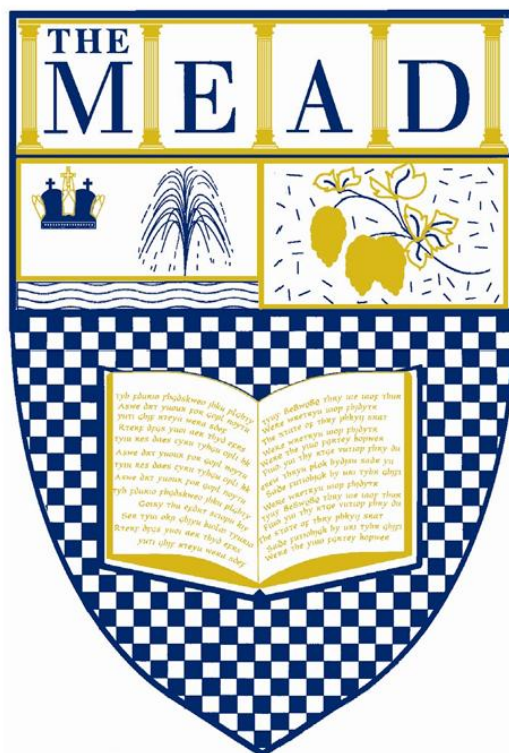




Personal, Social, Health & Economic Education (PSHEE) and Relationships & Sex Education (RSE) Policy (including Fundamental British Values and Spiritual, Moral, Social & Cultural Education)

This Policy applies to the entire setting including the EYFS. Staff Responsible for policy review: Head and Deputy Head (Head of Pastoral)
Next Review: 1st November 2027

Last Reviewed	Reviewed by Name (Role)	Approved by Name (Role)	Significant changes
28/08/2026	DSL	Headmistress	New policy, completed at school level.

Contents

1. Aims.....	2
2. Statutory requirements	3
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	4
6. Delivery of RSHE.....	4
7. Use of external organisations and curriculum materials.....	9
8. Roles and responsibilities.....	10
9. Parents' right to withdraw	11
10. Training	11
11. Monitoring arrangements.....	11
Appendix 1: Curriculum map.....	12
Appendix 2: By the end of primary school pupils should know.....	17
Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSHE	25

1. Aims

At The Mead School, Relationships, Sex and Health Education (RSHE) is an integral part of our wider Personal, Social, Health and Economic Education (PSHEE) curriculum. It reflects our commitment to nurturing happy, healthy, confident and respectful young people who are prepared for the opportunities, responsibilities and experiences of later life.

Through our RSHE programme, we aim to:

- Provide a safe, inclusive and supportive environment in which sensitive issues can be explored and discussed openly and appropriately.
- Foster pupils' self-respect, confidence, resilience and emotional wellbeing, while encouraging positive character traits such as kindness, honesty, respect, integrity and responsibility.
- Support pupils in developing healthy, positive and respectful relationships, both online and offline.
- Prepare pupils for the physical and emotional changes associated with growth and puberty, enabling them to understand and care for their own health and wellbeing.
- Promote age-appropriate understanding of relationships, families, diversity and inclusion, encouraging pupils to value and respect differences within modern British society.
- Equip pupils with the knowledge and skills to recognise and manage risks, seek help when needed and make informed, responsible decisions.
- Develop pupils' understanding of mental health, emotional literacy and personal safety.
- Teach accurate, age-appropriate vocabulary relating to the human body, relationships and health to enable pupils to communicate confidently and effectively.
- Encourage pupils to become thoughtful, responsible and active members of their communities, reflecting the school's commitment to SMSC development and Fundamental British Values.

The Mead School Ethos

Our RSHE curriculum is underpinned by The Mead School's values and ethos. We believe that every child should feel safe, valued and respected. Through RSHE, we help pupils to develop positive relationships, appreciate diversity, demonstrate empathy towards others and understand their role within both the school community and wider society.

We recognise that parents are a child's first educators and seek to work in partnership with families to ensure pupils receive consistent messages that support their personal development, wellbeing and safeguarding.

2. Statutory requirements

We must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#). We must also teach health education.

We are not required to provide sex education, but we do teach the elements of sex education.

