Weston Rhyn Primary School

Relationships, Sex and Health Education Policy

June 2026

Relationships, Sex and Health Education Policy		
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1. Introduction

We have based our school's Relationships, Sex and Health Education (RSHE) policy on the statutory guidance issued by the Department for Education (DfE): Relationships Education, Relationships and Sex Education (RSE) and Health Education and the requirements of the Education Act 2002, Education Act 1996 and Children and Social Work Act 2017. The school also follows local guidance and good practice promoted through the Shropshire Respect Yourself Programme and relevant safeguarding guidance from Shropshire Safeguarding Community Partnership.

Relationships Education is compulsory in all primary schools. The focus of our programme is on building positive, respectful and healthy relationships, developing emotional wellbeing, keeping safe (including online), understanding personal boundaries and preparing children for the physical and emotional changes associated with growing up.

Our RSHE curriculum is age appropriate, inclusive and evidence informed. It supports pupils to recognise healthy and unhealthy relationships, understand consent and personal boundaries in an age-appropriate way, develop digital resilience, recognise risks of exploitation and abuse, and know how to seek support when needed.

2. Definition

Ofsted recommendations have informed our policy and practice, in particular:

'A caring and developmental RSE programme needs to be more than just biology and the fundamentals of reproduction. Young people want reassurance about their body image, behaviour, feelings and relationships. They also need knowledge and skills appropriate to their level of maturity and developmental needs.'

In planning and presenting our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our school's ethos is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

Our policy and practice is based upon national and local guidance and good practice. This policy has been reviewed and updated in consultation with teaching and support staff, parents and pupils and approved by Governors.

"In partnership with parents, schools have a vital role to play in the formation of our children. Taking that responsibility seriously means we are not prepared to leave their development to the distorted representations of sex and relationships that are just a few clicks away on their phones and computers, but will actively promote staying safe, developing healthy relationships, and protecting self-esteem and good mental health. That's what good RSE should aim for as it contributes to an education that develops dignity and respect."

3. Equal Opportunities

We value equality of opportunity highly. The RSE curriculum offers children the opportunity to discuss attitudes and values relating to equality issues and the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership or sexual orientation.As part of our whole-school approach, RSHE promotes respect for all people and reflects the duties set out within the Equality Act 2010. Teaching is inclusive and age appropriate. Pupils will learn about the importance of respect, kindness and equality and will develop an understanding that families may look different from their own. Teaching will challenge discriminatory behaviour, prejudice, bullying, sexist language, racist language and prejudice-based bullying, including homophobic, biphobic and transphobic bullying.

Teaching about protected characteristics is delivered in a factual, age-appropriate and sensitive manner in accordance with statutory guidance.

4. Safeguarding

Staff are aware that effective RSE, which brings an understanding of what is, and what is not appropriate in a relationship, can lead to a disclosure of a child protection issues.

RSHE plays a vital role in safeguarding children. Through the curriculum pupils are taught:

- how to recognise safe and unsafe situations;
- how to identify trusted adults;
- how to seek help and support;
- about appropriate and inappropriate physical contact;
- how to stay safe online;
- how to recognise coercion, exploitation and grooming in age-appropriate ways;
- how to report concerns about themselves or others.

Teaching reflects local safeguarding priorities identified by Shropshire Safeguarding Community Partnership and local contextual safeguarding information where appropriate.

Safeguarding procedures, as specified by the latest version of Keeping Children Safe in Education are followed. All referrals, whatever their origin are taken seriously and considered with an open mind, which does not pre-judge the situation. The procedures adopted for handling cases of neglect, physical, emotional, sexual abuse and failure to thrive involving children and young persons, are based on the principle that the interests and welfare of the child or young person are of paramount importance.

Confidentiality must not prevent action if the child is 'at risk'. Staff will listen to anything a child tells them in confidence. However, if a staff member feels that a child is at risk then the appropriate people will be contacted in accordance with the Child Protection Procedures, a copy of which is available in school/on the school website.

5. Moral and Values Framework

The Relationship, Sex & Health Education Policy is sensitive towards the established morals and values framework of all the major world religions and philosophies.

How does local context inform this policy and approach?

1. Shropshire Safeguarding Community Partnership identifies local safeguarding priorities which may change over time. The school will review its RSHE curriculum regularly to ensure that teaching reflects local risks, emerging trends and contextual safeguarding concerns, including exploitation, domestic abuse, neglect, online harms and emotional wellbeing.http://www.safeguardingshropshireschildren.org.uk/

2. Local and national public health information highlights the importance of supporting children's emotional wellbeing, positive body image, mental health, healthy lifestyles and resilience. Through RSHE, pupils develop strategies to support their physical and mental wellbeing and learn where to access support.3. The social, ethnic and religious mix of the School:

We aim to fulfil the educational needs of the children who are represented in the local community. The children come from a varied cross section of the local community and represent different social, ethnic and religious values, beliefs and customs.

6. SEND

We recognise that children and young people with SEND may require adapted teaching, additional support and repetition of key concepts. All pupils are entitled to high-quality RSHE that is accessible and appropriate to their age, developmental stage and individual needs.

Staff will carefully consider pupils' cognitive understanding, communication needs and vulnerabilities when planning and delivering RSHE. Where appropriate, personalised support will be provided in collaboration with parents/carers and relevant professionals. Particular attention will be given to supporting pupils in understanding personal boundaries, consent, healthy relationships and keeping safe, as research indicates that some children with SEND may be more vulnerable to abuse or exploitation.

7. Organisation

The main delivery of RSE is through PSHE, but some aspects are addressed through other subject areas such as Science and PE (and health education as part of PSHE).

RSE is delivered as discrete lessons across several weeks on a class basis. These are timetabled lessons delivered by class teacher. Teaching assistants and members of the pastoral team support help with delivery and provide additional support for pupils as required. From time to time the programme may be enhanced and supported by outside speakers and agencies.

Staff delivering RSHE will receive appropriate guidance and support to ensure they are confident in delivering the curriculum and responding appropriately to pupils' questions and safeguarding concerns. External visitors may contribute to learning but will enhance rather than replace the school's planned RSHE curriculum. Teachers will always remain responsible for the curriculum content delivered.

Staff will respond to pupils' questions with sensitivity, in and out of the classroom & differentiation on a developmental or cognitive basis will be used, as will the use of single sex and /or small group work where appropriate. Interactive techniques are also used in conjunction with establishing ground rules.

8. Aims

RSE in our school is part of the personal, social and health education curriculum. This is integrated within the wider school curriculum and complements and overlaps with the general ethos and life of the school, to provide a planned, age-appropriate scheme of work, designed to respond to pupils' questions and capitalise on the fascination and interest that children have about their own growth and development and to offer reassurance that such changes are normal and natural.

In planning and presenting our RSE programme we provide the opportunity for pupils to express themselves within a trusted and safe environment, following agreed ground rules. We want to reassure children of their value and self-worth including aspects of dignity, self- respect, and self-restraint, help them to have a responsible attitude towards personal relationships including mutual respect and care and to develop sensitivity towards the needs of others, provide knowledge of loving relationships and human reproductive process.

We aim to inform children on matters of personal hygiene and related health issues, encourage exploration of values and moral issues considering physical and moral risks associated with certain behaviour, educate against discrimination, and prejudice and help prepare children to make informed choices about relationships.

