanding and seek any necessary help and advice as they gain knowledge about how to promote good health and wellbeing.

We focus on teaching the characteristics of good physical health and mental wellbeing. Teachers are clear that mental wellbeing is a normal part of daily life, in the same way as physical health.

### **The Subject Content**

Health Education starts with pupils being taught about the benefits and importance of:

- daily exercise;
- good nutrition; and
- sufficient sleep.

It gives pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Teachers go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including:

- simple self-care techniques;
- personal hygiene;
- prevention of health and wellbeing problems; and
- basic first aid.

Emphasis is given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.

Pupils are also taught the benefits of hobbies, interests and participation in their own communities. This teaching makes clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.

Pupils are taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices. In Key Stage 2, pupils are taught why social media, computer games and online gaming have age restrictions and our aim is that they should be equipped to manage common difficulties encountered online.

A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

Puberty is covered in Health Education for Years 5 and 6. This ensures male and female pupils are prepared for changes they and their peers will experience. The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Hence, pupils are taught key facts about the menstrual cycle. (Adequate and sensitive arrangements are also put in place to help girls prepare for, and manage, menstruation including requests for menstrual products).

See Appendix 1 for the statutory End of Primary School Expectations.

### **Sex Education**

Whilst Relationships and Health Education are compulsory in all primary schools, Sex Education is not. However, it is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. In line with DfE recommendations, therefore, our school incorporates a sex education programme to meet the needs of our pupils, tailored to the age and the physical and emotional maturity of our pupils and that has regard to their religious background. This ensures that all children are prepared for the changes that adolescence brings. Building on the knowledge of the human life cycle set out in the national curriculum for Science, pupils are taught how a baby is conceived and born.



We ensure that our teaching and resources are appropriate, having regard to the age and religious backgrounds of our pupils. We also take into account the significance of other factors, such as any special educational needs or disabilities of our pupils.

We consult parents / carers prior to the teaching of Sex Education about the detailed content of what is to be taught. This process will include offering parents an opportunity to digest the materials / resources that will be used when teaching Sex Education. It also includes signposting further resources to support them in talking to their children about Sex Education and how to link this with what is being taught in school.

The objectives of Sex and Relationship Education are;

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

### **Right to be Excused from Sex Education (Right to Withdraw)**

Primary schools that choose to teach Sex Education must allow parents / carers a right to request that their child is withdrawn from this teaching. Before granting any such request the headteacher will discuss the request with parents / carers and clarify the nature and purpose of the curriculum. The headteacher will also discuss with parents / carers the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher.

We will also take into account the significance of other factors, such as any special educational needs or disabilities of pupils and will discuss these factors with the parents/carers.

Once the above discussions have taken place we will respect the parents' / carers' request to withdraw the child. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and addressed to the Headteacher. Alternative work will be given to pupils who are withdrawn from Sex Education.

## **Working with External Agencies**

Working with external organisations can enhance delivery of these subjects, bringing in specialist knowledge and different ways of engaging with young people. As with any visitor, we are responsible for ensuring that we check the visitor or visiting organisation's credentials. We will also ensure that the teaching delivered by the visitor fits with our planned programme and published policy. We will discuss the detail of how the visitor will deliver their sessions and ensure that the content is age-appropriate and accessible for our pupils. We will ask to see the materials visitors will use as well as a lesson plan in advance, so that we can ensure it meets the full range of pupils' needs (e.g. special educational needs).

It is important to agree how confidentiality will work in any lesson and that the visitor understands how safeguarding concerns should be dealt with in line with our school policy (see Safeguarding section below.)

Use of visitors should be to enhance teaching by an appropriate member of the teaching staff, rather than as a replacement for teaching by those staff.

## **Managing Difficult Questions**

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships and Health Education and / or Sex Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. Teachers should use a variety of strategies to provide opportunities for children to ask questions e.g. the use of a question/worry box. However, questions should not be posed anonymously so that any safeguarding issues that arise can be dealt with effectively, in liaison with the DSL.

Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods should take account of these differences (including specific special educational needs or disabilities) and consider the potential for discussion on an individual basis (with two adults present) or in small groups. We will consider what is appropriate and inappropriate in a whole-class setting; it may be that some questions are better not dealt with in front of a whole class. Teachers should only answer questions that are within the year group's Sex Education curriculum. Children should be told to ask their parents if questions go beyond the Sex Education curriculum offered at the school appropriate to their year group.

## **How delivery of the content of RSHE is made accessible to all pupils, including those with SEND**

We recognise the significance of other factors, such as any special educational needs or disabilities of our pupils when teaching these subjects and our teaching methods take account of these differences. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. For those children who may be more vulnerable, we would consider reducing group sizes and offering additional adult support.

## **Links with the National Curriculum:**

Our school works hard to ensure that the RSHE programme of study complements, and does not duplicate, content covered in the national curriculum subjects of Science, Computing and PE.

At Key Stages 1 and 2, the national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for Computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

## **Safeguarding**

At the heart of Relationships, Sex and Health Education is a focus on keeping children safe and we recognise our important role in preventative education. In line with Keeping Children Safe in Education (KCSIE 2021) and our Safeguarding / Child Protection Policy, we teach our pupils about safeguarding, including how to stay safe online, as part of providing a broad and balanced curriculum.

We also recognise that good practice allows pupils an open forum to discuss potentially sensitive issues. Such discussions can lead to increased reporting of safeguarding concerns and, therefore, we make our pupils aware of how to raise their concerns and how these will be handled. This includes processes for when they have a concern about a friend or peer.

All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse, and how to manage the requirement to maintain an appropriate level of confidentiality. We will ensure that pupils understand how confidentiality will be handled in a lesson and what might happen if they choose to raise a concern.

If we invite external agencies in to support delivery of Relationships, Sex and Health Education, we will agree in advance of the session how a safeguarding concern should be dealt with by the external visitor – *see above*.

An overview of the Cambridgeshire Scheme of Work is available for parents/carers who wish to view the content or who wish to deliver Sex Education to their children at home.

**Consultation**

This policy document has been guided in consultation with staff, parents and governors. It has been placed on the school website and staff notice board prior to governor approval.

**Monitoring and Evaluation**

The delivery of Relationships, Sex and Health Education is monitored by the Headteacher. The Headteacher is responsible for ensuring that it is taught consistently across the school in line with this policy, and for managing requests to withdraw pupils from Sex Education.

Monitoring and evaluation of the implementation of this policy is the responsibility of the Board of Governors.

This policy was formally adopted by Governors in May 2023.

Next Review – May 2026.

Signed by Chair of Governors .....

Date.....

Signed by Head Teacher \_\_\_\_\_ Date\_\_\_\_\_.

## Appendix 1

### Statutory Requirements for Relationships Education and Health Education

#### Relationships Education

By the end of Year 6:

<b>Families and people who care for me</b>	Pupils should know <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<sup>2</sup> 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>
<b>Caring friendships</b>	Pupils should know <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</li></ul>

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<sup>2</sup> Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

	<p>conflict, how to manage these situations and how to seek help or advice from others, if needed.</p>
<b>Respectful relationships</b>	<p>Pupils should know</p> <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>
<b>Online relationships</b>	<p>Pupils should know</p> <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>
<b>Being safe</b>	<p>Pupils should know</p> <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> </ul>

	<ul style="list-style-type: none"> <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>
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**Health Education (Physical Health and Mental Well-being)**

**By the end of Year 6:**

<p><b>Mental wellbeing</b></p>	<p>Pupils should know</p> <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> </ul>
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	<ul style="list-style-type: none"> <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>
<b>Internet safety and harms</b>	<p>Pupils should know</p> <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>
<b>Physical health and fitness</b>	<p>Pupils should know</p> <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>
<b>Healthy eating</b>	<p>Pupils should know</p> <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>
<b>Drugs, alcohol and tobacco</b>	<p>Pupils should know</p> <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>