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At The Mead School we teach RSHE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance.
2. Staff consultation – all 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 give feedback on the policy.
4. Pupil consultation – we investigated what exactly pupils want from their RSHE.
5. Ratification – once amendments were made, the policy was shared with governors and ratified.

4. Definition

For the purpose of this policy:

Relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who:
- Have respect for others
- Know how to keep themselves safe
- Have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, in particular relating to mental health, and discourage the pejorative use of language related to ill health

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online. Teaching will be developed to ensure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request.

6. Delivery of RSHE

Curriculum Organisation

At The Mead School, Relationships, Sex and Health Education (RSHE) forms part of our wider Personal, Social, Health and Economic Education (PSHEE) curriculum and is primarily delivered through the **Jigsaw PSHEE programme**. Jigsaw provides a comprehensive, spiral and progressive curriculum that enables pupils to build on previous learning as they move through the school.

RSHE learning is also reinforced through other curriculum areas including Science, Religious Education (RE), Computing, assemblies, form time, themed awareness events and the wider life of the school.

The Jigsaw programme is organised around six half-termly themes:

- Being Me in My World
- Celebrating Difference
- Dreams and Goals
- Healthy Me
- Relationships
- Changing Me

These units support the development of pupils' emotional literacy, resilience, self-awareness, wellbeing, relationships and personal safety, whilst ensuring statutory Relationships and Health Education requirements are met.

Relationships Education

Relationships Education is delivered throughout the school in an age-appropriate manner and enables pupils to develop the knowledge, understanding and skills needed to establish and maintain healthy relationships.

Pupils learn about:

- Families and the diverse people who care for them
- Friendships and positive peer relationships
- Respect, kindness, empathy and inclusion
- Managing conflict and resolving disagreements appropriately
- Personal boundaries and consent in age-appropriate contexts
- Online relationships and digital citizenship
- Bullying, including cyberbullying and discriminatory behaviour
- Keeping themselves and others safe
- Seeking support from trusted adults when needed

Health Education

Health Education equips pupils with the knowledge and skills required to lead healthy, active and balanced lives.

Pupils learn about:

- Physical health and wellbeing
- Healthy eating and nutrition
- Physical activity and exercise
- Sleep and healthy routines
- Mental health and emotional wellbeing
- Managing emotions and developing resilience
- Personal hygiene
- Internet safety and the impact of online activity on wellbeing
- Keeping safe in different situations
- Making informed choices about health and wellbeing

Throughout the programme, pupils are encouraged to recognise the important connection between physical health, emotional wellbeing and mental health.

Sex Education

As a primary school, The Mead School teaches the statutory National Curriculum requirements relating to human growth and reproduction through the RHSE curriculum.

In addition, age-appropriate sex education is taught through the Jigsaw **Changing Me** unit in Year 6, supporting pupils as they prepare for secondary education and adolescence.

Learning may include:

- Human development from infancy to adulthood
- Physical and emotional changes associated with puberty
- Reproduction in plants, animals and humans

- The concept of conception and birth presented factually and sensitively
- Personal hygiene and self-care during puberty
- Body autonomy, privacy and personal boundaries

Teaching materials are carefully selected to be age-appropriate, inclusive and factually accurate.

Teaching and Learning Approaches

The school ensures that:

- Learning is carefully sequenced and progressively builds upon prior knowledge.
- Content is presented in manageable stages appropriate to pupils' age and development.
- A safe and supportive learning environment is established where pupils feel confident asking questions.
- Teaching reflects pupils' lived experiences whilst remaining sensitive to individual needs and family backgrounds.
- Pupils have regular opportunities to revisit, apply and embed their learning in real-life contexts.
- Resources are age-appropriate, inclusive and representative of modern British society.
- Online filtering and monitoring systems do not create unreasonable restrictions on the delivery of the statutory curriculum.

Teaching approaches may include:

- Class discussion and circle time
- Collaborative learning activities
- Scenarios
- Videos and animations
- Stories and age-appropriate texts
- Visual resources and diagrams
- Reflection and journalling activities
- Assemblies and themed awareness events
- Educational visitors where appropriate
-

Inclusion and Equality

The Mead School is committed to ensuring that RSHE is accessible to all pupils. Teaching will reflect the diverse nature of modern British society and will promote respect for different families, relationships, cultures, religions and backgrounds in accordance with the Equality Act 2010.