We offer an age-appropriate scheme of work, devised to meet the following aims:

- Raise and promote positive self esteem
- Help pupils develop their skills and confidence in making decisions, communication, assertiveness, self-expression, respect for self and others
- Help pupils communicate and understand their feelings and emotions
- Provide pupils with skills necessary to keep themselves happy and safe
- Prepare pupils for the physical and emotional changes of growing up
- Offer opportunity for pupils to develop and clarify their attitudes and values
- Counteract myths and misinformation
- Challenge media stereotypes, oppression and prejudice and promote equal opportunities
- Explain the meaning of words in a sensible and factual way, using correct names for body parts and functions
- Provide reassurance that change is part of the lifecycle and help pupils accept variations
- Develop the confidence to seek help, support and advice

In addition, the purpose of relationship and sex education includes the following:

- To understand the value of family life, the implications of parenthood and the need for the proper care of all young things.
- To develop skills in personal relationships e.g. communication, assertiveness, decision-making.
- To build and develop the self-esteem of all pupils.
- To promote equal opportunities for all.
- To help pupils to accept the variation in rates of growth and development and to provide reassurance that change is part of life's cycle; to give support in adjusting to these changes.
- To counteract misleading folklore, myth and playground rumours and false assumptions.
- Develop the confidence to seek help, support and advice

 To promote positive mental health, emotional wellbeing and resilience.

 To help pupils understand personal boundaries, privacy and consent in an age-appropriate way.

 To develop pupils' understanding of online safety and healthy online relationships.

 To equip pupils with knowledge and skills to recognise unsafe situations and seek appropriate support.

 To promote respect for diversity and challenge discrimination and prejudice.

 To prepare pupils for modern life and future relationships.

9. Content

We follow a Programme Of Study developed by the PSHE Association (see Appendix 2 for details):

The PSHE Association Programme of Study is a nationally recognised programme of study for the subject and the Department for Education regularly signpost this programme of study to schools. Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World, this Programme of Study allows us a framework to match our pupils' needs. It covers the breadth of PSHE from Relationships and Sex Education (RSE) and Health Education, to Economic Wellbeing and Careers, setting out suggested content for each key stage. This Programme of Study has been fully updated to support schools to prepare for the statutory changes, with the Relationships Education and Health Education elements of PSHE now compulsory in all primary schools. The Programme of Study provides a comprehensive programme for each key stage, that fully covers, but is not limited to the statutory requirements of Relationships Education & Health Education (NB: for all statutory content, see Appendix 3):

- The statutory guidance for Relationships Education, Relationships and Sex Education (RSE), and Health Education is comprehensively covered by the Programme of Study's learning opportunities across all three core themes.

- Even though much of 'Living in the wider world' is not included in the statutory requirements, the theme remains vitally important for pupils' personal development and economic wellbeing.
- The PSHE Association Programme of Study is mapped against the content grids from the DfE statutory guidance for Relationships Education, RSE and Health Education and addresses each bullet point in the statutory guidance.
- The Department for Education's statutory guidance for Relationships Education and Health Education sets out the content that is compulsory for schools to teach from September 2020 (see Appendix 3). What a school teaches beyond that content is a decision for each school, however it is strongly recommend by the PSHE Association that schools teach the statutory content within a broader, comprehensive PSHE education programme for the following reasons:
- The Department for Education (DfE) says: 'All elements of PSHE are important and the government continues to recommend PSHE be taught in schools'.
- If the non-statutory elements of PSHE education are not taught, the 'personal' aspects of economic wellbeing will be lost. PSHE complements the financial education covered through Citizenship and Maths, but covers the personal aspects of economic wellbeing.
- Health, relationships, economic wellbeing and successful careers are all linked. PSHE is the glue that binds them together. It gathers all of these aspects of preparing for modern life together into a coherent curriculum subject.

Our curriculum reflects the statutory requirements for:

- Families and people who care for me;
- Caring friendships;
- Respectful relationships;
- Online relationships;
- Being safe;
- Mental wellbeing;
- Internet safety and harms;
- Physical health and fitness;
- Healthy eating;
- Changing adolescent body;
- Basic first aid.

These themes are revisited progressively throughout the primary phase.

We are committed to ensuring our programme is age appropriate, progressive and responsive to pupil need. Curriculum content is reviewed regularly using pupil voice, safeguarding information, local intelligence, public health data and national guidance to ensure it remains relevant and effective.We are aware that the issues and concerns facing pupils change and our programme needs to be flexible and responsive. We are updated by the Shropshire Public Health Curriculum Advisor on local contextual safeguarding issues, national trends and data.

We follow good practice recommendations and use resources from reliable and authoritative experts such as the PSHE Association, the Sex Education Forum, Public Health England and CEOP. The award winning (2012) Shropshire Respect Yourself: Eat Better, Move More, RSE programme, with age appropriate lessons and resources for each year group and key stage will also be used where this fits in well, supplemented by other resources, for example: Hamilton Trust resources, NSPCC, BBC Bitesize (as some of these links can be easily shared with parents/carers).

The emphasis is upon teaching children to understand and respect themselves, others and their bodies as part of healthy lifestyle approach.

10. Whole School approach

It is our belief that RSE is the responsibility of all staff and is integral to teaching a broad and balanced curriculum, educating the whole child - the taught component of 'Keeping Children Safe in Education'.

Pupils' questions will be responded to by staff (teaching and non-teaching staff) in a straightforward manner. Factual, simple information will be provided, using correct terminology for body parts and functions, appropriate to the age and maturity of the child.

School staff recognise the importance of responding to pupils' questions as part of the taught RSE curriculum and as they arise. A question box technique will be used.

Staff will establish clear ground rules and a safe learning environment. Pupils will be encouraged to ask questions and these will be answered honestly, factually and in an age-appropriate manner.

If a question raises safeguarding concerns or is not appropriate to answer in a whole-class setting, staff will follow safeguarding procedures and respond at a later time as appropriate.

Personal questions about staff or pupils will not be answered. Anonymous question boxes may be used to support discussion and identify misconceptions.

The use of sexualised language, swear and slang terms, including homophobic language will be addressed with pupils and as appropriate parents/carers.

Where a pupil who has been withdrawn (see below) from the sex education aspect of RSE by their parents/carers asks a question relating to sex education content, staff will offer a 'holding response' and following discussion with senior staff member will draw the issue to the attention of parents (unless there are any safeguarding concerns or issues, in which case safeguarding polices will be followed).

Should an issue arise naturally (from a pupil) as part of a later whole class discussion, where a child has been withdrawn is once again present, staff will endeavour to respond with particular care.

11. Assessment and monitoring

Assessment in RSHE will focus on pupils' knowledge, understanding, skills and confidence rather than personal beliefs or attitudes. Assessment activities may include discussion, pupil reflection, quizzes, pupil voice, observation and portfolio evidence.

Monitoring will include lesson observations, curriculum reviews, pupil voice activities, planning scrutiny and staff feedback to ensure statutory requirements are met and provision remains effective.

12. Home/School Partnership

Consultation

The school will publish this policy on the school website and make curriculum overviews available to parents. Parents will be informed when specific units involving puberty or primary sex education are taught and will have opportunities to view resources and discuss content with staff. Parents/carers and schools have a collaborative role in delivering relationship and sex education. We aim to provide a programme as part of our home school partnership, ensuring all pupils receive high quality provision in line with national good practice recommendations, statutory and legal requirements related to Equality and Safeguarding.

It is hoped that the school curriculum and the ethos of the school complements and enhances home teaching and values, giving due regard to the value of family life, loving and stable relationships.

Children are exposed to information and messages from T.V, Internet, film, music videos, books and magazines. They are influenced by, family and friends and significant adults. Part of our role is to ensure that children are able to understand and interpret the information they receive.

We provide parents with opportunities to discuss the school's policy, practice and to understand the purpose and content of RSE. Parents will be informed about the timing of delivery and offered an opportunity to discuss the policy and ask questions.

What is taught is ultimately a decision for school and agreed by governors. Consultation does not provide a parental veto on curriculum content.

12.2 Right to be excused from sex education (commonly referred to as the right to withdraw):

The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 (made under sections 34 and 35 of the Children and Social Work Act 2017) confirms the provisions of the 1996 Education Act, in that:

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Head teachers will automatically grant a request to withdraw a pupil from any specific sex education delivered in primary schools, other than as part of the Science Curriculum. There is no right to withdraw from Relationships Education or Health Education (which includes understanding the changing adolescent body). Appendix 3 gives further details of the statutory content here.