<b>Health and prevention</b>	<p>Pupils should know</p> <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>
<b>Basic first aid</b>	<p>Pupils should know:</p> <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>
<b>Changing adolescent body</b>	<p>Pupils should know:</p> <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>

## Foxton Curriculum for Sex Education

<p>Key learning from Year 1 &amp; 2 Healthy &amp; Safer Lifestyles: Relationships &amp; Sex Education</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Be able to recognise names for the main external parts of the body</li> <li>• Be able to name the sexual parts with growing confidence using colloquial and scientific words with trusted adults</li> <li>• Be able to describe what their bodies can do and understand how amazing their body is</li> <li>• Show some understanding that their body belongs to them</li> <li>• Be able to describe some basic personal hygiene routines and understand how these can prevent the spread of disease.</li> <li>• Be able to recognise babies, children and adults of different ages and put them into age order</li> <li>• Understand that human babies grow inside their mothers</li> <li>• Be able to describe the main physical developments which take place in early childhood</li> <li>• Be able to describe some of the changes in responsibilities and expectations during early childhood</li> <li>• Understand a baby's basic needs</li> <li>• Understand how dependent a baby is on parents/carers to provide its basic needs.</li> </ul>
<p>Key learning from Year 3 &amp; 4 Healthy &amp; Safer Lifestyles: Relationships &amp; Sex Education</p>	<p>Pupils should:</p> <ul style="list-style-type: none"> <li>• Be able to use the scientific terms penis, testicles/testes, breast and vulva/vagina and explain which parts are male and which are female</li> <li>• Be able to give several examples of the capabilities of their own bodies</li> <li>• Be able to describe familiar hygiene routines and understand the reasons for doing these things</li> <li>• Be able to anticipate new responsibilities for their personal hygiene</li> <li>• Be able to explain how common illnesses are spread and be able to describe how they can prevent the spread of one such illness.</li> <li>• Be able to identify the main stages of the human lifecycle and identify the stage of an individual with reasonable accuracy</li> <li>• Be able to explain that a baby grows from a male seed and a female egg</li> <li>• Be able to explain ideas about being grown up and show they have a relatively realistic view of adulthood</li> <li>• Be able to identify an area for which they can take more responsibility</li> <li>• Be able to explain some ways that parents/carers are responsible for babies and understand that these responsibilities are based on the fact that a baby cannot look after itself.</li> </ul>

<p>Key learning from Year 5 &amp; 6 Healthy &amp; Safer Lifestyles: Relationships &amp; Sex Education</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"><li>• Know and understand the appropriate scientific names for the external and internal sexual parts of the body, and be able to explain basic functions</li><li>• Understand the main changes that happen at puberty, know some ways to manage them, and how it affects people differently</li><li>• Have a basic understanding about body image, and have learnt some ways to support a positive body image for themselves and others</li><li>• Understand the importance of washing regularly and of maintaining other hygiene routines during puberty</li><li>• Understand ways they can prevent the spread of some bacterial and viral diseases.</li><li>• Be able to describe the main stages of sexual reproduction, using some scientific vocabulary</li><li>• Be able to describe some emotions associated with the onset of puberty and have strategies to deal with these positively</li><li>• Understand that puberty affects people in different ways, both physically and emotionally</li><li>• Understand that the way they behave affects others and that they have some responsibility to others to make sure they are not hurt or upset</li><li>• Describe some characteristics of loving, trusting relationships</li><li>• Understand a few reasons a couple might choose to have children</li><li>• Show awareness of some family structures which are different from their own.</li></ul>
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## Appendix 2

### Parent / Carer Form: Request to be Excused from Sex Education (Right to Withdraw)

TO BE COMPLETED BY PARENTS / CARERS			
Name of child		Class	
Name of parent / carer		Date	
Reason for withdrawing from Sex Education within the Relationships, Sex and Health Education provision			
Parent / carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents / carers	
Headteacher signature	