Teachers will:

- Take account of pupils' age, maturity, understanding and readiness for learning.
- Adapt teaching to meet the needs of pupils with Special Educational Needs and Disabilities (SEND).
- Use differentiated resources and approaches where appropriate.
- Ensure that all pupils feel represented, valued and respected.
- Recognise and celebrate diversity in families, relationships and communities.
- Create an environment where pupils feel safe to ask questions and express views respectfully.

Where necessary, lessons may be adapted in consultation with the Head of Learning Strategies to ensure all pupils can access and engage meaningfully with the curriculum.

Safeguarding

RSHE plays a vital role in safeguarding children. Through the curriculum, pupils develop the knowledge and skills needed to:

- Recognise safe and unsafe situations.
- Understand their right to feel safe and respected.
- Identify trusted adults who can help them.
- Recognise inappropriate behaviour or abuse.
- Know how and where to seek support.

Any safeguarding concerns arising from RSHE lessons will be managed in accordance with the school's Safeguarding and Child Protection Policy. Staff recognise that questions, comments or disclosures made during RSHE lessons may indicate that a pupil is at risk of harm. Any concerns will be recorded and reported in line with the school's safeguarding procedures and child protection arrangements.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme is designed to be inclusive and relevant to all pupils. Teaching and learning activities will encourage meaningful participation and engagement from every child regardless of gender, background or individual need.

Pupils will be introduced to protective and preventative content in a way that does not cause unreasonable alarm and does not appear to normalise risky behaviours or activities. The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND). Teachers will use a range of adaptive teaching strategies, resources and scaffolds to ensure that all pupils, including those with SEND, can access the curriculum, participate fully and make progress in their learning.

The Mead School recognises parents and carers as a child's first educators and values the important role they play in supporting RSHE. The school will communicate with parents about the RSHE curriculum, provide opportunities to view curriculum materials where appropriate, and consider parental feedback when reviewing provision. The curriculum will remain aligned with statutory requirements and the needs of our pupils. For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance, and share any relevant materials on request.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and

foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Throughout the RSHE curriculum, pupils will develop an age-appropriate understanding of the law, personal rights and responsibilities, and the importance of treating others with dignity and respect. Teaching will never condone, promote or encourage illegal, harmful or discriminatory behaviour.

The RSHE curriculum is reviewed regularly to ensure it remains relevant, inclusive, age-appropriate and responsive to the needs of pupils and the wider school community.

6.1 Inclusivity

We will teach about these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
- Safe and supported
- Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
 - A whole-class setting
 - Small groups or targeted sessions
 - 1-to-1 discussions
 - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide a representative sample of the resources that the school plans to use.

We will ensure that parents/carers are able to view all curriculum materials used to teach RSHE on request.

Parents/carers cannot veto curriculum content.

We will comply with any applicable copyright laws when sharing resources with parents or carers, and will include a statement that parents agree to as a condition of access that the content should not be copied or shared further except as authorised under copyright law.

7. Use of curriculum materials

Whilst the school may work with external organisations to deliver the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any materials used are accurate, age and stage-appropriate, and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
- Are age-appropriate
- Are in line with pupils' developmental stage
- Are accessible for all pupils, including those with SEND
- Are sensitive to pupils' needs

Comply with:

- This policy
- The Teachers' Standards
- The Equality Act 2010
- The Human Rights Act 1998
- The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with

Be clear on:

- What they're going to say
- Their position on the issues to be discussed
- Ask to see in advance any materials and lesson plans that the agency may use
- Know the named individuals who will be there, check the credentials of the visitor and/or visiting organisation, and follow our usual safeguarding procedures for these people

Make sure the visitor understands and agrees in advance:

- How confidentiality will work in any lesson
- How safeguarding reports should be dealt with, in line with our school policies

Conduct a basic online search and address anything that may be of concern to us, or to parents and carers

- Check the agency's protocol for taking pictures or using any personal data they might get from a session
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers

- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers on the content of external resources on the topic of biological sex and gender reassignment in advance and make all materials available to them on request
- Avoid materials that use cartoons or diagrams that oversimplify the topics of biological sex and gender reassignment, that could be interpreted as being aimed at younger children, or that perpetuate stereotypes or encourage pupils to question their gender

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers. The school will communicate to agencies that it is legally obliged to have regard to the expectation that all content can be shared with parents and carers

8. Roles and responsibilities

8.1 The governors

The governing board will hold the headteacher to account for the implementation of this policy.