If a parent wishes to do withdraw their child from the sex education programmes aspect, we ask that they complete a written request to do so, making it clear which aspect of the programme they do not wish their child to participate in (Appendix 5). Resources and information regarding to support the delivery of sex education at home will be made available.

Upon receipt of this and before granting any such request it is good practice for the head teacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. We will document this process to ensure a record is kept, as recommended in good practice. We will endeavour to work with parents/carers, discussing with them 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 (although the 18 detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead).

Where a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Role of Headteachers:

It is the responsibility of the heads to ensure that:

- policy and practise is developed in accordance with good practice guidelines and recommendations
- the policy is reviewed and monitored and approved by governors
- staff and parents are informed about policy
- staff receive appropriate training and support

12.3 Complaints Procedure:

Any parents with concerns about this policy should discuss this directly with the head teacher. In the event that the concern cannot be dealt with, the Governors can be contacted via the complaint procedure.

13. Monitoring and review

This policy will be reviewed at least every three years or sooner if required due to changes in legislation, statutory guidance, local safeguarding priorities or school circumstances. The review process will include consultation with governors, staff, parents and pupils where appropriate.

The Curriculum Committee of the governing body monitors our relationship and sex education policy. This committee reports its findings and recommendations to the full governing body, as necessary.

The Curriculum Committee will give consideration to any comments from parents about the relationship and sex education programme.

Governors require the Headteachers to keep a written record, giving details of the content and delivery of the relationship and sex education programme that we teach in our school.

Appendices:

Appendix 1 Shropshire RSE good practice charter

Appendix 2 Y1 – Y6 RSE Overview and Medium Term Plans

Appendix 3 Statutory Curriculum Content (Relationships Education, Health Education, Science)

Appendix 4 Sample letter to parents

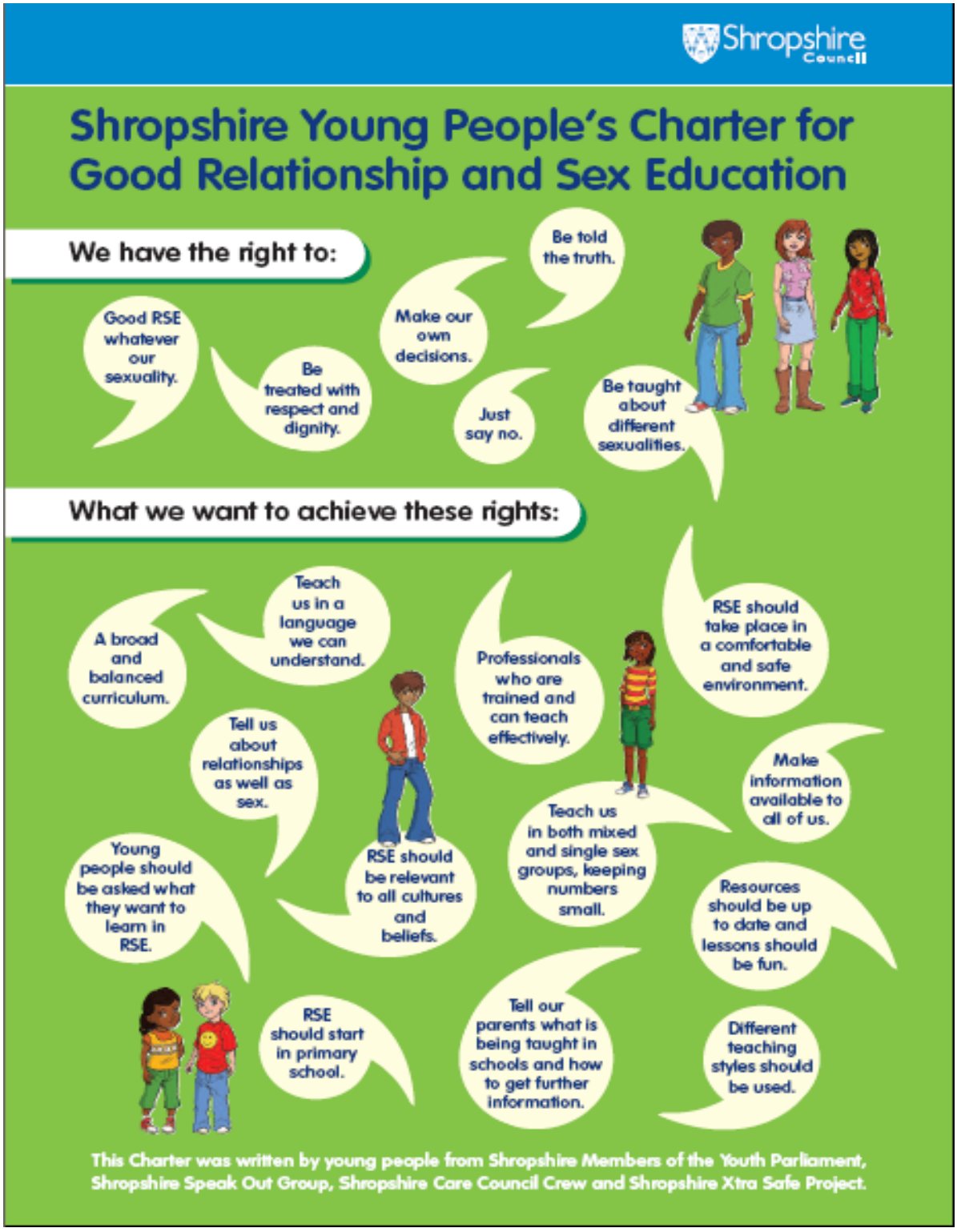
Appendix 5 Right to be excused from sex education (commonly referred to as the right to withdraw) – Template for parents to complete

Appendix 6 DfE FAQ

Appendix 7 Governors' Statement

Appendix 1

Shropshire Young People's Good Practice Charter for RSE



Appendix 2

Y1 – Y6, RSE overview and Medium Term Plans

	Autumn: Relationships			Spring: Living in the wider world			Summer: Health and Wellbeing		
	Families and friendships	Safe relationships	Respecting ourselves and others	Belonging to a community	Media literacy and digital resilience	Money and work	Physical health and Mental wellbeing	Growing and changing	Keeping safe
Year 1	Roles of different people; families; feeling cared for	Recognising privacy; staying safe; seeking permission	How behaviour affects others; being polite and respectful	What rules are; caring for others' needs; looking after the environment	Using the internet and digital devices; communicating online	Strengths and interests; jobs in the community	Keeping healthy; food and exercise, hygiene routines; sun safety	Recognising what makes them unique and special; feelings; managing when things go wrong	How rules and age restrictions help us; keeping safe online
Year 2	Making friends; feeling lonely and getting help	Managing secrets; resisting pressure and getting help; recognising hurtful behaviour	Recognising things in common and differences; playing and working cooperatively; sharing opinions	Belonging to a group; roles and responsibilities; being the same and different in the community	The internet in everyday life; online content and information	What money is; needs and wants; looking after money	Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help	Growing older; naming body parts; moving class or year	Safety in different environments; risk and safety at home; emergencies
Year 3	What makes a family; features of family life	Personal boundaries; safely responding to others; the impact of hurtful behaviour	Recognising respectful behaviour; the importance of self-respect; courtesy and being polite	The value of rules and laws; rights, freedoms and responsibilities	How the internet is used; assessing information online	Different jobs and skills; job stereotypes; setting personal goals	Health choices and habits; what affects feelings; expressing feelings	Personal strengths and achievements; managing and reframing setbacks	Risks and hazards; safety in the local environment and unfamiliar places
Year 4	Positive friendships, including online	Responding to hurtful behaviour; managing confidentiality; recognising risks online	Respecting differences and similarities; discussing difference sensitively	What makes a community; shared responsibilities	How data is shared and used	Making decisions about money; using and keeping money safe	Maintaining a balanced lifestyle; oral hygiene and dental care	Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty	Medicines and household products; drugs common to everyday life
Year 5	Managing friendships and peer influence	Physical contact and feeling safe	Responding respectfully to a wide range of people; recognising prejudice and discrimination	Protecting the environment; compassion towards others	How information online is targeted; different media types, their role and impact	Identifying job interests and aspirations; what influences career choices; workplace stereotypes	Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	Personal identity; recognising individuality and different qualities; mental wellbeing	Keeping safe in different situations, including responding in emergencies, first aid and FGM
Year 6	Attraction to others; romantic relationships; civil partnership and marriage	Recognising and managing pressure; consent in different situations	Expressing opinions and respecting other points of view, including discussing topical issues	Valuing diversity; challenging discrimination and stereotypes	Evaluating media sources; sharing things online	Influences and attitudes to money; money and financial risks	What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online	Human reproduction and birth; increasing independence; managing transition	Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media

YEAR 1 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Roles of different people; families; feeling cared for PoS Refs: R1, R2, R3, R4, R5	• about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers • the role these different people play in children's lives and how they care for them • what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. • about the importance of telling someone — and how to tel them — if they are worried about something in their family	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 1, 'My special people' FPA – Growing up with Yasmine and Tom (5-7), Different families (£)
	Safe relationships Recognising privacy; staying safe; seeking permission PoS Refs: R10, R13, R15, R16, R17	• about situations when someone's body or feelings might be hurt and whom to go to for help • about what it means to keep something private, including parts of the body that are private • to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) • how to respond if being touched makes them feel uncomfortable or unsafe • when it is important to ask for permission to touch others • how to ask for and give/not give permission	NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships (£) FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£)
	Respecting ourselves and others How behaviour affects others; being polite and respectful PoS Refs: R21, R22	• what kind and unkind behaviour mean in and out school • how kind and unkind behaviour can make people feel • about what respect means • about class rules, being polite to others, sharing and taking turns	
Spring — Living in the wider world	**Belonging to a community** What rules are; caring for others' needs; looking after the environment PoS Refs: L1, L2, L3	• about examples of rules in different situations, e.g. class rules, rules at home, rules outside • that different people have different needs • how we care for people, animals and other living things in different ways • how they can look after the environment, e.g. recycling	1 decision (5-8)-Being responsible (£) Alzheimer's Society -Creating a dementia-friendly generation (KS1) Experian - Values, Money and Me (KS1)

Spring — Living in the wider world	**Media literacy and Digital resilience** Using the internet and digital devices; communicating online PoS Refs: L7, L8	• how and why people use the internet • the benefits of using the internet and digital devices • how people find things out and communicate safely with others online	
	Money and Work Strengths and interests; jobs in the community PoS Refs: L14, L16, L17	• that everyone has different strengths, in and out of school • about how different strengths and interests are needed to do different jobs • about people whose job it is to help us in the community • about different jobs and the work people do	
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Keeping healthy; food and exercise; hygiene routines; sun safety PoS Refs: H1, H2, H3, H5, H8, H9, H10	• what it means to be healthy and why it is important • ways to take care of themselves on a daily basis • about basic hygiene routines, e.g. hand washing • about healthy and unhealthy foods, including sugar intake • about physical activity and how it keeps people healthy • about different types of play, including balancing indoor, outdoor and screen-based play • about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors • how to keep safe in the sun	1 decision (5-8) -Keeping/staying healthy (£) FPA – Growing up with Yasmine and Tom (5-7), Keeping clean and taking care of myself (£) PSHE Association - Dental Health
	Growing and changing Recognising what makes them unique and special; feelings; managing when things go wrong PoS Refs: H11, H12, H13, H14, H15, H21, H22, H23, H24	• to recognise what makes them special and unique including their likes, dislikes and what they are good at • how to manage and whom to tell when finding things difficult, or when things go wrong • how they are the same and different to others • about different kinds of feelings • how to recognise feelings in themselves and others • how feelings can affect how people behave	PSHE Association – Mental health and wellbeing lessons (KS1) Medway Public Health Directorate - Primary RSE Lessons – KS1, Lesson 2, 'Growing up: the human life cycle' 1 decision (5-8)-Feelings and emotions (£)
	Keeping safe How rules and age restrictions help us; keeping safe online PoS Refs: H28, H34	• how rules can help to keep us safe • why some things have age restrictions, e.g. TV and film, games, toys or play areas • basic rules for keeping safe online • whom to tell if they see something online that makes them feel unhappy, worried, or scared	Thinkuknow: Jessie and Friends 1 decision (5-8)-Computer safety/Hazard watch (£)

YEAR 2 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Making friends; feeling lonely and getting help PoS Refs: R6, R7 R8, R9, R24	• how to be a good friend, e.g. kindness, listening, honesty • about different ways that people meet and make friends • strategies for positive play with friends, e.g. joining in, including others, etc. • about what causes arguments between friends • how to positively resolve arguments between friends • how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	1 decision (5-8) - Relationships (£) FPA – Growing up with Yasmine and Tom (5-7), Friendships and feelings (£)
	Safe relationships Managing secrets; resisting pressure and getting help; recognising hurtful behaviour PoS Refs: R11, R12, R14, R18, R19, R20	• how to recognise hurtful behaviour, including online • what to do and whom to tell if they see or experience hurtful behaviour, including online • about what bullying is and different types of bullying • how someone may feel if they are being bullied • about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help • how to resist pressure to do something that feels uncomfortable or unsafe • how to ask for help if they feel unsafe or worried and what vocabulary to use	NSPCC – The underwear rule resources (PANTS) 1 decision (5-8)-Relationships (£) Thinkuknow Jessie and Friends
	Respecting ourselves and others Recognising things in common and differences; playing and working cooperatively; sharing opinions PoS Refs: R23, R24, R25	• about the things they have in common with their friends, classmates, and other people • how friends can have both similarities and differences • how to play and work cooperatively in different groups and situations • how to share their ideas and listen to others, take part in discussions, and give reasons for their views	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'
Spring	**Belonging to a community** Belonging to a group; roles and responsibilities; being the same and different in the community PoS Refs: L2, L4, L5, L6	• about being a part of different groups, and the role they play in these groups e.g. class, teams, faith groups • about different rights and responsibilities that they have in school and the wider community • about how a community can help people from different groups to feel included • to recognise that they are all equal, and ways in which they are the same and different to others in their community	PSHE Association – Inclusion, belonging and addressing extremism, (KS1), 'Sameness and difference'

Spring — Living in the wider world	**Media literacy and Digital resilience** The internet in everyday life; online content and information PoS Refs: L8, L9	• the ways in which people can access the internet e.g. phones, tablets, computers • to recognise the purpose and value of the internet in everyday life • to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos • that information online might not always be true	
	Money and Work What money is; needs and wants; looking after money PoS Refs: L10, L11, L12, L13, L15	• about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments • how money can be kept and looked after • about getting, keeping and spending money • that people are paid money for the job they do • how to recognise the difference between needs and wants • how people make choices about spending money, including thinking about needs and wants	1 decision (5-8)-Money matters (£) Experian - Values, Money and Me (KS1)
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Why sleep is important; medicines and keeping healthy; keeping teeth healthy; managing feelings and asking for help PoS Refs: H4, H6, H7, H16, H17, H18, H19, H20	• about routines and habits for maintaining good physical and mental health • why sleep and rest are important for growing and keeping healthy • that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies • the importance of, and routines for, brushing teeth and visiting the dentist • about food and drink that affect dental health • how to describe and share a range of feelings • ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others • how to manage big feelings including those associated with change, loss and bereavement • when and how to ask for help, and how to help others, with their feelings	PSHE Association - The Sleep Factor 1 decision (5-8) -Keeping/staying healthy (£) PSHE Association – Mental health and wellbeing lessons (KS1) 1 decision (5-8) -Feelings & emotions (£) FPA – Growing up with Yasmine and Tom (5-7), Keeping safe (£) PSHE Association - Dental Health PSHE Association – Drug and Alcohol Education (Year 1-2)
	Growing and changing Growing older; naming body parts; moving class or year PoS Refs: H20, H25, H26, H27	• about the human life cycle and how people grow from young to old • how our needs and bodies change as we grow up • to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) • about change as people grow up, including new opportunities and responsibilities • preparing to move to a new class and setting goals for next year	Medway Public Health Directorate - Primary RSE Lessons (KS1), Lesson 3, 'Everybody's body' FPA – Growing up with Yasmine and Tom (5-7), Naming body parts (£)