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes • teaching is accessible to all pupils with SEND
- Curriculum content and teaching materials are aligned with the guidance
- Clear information is provided for parents on the subject content, teaching materials and external providers, and on the right to request that their child is withdrawn from sex education

8.2 The Head

The Head is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers, and for managing requests to withdraw pupils from [non-statutory] components of RSHE (see section 9).

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the [non-statutory] components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny/misandry, homophobia, biphobia, sexual violence/harassment, derogatory behaviour and stereotypes
- Where misogynistic ideas are expressed at school, challenging the ideas, rather than the person expressing them
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead (DSL) (Deputy Head)

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships and health education. Parents/carers have the right to withdraw their child from the [non-statutory] components of sex education within RSHE – the Head will grant all requests to withdraw a pupil from the [non-statutory] parts of sex education.

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

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

10. Training

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Head will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PHSEE lead through: planning scrutinies, learning walks, curriculum review and pupil feedback.

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

This policy will be reviewed by the PHSEE/ RSE lead annually. At every review, the policy will be approved by the Head.

Appendix 1: Curriculum map

The Mead School Curriculum mapping

Supplementary documents are available on request to show mapping of RSHE across all year groups.

RHSE themes covered by each Jigsaw piece –

Jigsaw Puzzle Piece	Key RSHE Themes Covered
Being Me in My World	Rights and responsibilities, belonging, rules, personal safety, behaviour, citizenship, self-identity
Celebrating Difference	Diversity, equality, inclusion, anti-bullying, respect, protected characteristics, relationships
Dreams and Goals	Aspirations, resilience, achievement, self-esteem, motivation, managing challenges
Healthy Me	Physical health, healthy lifestyles, exercise, nutrition, sleep, emotional wellbeing, safety
Relationships	Friendships, families, respectful relationships, online relationships, conflict resolution, consent and boundaries
Changing Me	Growing and changing, puberty, body changes, reproduction, self-image, transition and preparation for secondary school

Changing me curriculum

The table below shows the lessons (pieces) that relate to life cycles, the human body in puberty, and human reproduction. The lessons (pieces) that parents are able to withdraw their children from are highlighted in red font.

Year group	Piece (lesson) number and name	Learning Intentions relating to body changes in puberty and human reproduction
Ages 3-4	Piece 1- My Body	● I can name parts of my body and show respect for myself
	Piece 3 Growing Up	● I understand that we all start as babies and grow into children and then adults
	Piece 4 Growth and Change	● I know that I grow and change
Ages 4-5 Reception	Piece 1- My Body	● I can name parts of the body.
	Piece 3 – Growing Up	● I understand that we all grow from babies to adults.

Ages 5-6 Year 1	Piece 1 Life Cycles	● I am starting to understand the life cycles of animals and humans ● I understand that changes happen as we grow and that this is OK
	Piece 2 Changing Me	● I can tell you some things about me that have changed and some things about me that have stayed the same ● I know that changes are OK and that sometimes they happen whether I want them to or not
	Piece 3 My Changing Body	● I can tell you how my body has changed since I was a baby ● I understand that growing up is natural and that everybody grows at different rates
	Piece 4 Boys' and Girls' Bodies	● I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vulva, anus ● I respect my body and understand which parts are private
Ages 6-7 Year 2	Piece 1 Life Cycles in Nature	● I can recognise cycles of life in nature ● I understand there are some changes that are outside my control and can recognise how I feel about this
	Piece 2 Growing from Young to Old	● I can tell you about the natural process of growing from young to old and understand that this is not in my control ● I can identify people I respect who are older than me
	Piece 3 The Changing Me	● I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old ● I feel proud about becoming more independent
	Piece 4 Boys' and Girls' Bodies	● I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, testicles, vulva, anus) and appreciate that some parts of the body are private ● I can describe what I enjoy about being a boy or girl whilst understanding we are all different