Summer — Health and wellbeing	**Keeping safe** Safety in different environments; risk and safety at home; emergencies PoS Refs: H29, H30, H31, H32, H33, H35, H36, H27	• how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines • how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about' • to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger • how to help keep themselves safe at home in relation to electrical appliances, fire safety and medicines/household products • about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel • how to respond if there is an accident and someone is hurt • about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 and what to say	Red Cross – Life. Live it 'Stay safe' Islington Healthy Schools Team – DrugWise (£) 1 decision (5-8) -Keeping/staying safe (£) PSHE Association – Drug and Alcohol Education (Year 1-2)

YEAR 3 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** What makes a family; features of family life PoS Refs: R1, R6, R7, R8, R9	• to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents • that being part of a family provides support, stability and love • about the positive aspects of being part of a family, such as spending time together and caring for each other • about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty • to identify if/when something in a family might make someone upset or worried • what to do and whom to tell if family relationships are making them feel unhappy or unsafe	Coram Life Education – The Adoptables' Schools Toolkit FPA – Growing up with Yasmine and Tom (7-9), Families (£)
	Safe relationships Personal boundaries; safely responding to others; the impact of hurtful behaviour PoS Refs: R19, R22, R24, R30	• What is appropriate to share with friends, classmates, family and wider social groups including online • about what privacy and personal boundaries are, including online • basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision • that bullying and hurtful behaviour is unacceptable in any situation • about the effects and consequences of bullying for the people involved • about bullying online, and the similarities and differences to face-to-face bullying • what to do and whom to tell if they see or experience bullying or hurtful behaviour	NSPCC Share Aware
	Respecting ourselves and others Recognising respectful behaviour; the importance of self-respect; courtesy and being polite PoS Refs: R30, R31	• to recognise respectful behaviours e.g. helping or including others, being responsible • how to model respectful behaviour in different situations e.g. at home, at school, online • the importance of self-respect and their right to be treated respectfully by others • what it means to treat others, and be treated, politely • the ways in which people show respect and courtesy in different cultures and in wider society	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Alzheimer's Society -Creating a dementia-friendly generation (KS2)
Spring — Living in the wider world	**Belonging to a community** The value of rules and laws; rights, freedoms and responsibilities PoS Refs: L1, L2, L3	• the reasons for rules and laws in wider society • the importance of abiding by the law and what might happen if rules and laws are broken • what human rights are and how they protect people • to identify basic examples of human rights including the rights of children • about how they have rights and also responsibilities • that with every right there is also a responsibility e.g. the right to an education and the responsibility to learn	
	Media literacy and Digital resilience How the internet is used; assessing information online PoS Refs: L11, L12	• how the internet can be used positively for leisure, for school and for work • to recognise that images and information online can be altered or adapted and the reasons for why this happens • strategies to recognise whether something they see online is true or accurate • to evaluate whether a game is suitable to play or a website is appropriate for their age-group • to make safe, reliable choices from search results • how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	Google and Parent zone Be Internet Legends
	Money and Work Different jobs and skills; job stereotypes; setting personal goals PoS Refs: L25, L26, L27, L30	• about jobs that people may have from different sectors e.g. teachers, business people, charity work • that people can have more than one job at once or over their lifetime • about common myths and gender stereotypes related to work • to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM • about some of the skills needed to do a job, such as teamwork and decision-making • to recognise their interests, skills and achievements and how these might link to future jobs • how to set goals that they would like to achieve this year e.g. learn a new hobby	FPA – Growing up with Yasmine and Tom (7-9), Gender stereotypes (£) LOUD! Network - Job skills, influences and goals
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Health choices and habits; what affects feelings; expressing feelings PoS Refs: H1, H2, H3, H4, H6, H7, H17, H18, H19	• about the choices that people make in daily life that could affect their health • to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) • what can help people to make healthy choices and what might negatively influence them • about habits and that sometimes they can be maintained, changed or stopped	PSHE Association – Mental health and wellbeing lessons (KS2 - Y3/4) 1 decision Keeping/staying healthy (£) 1 decision Feelings & emotions (£)

Summer — Health and wellbeing		• the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle • what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally • that regular exercise such as walking or cycling has positive benefits for their mental and physical health • about the things that affect feelings both positively and negatively • strategies to identify and talk about their feelings • about some of the different ways people express feelings e.g. words, actions, body language • to recognise how feelings can change overtime and become more or less powerful	
	Growing and changing Personal strengths and achievements; managing and reframing setbacks PoS Refs: H27, H28, H29	• that everyone is an individual and has unique and valuable contributions to make • to recognise how strengths and interests form part of a person's identity • how to identify their own personal strengths and interests and what they're proud of (in school, out of school) • to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues • basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	Premier League Primary Stars KS2 PSHE Self-esteem Premier League Primary Stars KS2 PSHE Inclusion FPA – Growing up with Yasmine and Tom (7-9), Me, myself and I (£)
	Keeping safe Risks and hazards; safety in the local environment and unfamiliar places PoS Refs: H38, H39, H41	• how to identify typical hazards at home and in school • how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen • about fire safety at home including the need for smoke alarms • the importance of following safety rules from parents and other adults • how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	PSHE Association and GambleAware KS2 Lesson 1 Exploring risk 1 decision Keeping/staying safe (£) PSHE Association – Drug and Alcohol Education (Year 3-4)

YEAR 4 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Positive friendships, including online PoS Refs: R10, R11, R12, R13, R18	• about the features of positive healthy friendships such as mutual respect, trust and sharing interests • strategies to build positive friendships • how to seek support with relationships if they feel lonely or excluded • how to communicate respectfully with friends when using digital devices • how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know • what to do or whom to tell if they are worried about any contact online	NSPCC Share Aware Google and Parent zone Be Internet Legends FPA – Growing up with Yasmine and Tom (7-9), What makes a good friend? (£)
	Safe relationships Responding to hurtful behaviour; managing confidentiality; recognising risks online PoS Refs: R20, R23, R27, R28	• to differentiate between playful teasing, hurtful behaviour and bullying, including online • how to respond if they witness or experience hurtful behaviour or bullying, including online • recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable • how to manage pressures associated with dares • when it is right to keep or break a confidence or share a secret • how to recognise risks online such as harmful content or contact • how people may behave differently online including pretending to be someone they are not • how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	Google and Parent zone Be Internet Legends 1 decision Computer safety (£)
	Respecting ourselves and others Respecting differences and similarities; discussing difference sensitively PoS Refs: R32, R33	• to recognise differences between people such as gender, race, faith • to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations • about the importance of respecting the differences and similarities between people • a vocabulary to sensitively discuss difference and include everyone	Premier League Primary Stars KS2 PSHE Diversity

Spring — Living in the wider world	**Belonging to a community** What makes a community; shared responsibilities PoS Refs: L4, L6, L7	• the meaning and benefits of living in a community • to recognise that they belong to different communities as well as the school community • about the different groups that make up and contribute to a community • about the individuals and groups that help the local community, including through volunteering and work • how to show compassion towards others in need and the shared responsibilities of caring for them	PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 2 Belonging to a community Compassionate class KS2 RSPCA Worcester University - Moving and moving home (KS2) Experian - Values, Money and Me (KS2)
	Media literacy and Digital resilience How data is shared and used PoS Refs: L13, L14	• that everything shared online has a digital footprint • that organisations can use personal information to encourage people to buy things • to recognise what online adverts look like • to compare content shared for factual purposes and for advertising • why people might choose to buy or not buy something online e.g. from seeing an advert • that search results are ordered based on the popularity of the website and that this can affect what information people access	
	Money and Work Making decisions about money; using and keeping money safe PoS Refs: L17, L19 L20, L21	• how people make different spending decisions based on their budget, values and needs • how to keep track of money and why it is important to know how much is being spent • about different ways to pay for things such as cash, cards, e-payment and the reasons for using them • that how people spend money can have positive or negative effects on others e.g. charities, single use plastics	Experian - Values, Money and Me (KS2)
Summer — Health and wellbeing	**Physical health and Mental wellbeing** Maintaining a balanced lifestyle; oral hygiene and dental care PoS Refs: H2, H5, H11	• to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally • what good physical health means and how to recognise early signs of physical illness • that common illnesses can be quickly and easily treated with the right care e.g. visiting the doctor when necessary • how to maintain oral hygiene and dental health, including how to brush and floss correctly • the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	1 decision Keeping/staying healthy (£) PSHE Association - Dental Health

Summer — Health and wellbeing	**Growing and changing** Physical and emotional changes in puberty; external genitalia; personal hygiene routines; support with puberty PoS Refs: H30, H31, H32, H34	• how to identify external genitalia and reproductive organs • about the physical and emotional changes during puberty • key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams • strategies to manage the changes during puberty including menstruation • the importance of personal hygiene routines during puberty including washing regularly and using deodorant • how to discuss the challenges of puberty with a trusted adult • how to get information, help and advice about puberty	Medway Public Health Directorate - Primary RSE lessons (Y4/5), 'Puberty' Betty: It's perfectly natural 1 decision Growing and Changing (£) FPA – Growing up with Yasmine and Tom (9-11), Changes at puberty (£)
	Keeping safe Medicines and household products; drugs common to everyday life PoS Refs: H10, H38, H40, H46	• the importance of taking medicines correctly and using household products safely • to recognise what is meant by a 'drug' • that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing • to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects • to identify some of the risks associated with drugs common to everyday life • that for some people using drugs can become a habit which is difficult to break • how to ask for help or advice	Islington Healthy Schools Team – DrugWise (£) PSHE Association – Drug and Alcohol Education (Year 3-4)

YEAR 5 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn…	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Managing friendships and peer influence PoS Refs: R14, R15, R16, R17, R18, R26	• what makes a healthy friendship and how they make people feel included • strategies to help someone feel included • about peer influence and how it can make people feel or behave • the impact of the need for peer approval in different situations, including online • strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication • that it is common for friendships to experience challenges • strategies to positively resolve disputes and reconcile differences in friendships • that friendships can change over time and the benefits of having new and different types of friends • how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable • when and how to seek support in relation to friendships	Premier League Primary Stars KS2 PSHE Inclusion FPA – Growing up with Yasmine and Tom (9-11), Friendships and pressure (£)
	Safe relationships Physical contact and feeling safe PoS Refs: R9, R25, R26, R27, R29	• to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations • how to ask for, give and not give permission for physical contact • how it feels in a person's mind and body when they are uncomfortable • that it is never someone's fault if they have experienced unacceptable contact • how to respond to unwanted or unacceptable physical contact • that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about • whom to tell if they are concerned about unwanted physical contact	FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)
	Respecting ourselves and others Responding respectfully to a wide range of people; recognising prejudice and discrimination PoS Refs: R20, R21, R31, R33	• to recognise that everyone should be treated equally • why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own • what discrimination means and different types of discrimination e.g. racism, sexism, homophobia • to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Premier League Primary Stars KS2 PSHE Developing values Coram Life Education - 'The Belonging Toolkit', upper KS2 single and double lessons
		• the impact of discrimination on individuals, groups and wider society • ways to safely challenge discrimination • how to report discrimination online	
Spring — Living in the wider world	**Belonging to a community** Protecting the environment; compassion towards others PoS Refs: L4, L5, L19	• about how resources are allocated and the effect this has on individuals, communities and the environment • the importance of protecting the environment and how everyday actions can either support or damage it • how to show compassion for the environment, animals and other living things • about the way that money is spent and how it affects the environment • to express their own opinions about their responsibility towards the environment	Premier League Primary Stars KS2 PSHE Tackling plastic pollution with Sky Ocean rescue Team Margot – Giving help to others (resources on blood, stem cell and bone marrow donation) 1 decision – Being responsible (£) Experian - Values, Money and Me (KS2)
	Media literacy and Digital resilience How information online is targeted; different media types, their role and impact PoS Refs: L12, L14	• to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise • basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased • that some media and online content promote stereotypes • how to assess which search results are more reliable than others • to recognise unsafe or suspicious content online • how devices store and share information	Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 5 Spotting fake news, Lesson 6 Understanding news is targeted Google and Parent zone Be Internet Legends City of London Police - Cyber Detectives
	Money and Work Identifying job interests and aspirations; what influences career choices; workplace stereotypes PoS Refs: L27, L28, L29, L31, L32	• to identify jobs that they might like to do in the future • about the role ambition can play in achieving a future career • how or why someone might choose a certain career • about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values • the importance of diversity and inclusion to promote people's career opportunities • about stereotyping in the workplace, its impact and how to challenge it • that there is a variety of routes into work e.g. college, apprenticeships, university, training	LOUD! Network - Job skills, influences and goals
Summer	**Physical health and Mental wellbeing** Healthy sleep habits; sun safety; medicines, vaccinations, immunisations and allergies	• how sleep contributes to a healthy lifestyle • healthy sleep strategies and how to maintain them • about the benefits of being outdoors and in the sun for physical and mental health • how to manage risk in relation to sun exposure, including skin damage and heat stroke	PSHE Association and Department of Children's Sleep Medicine at Evelina London Children's Hospital– The sleep factor

Summer — Health and wellbeing	PoS Refs: H8, H9, H10, H12	• how medicines can contribute to health and how allergies can be managed • that some diseases can be prevented by vaccinations and immunisations • that bacteria and viruses can affect health • how they can prevent the spread of bacteria and viruses with everyday hygiene routines • to recognise the shared responsibility of keeping a clean environment	PSHE Association – Drug and Alcohol Education (Year 5-6)
	Growing and changing Personal identity; recognising individuality and different qualities; mental wellbeing PoS Refs: H16, H25, H26, H27	• about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes • that for some people their gender identity does not correspond with their biological sex • how to recognise, respect and express their individuality and personal qualities • ways to boost their mood and improve emotional wellbeing • about the link between participating in interests, hobbies and community groups and mental wellbeing	PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) Premier League Primary Stars – Self-esteem/ Resilience
	Keeping safe Keeping safe in different situations, including responding in emergencies, first aid and FGM PoS Refs: H38, H43, H44, H45	• to identify when situations are becoming risky, unsafe or an emergency • to identify occasions where they can help take responsibility for their own safety • to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour • how to deal with common injuries using basic first aid techniques • how to respond in an emergency, including when and how to contact different emergency services • that female genital mutilation (FGM) is against British law[1] • what to do and whom to tell if they think they or someone they know might be at risk of FGM	British Red Cross Life. Live it KS2 lesson Help save lives, Emergency Action PSHE Association and GambleAware -Lesson 1 Exploring risk