Ages 7-8 Year 3	Piece 1 How Babies Grow	• I understand that in animals and humans lots of changes happen from birth to fully grown, and that in mammals it is the female who has the baby • I can express how I feel when they see babies or baby animals
	Piece 2 Outside Body Changes	• I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies • I can identify how boys' and girls' bodies change on the outside during this growing up process • I recognise how I feel about these changes happening to me and know how to cope with those feelings
	Piece 3 Inside Body Changes	• I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up (introduce vocab sperm, ovaries, egg, Ovum/ Ova, womb/uterus, vagina and period) • I recognise how I feel about these changes happening to me and know how to cope with these feelings
	Piece 4 Keeping Ourselves Clean	• I understand that as boys' and girls' bodies change at puberty, they need to think more about keeping clean and healthy • I know some simple ways of keeping clean which can keep me healthy and protect me from some infections • I have started to think about the ways to keep my body clean as I grow up and how I feel about this
Ages 8-9 Year 4	Piece 2 Puberty and Menstruation	• I can describe how a girl's body changes in order for her to be able to have babies when she is an adult, and that menstruation (having periods) is a natural part of this • I have strategies to help me cope with the physical and emotional changes I will experience during puberty

		Note – teachers will also recap the puberty learning for both girls and boys from year 3 and revisit some of the content if required.
	3. Being Part of a Family	• I know there are many types of family and that often our family members form part of our inner circle • I know there are trusted people I can turn to if I need help and support as I grow up and go through puberty • I recognise that sometimes I may feel anxious about growing up and this is natural, and can identify people who can support me with this
Age 9-10 Year 5	Piece 2 Puberty for Girls	• I can explain how girls' bodies change during puberty and understand the importance of looking after ourselves physically and emotionally • I understand that puberty is a natural process that happens to everybody and that it will be OK for me
	Piece 3 Puberty for Boys	• I can describe how boys' and girls' bodies change during puberty • I can express how I feel about the changes that will happen to me during puberty
	Piece 5 Looking Ahead 1	• I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (includes clarification on standing up for self, how age restrictions are there to help you, the pressures of misleading media messages around romantic/physical relationships) • I am confident that I can cope with the changes that growing up will bring
Age 10-11 Year 6	Piece 2 Puberty	• I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally • I can express how I feel about the changes that will happen to me during puberty

	Piece 4 Conception (From year 5)	• I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby • I appreciate how amazing it is that human bodies can reproduce in these ways Parents have the right to withdraw children from this session as it is classed as human reproduction.
	Piece 3 Babies – Conception to Birth	• I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born • I recognise how I feel when I reflect on the development and birth of a baby Parents have the right to withdraw children from this session as it is classed as human reproduction.
	Piece 4 Boyfriends and Girlfriends	• I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/ boyfriend • I understand that respect for one another is essential in a boyfriend/girlfriend relationship, and that I should not feel pressured into doing something I don't want to

Appendix 2: By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	• That families are important for children growing up because they can give love, security and stability • The characteristics of safe and happy family life, such as: 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 other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care • That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up • That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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	• How important friendships are in making us feel happy and secure, and how people choose and make friends • The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties • That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships • That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it • That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened • About managing conflict with kindness and respect, and that violence is never right • How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	• How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated • The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults • How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration • That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs • The practical steps they can take in a range of different contexts to improve or support their relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests • Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs • About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust • What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	• How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met • That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations • That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults • That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online • 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, including where pictures or words might be circulated • Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up • That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example • About the concept of privacy and the implications of it for both children and adults, including that it's 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 contact, including physical contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know • How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust • How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so • How to ask for advice or help for themselves or others, and to keep trying until they are heard • Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
General wellbeing	• The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others • Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation • The importance of promoting general wellbeing and physical health • The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition • How to recognise feelings and use varied vocabulary to talk about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That isolation and loneliness can affect children, and the benefits of seeking support • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others • That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently • Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online) • That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	• That for almost everyone the internet is an integral part of life • How to think about positive and negative aspects of the internet • How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing • How to seek support from trusted adults • How to understand the information they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and get support with issues online
Physical health and fitness	• The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular physical activity 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, moderate and/or vigorous physical activity • 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

TOPIC	PUPILS SHOULD KNOW
Healthy eating	• What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • 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, tobacco and vaping	• The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection and prevention	• 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups 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 scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal safety	• About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

TOPIC	PUPILS SHOULD KNOW
Basic first aid	• How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries
Developing bodies	• About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carers		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/carers signature			

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