YEAR 6 — MEDIUM-TERM OVERVIEW

Term	Topic	In this unit of work, pupils learn...	Quality Assured resources to support planning
Autumn — Relationships	**Families and friendships** Attraction to others; romantic relationships; civil partnership and marriage PoS Refs: R1, R2, R3, R4, R5, R7	• what it means to be attracted to someone and different kinds of loving relationships • that people who love each other can be of any gender, ethnicity or faith • the difference between gender identity and sexual orientation and everyone's right to be loved • about the qualities of healthy relationships that help individuals flourish • ways in which couples show their love and commitment to one another, including those who are not married or who live apart • what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults • that people have the right to choose whom they marry or whether to get married • that to force anyone into marriage is illegal • how and where to report forced marriage or ask for help if they are worried	Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 3 Positive and healthy relationships
	Safe relationships Recognising and managing pressure; consent in different situations PoS Refs: R26, R28, R29	• to compare the features of a healthy and unhealthy friendship • about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong • strategies to respond to pressure from friends including online • how to assess the risk of different online 'challenges' and 'dares' • how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable • how to get advice and report concerns about personal safety, including online • what consent means and how to seek and give/not give permission in different situations	NSPCC Share Aware Thinkuknow Play Like Share FPA – Growing up with Yasmine and Tom (9-11), Keeping safe (£)
	Respecting ourselves and others Expressing opinions and respecting other points of view, including discussing topical issues PoS Refs: R30, R34	• about the link between values and behaviour and how to be a positive role model • how to discuss issues respectfully • how to listen to and respect other points of view • how to constructively challenge points of view they disagree with • ways to participate effectively in discussions online and manage conflict or disagreements	Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing

Spring — Living in the wider world	**Belonging to a community** Valuing diversity; challenging discrimination and stereotypes PoS Refs: L8, L9, L10, R21	• what prejudice means • to differentiate between prejudice and discrimination • how to recognise acts of discrimination • strategies to safely respond to and challenge discrimination • how to recognise stereotypes in different contexts and the influence they have on attitudes and understanding of different groups • how stereotypes are perpetuated and how to challenge this	Premier League Primary Stars KS2 PSHE Diversity PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 3 Stereotypes PSHE association Inclusion, belonging and addressing extremism KS2 Lesson 4 Extremism Premier League Primary Stars KS2 PSHE Inclusion
	Media literacy and Digital resilience Evaluating media sources; sharing things online PoS Refs: H37, L11, L13, L15, L16	• about the benefits of safe internet use e.g. learning, connecting and communicating • how and why images online might be manipulated, altered, or faked • how to recognise when images might have been altered • why people choose to communicate through social media and some of the risks and challenges of doing so • that social media sites have age restrictions and regulations for use • the reasons why some media and online content is not appropriate for children • how online content can be designed to manipulate people's emotions and encourage them to read or share things • about sharing things online, including rules and laws relating to this • how to recognise what is appropriate to share online • how to report inappropriate online content or contact	NSPCC Share aware Childnet Trust me Y5/6 lesson 1 Online content Google and Parent zone Be Internet Legends BBFC KS2 lessons Let's watch a film! Making choices about what to watch City of London Police - Cyber Detectives
	Money and Work Influences and attitudes to money; money and financial risks PoS Refs: L18, L22, L23, L24	• about the role that money plays in people's lives, attitudes towards it and what influences decisions about money • about value for money and how to judge if something is value for money • how companies encourage customers to buy things and why it is important to be a critical consumer • how having or not having money can impact on a person's emotions, health and wellbeing • about common risks associated with money, including debt, fraud and gambling • how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk • how to get help if they are concerned about gambling or other financial risks	PSHE Association and GambleAware – Lesson 2 Chancing it! Exploring risk in relation to gambling Experian - Values, Money and Me (KS2)

Summer — Health and wellbeing	**Physical health and Mental wellbeing** What affects mental health and ways to take care of it; managing change, loss and bereavement; managing time online PoS Refs: H13, H14, H15, H20, H21, H22, H23, H24	• that mental health is just as important as physical health and that both need looking after • to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support • how negative experiences such as being bullied or feeling lonely can affect mental wellbeing • positive strategies for managing feelings • that there are situations when someone may experience mixed or conflicting feelings • how feelings can often be helpful, whilst recognising that they sometimes need to be overcome • to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available • identify where they and others can ask for help and support with mental wellbeing in and outside school • the importance of asking for support from a trusted adult • about the changes that may occur in life including death, and how these can cause conflicting feelings • that changes can mean people experience feelings of loss or grief • about the process of grieving and how grief can be expressed • about strategies that can help someone cope with the feelings associated with change or loss • to identify how to ask for help and support with loss, grief or other aspects of change • how balancing time online with other activities helps to maintain their health and wellbeing • strategies to manage time spent online and foster positive habits e.g. switching phone off at night • what to do and whom to tell if they are frightened or worried about something they have seen online	PSHE Association Mental Health and wellbeing lessons (KS2 Y5-6) NSPCC Making sense of relationships Public Health England Rise Above KS2 Social media Guardian foundation and National Literacy Trust NewsWise-KS2 Lesson 3 Managing feelings about the news
	Growing and changing Human reproduction and birth; increasing independence; managing transitions	• to recognise some of the changes as they grow up e.g. increasing independence • about what being more independent might be like, including how it may feel • about the transition to secondary school and how this may affect their feelings • about how relationships may change as they grow up or move to secondary school	Medway Public Health Directorate Primary RSE-KS2 Y6 Lesson 2 Puberty: Change and becoming independent Lesson 4 How a baby is made

Summer — Health and wellbeing	PoS Refs: H24, H33, H35, H36	• practical strategies that can help to manage times of change and transition e.g. practising the bus route to secondary school • identify the links between love, committed relationships and conception • what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults • how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb • that pregnancy can be prevented with contraception[2] • about the responsibilities of being a parent or carer and how having a baby changes someone's life	NSPCC Making sense of relationships - Secondary school and Changing friendship Public Health England Rise Above KS2- Transition to secondary school FPA – Growing up with Yasmine and Tom (9-11), Making babies (£)
	Keeping safe Keeping personal information safe; regulations and choices; drug use and the law; drug use and the media PoS Refs: H37, H42, H46, H47, H48, H49, H50	• how to protect personal information online • to identify potential risks of personal information being misused • strategies for dealing with requests for personal information or images of themselves • to identify types of images that are appropriate to share with others and those which might not be appropriate • that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be • what to do if they take, share or come across an image which may upset, hurt or embarrass them or others • how to report the misuse of personal information or sharing of upsetting content/ images online • about the different age rating systems for social media, T.V, films, games and online gaming • why age restrictions are important and how they help people make safe decisions about what to watch, use or play • about the risks and effects of different drugs • about the laws relating to drugs common to everyday life and illegal drugs • to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs • about the organisations where people can get help and support concerning drug use • how to ask for help if they have concerns about drug use • about mixed messages in the media relating to drug use and how they might influence opinions and decisions	NSPCC Share aware 1 decision – Computer safety (£) BBFC KS2 lessons Let's watch a film! Making choices about what to watch Childnet Trust me-Y5/6 Lesson 2 Online contact Google and Parent zone Be Internet Legends Islington Healthy Schools Team – DrugWise (£) PSHE Association – Drug and Alcohol Education (Year 5-6) City of London Police - Cyber Detectives

Appendix 3

Relationship Education (Statutory)

By the end of primary school – key stage outcomes

Families and people who care for me.

Pupils should know:

- 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 (from 2013 available to both opposite and same sex couples in england and wales) 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 hep or advice from others if needed.

Caring friendships

Pupils should know:

- 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.

Respectful relationships

Pupils should know:

- 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 cyber bullying), 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

Pupils should know:

- 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

Pupils should know:

- 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.

Health Education (statutory) – key stage outcomes:

Mental wellbeing

Pupils should know:

• 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.

• 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.

Internet safety and harms

Pupils should know:

• 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.

Physical health and fitness

Pupils should know:

• 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

Pupils should know:

• What constitutes a healthy diet (including understanding calories and other nutritional content).

• The principles of planning and preparing a range of healthy meals.

• The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco

Pupils should know:

• The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

Pupils should know:

• How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.

• About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.

• The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.

• About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.

• About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.

• The facts and science relating to allergies, immunisation and vaccination.

Basic first aid

Pupils should know:

• How to make a clear and efficient call to emergency services if necessary.

• Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

Pupils Should know:

- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age11, including physical and emotional changes
- About the menstrual wellbeing including the key facts about the menstrual cycle.

Science Programmes of Study: key stages 1 and 2 National Curriculum in England

Key Stage One:

Statutory requirements

Notes and guidance (non-statutory):

Animals, including humans: identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.

Pupils should have plenty of opportunities to learn the names of the main body parts (including head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth) through games, actions, songs and rhymes.

Animals, including humans: notice that animals, including humans, have offspring which grow into adults

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise

growth; they should not be expected to understand how reproduction occurs. The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.)

Key Stage Two:

Statutory requirements

Notes and guidance (non-statutory):

Living things and their habitats: describe the life process of reproduction in some plants and animals.

Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals.

Animals, including humans: describe the changes as humans develop to old age.

Pupils should draw a timeline to indicate stages in the growth and development of humans.

They should learn about the changes experienced in puberty.

Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Appendix 4

Letter to parents

This will be sent out to parents - prior to delivery

Dear Parents and Carers

Relationship, Sex & Health Education (RSHE)

From 2020 onwards, all primary schools in England will be required to teach Relationship Education and Health Education. This is in addition to the statutory national science curriculum. Our draft policy is available on the school website. A link to this has been sent electronically to all parents/carers ahead of this policy being formally agreed.

As you may be aware, as part of personal, social and health education we use the PSHE Association Programme Of Study and associated resources. This provides age appropriate progression and consistency of approach. The PSHE Education Programme of Study is the only national programme

of study for the subject and the Department for Education regularly signpost this programme of study for schools to use.

Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World, this Programme of Study allows us a framework to match our pupils' needs. It covers the breadth of PSHE from relationships and sex education (RSHE) and health, to economic wellbeing and careers, setting out suggested content for each key stage.

We are clear that parents are the prime educators for children on these matters and we are committed to a home school partnership, which supports and is consistent with our duties under the Equalities Act and Safeguarding.

Classroom teachers will deliver the programme, with support from outside agencies as appropriate. There is an opportunity for pupils to work in small groups and exercises are adapted for differing levels of cognitive ability and developmental level. We encourage pupils to ask questions and we respond to their issues, concerns and queries in a straightforward manner, using age appropriate language and factually correct information.

We are delivering the lessons this half term and wish to invite you to an informal meeting to discuss the programme, see the resources and the policy and ask any questions you may have.

Parents have the right to withdraw their children from the sex education element of the curriculum, but not the relationship, science or health education curriculum. The DfE have produced a leaflet for parents, available online: "understanding relationship and health education in your child's school: primary"

If you have any concerns about the programme for your child, we are available to discuss these and the implications of withdrawal with you. We can also highlight resources and books so that you can discuss these important issues with your child.

Appendix 5

Right for your child to be excused from sex education

(commonly referred to as the right to withdraw):

- Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE.

- Head teachers will automatically grant a request to withdraw a pupil from any specific sex education delivered in primary schools, other than as part of the Science Curriculum.

- There is no right to withdraw from Relationships Education or Health Education (which also includes 'Understanding the changing adolescent body').

Sections 1 – 3 to be completed by the parent/carer:

1. Which specific aspect(s) of sex education do you not wish your child to participate in?

2. We would appreciate it if you could explain the reasons for this request please?

3. We would like to discuss this request with you.

Please can you note the most convenient times and your preferred contact details and we will be in touch ASAP?

Please note that there is no right to withdraw from Relationships Education, nor from Health Education. There is no right to withdraw from the aspects of the Science Curriculum that cover reproduction either (see Appendix 3). All of this is statutory in Primary Schools.

Section 4 to be completed by the school:

4. Date of Meeting/Discussion and any notes (copy to parents/carers)?

Appendix 6

FAQs: Relationships Education, RSE and Health Education

The Department for Education is introducing compulsory Relationships Education for primary pupils and Relationships and Sex Education (RSE) for secondary pupils from September 2020. Also, from September 2020 it will be compulsory for all schools to teach Health Education. Through these subjects, we want to support all young people to be happy, healthy and safe – we want to equip them for adult life and to make a positive contribution to society.

NB: This has been extended to Summer 2021, following the disruption caused by the ongoing Covid19 pandemic

Throughout our engagement process as we develop this curriculum, we have heard a number of wide ranging concerns. Below, we have explained some of the common misconceptions around the subjects.

Q: Will my child's school have to consult with me before teaching these subjects?

Schools will be required to consult with parents when developing and reviewing their policies for Relationships Education and RSE. These policies must be published online, and must be available to any individual free of charge. Schools should also ensure that, when they consult parents, they provide examples of the resources they plan to use.

Q: Will my child will be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Some primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and in those instances we recommend you discuss this with the school to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these lessons.

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain. In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of faith organisations and representative bodies. Schools can also consider drawing on their expertise when delivering these subjects.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will have a right to withdraw their child from sex education delivered as part of RSE, which unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education, the school should make arrangements for this to happen in one of the three terms. There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance as well as the regulations that have been laid and will be subject to parliamentary debates.

Q: Will these subjects promote LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Pupils should receive teaching on LGBT relationships during their school years. We expect secondary schools to include LGBT content and whilst there is no specific requirement to teach about LGBT in primary schools, they can cover LGBT content if they consider it age appropriate to do so. This would be delivered, for example, through teaching about different types of family, including those with same sex parents

Appendix 7

Governor's policy statement on Relationship, Sex and Health Education (RSHE)

We have based our school's relationship and sex education policy on the statutory guidance from DfE issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996. The Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017.

Governing bodies are required to prepare and keep up to date statements of policy on the content and organization of Relationship and Relationship and Sex Education in their schools. In making this statement Governors have taken account of the National Curriculum documents for science and Ofsted recommendations and advice from Shropshire Public Health Curriculum Advisor

Relationship and sex education includes such concepts as growing and changing, the life cycle, puberty and reproduction. It is also about emotions, relationships and responsibilities and how we

care for each other, keeping ourselves, and others safe. We therefore refer to this work as, relationship and sex education, (RSHE) placing the emphasis on relationships.

RSE aims to help pupils understand their feelings, emotions and bodies, how they are growing and changing, and how they will change in the future. It aims to enhance emotional and social development, helping them to understand the benefits of caring relationships and to be aware of pressures and how to manage risk. We recognise this as a planned taught curriculum but also integral to the everyday life of the school.

In planning our RSE programme we provide an opportunity for pupils to express themselves within a trusted and safe environment. Central to our PSHE programme is the development of pupils' self-esteem. If young people feel positive and good about themselves they are more likely to take care of themselves, think positively of other people and therefore, develop non-exploitative, caring relationships. They are also less likely to be exploited by others.

As you may be aware, as part of personal, social and health education we use the PSHE Association Programme Of Study and associated resources. This provides age appropriate progression and consistency of approach. The PSHE Education Programme of Study is the only national programme of study for the subject and the Department for Education regularly signpost this programme of study for schools to use.

Through its three core themes (Health and Wellbeing, Relationships, and Living in the Wider World, this Programme of Study allows us a framework to match our pupils' needs. It covers the breadth of PSHE from relationships and sex education (RSE) and health, to economic wellbeing and careers, setting out suggested content for each key stage.

Trained and confident members of staff deliver the lessons in a way which is consistent with the ethos and culture of the school and as part of a whole school approach, with close liaison with pastoral team small group exercises will be used as appropriate. The work is differentiated based on physical and emotional maturity and cognitive level.

The RSE policy is available on the school website. It will be reviewed every three years. Governors will seek the views of staff (teaching and non-teaching), pupils and parents.

Parents are invited to attend meetings to discuss the programme, the policy and look at resources.

The Headteachers and Governors are available to discuss any concerns. Parents are informed of their right to withdraw their children from sex education additional to that required by the statutory requirements under DfE Relationships Education, Relationships and Sex Education, and Health Education regulations 2019 and the science curriculum.