Lythe CEVC Primary School

PSHE / RSE Policy

Physical Health, Mental Wellbeing and Relationship Education

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1. Aims

The National Curriculum states that 'all schools should make provision for personal, social, health and economic education (PSHE), drawing on good practice.'

According to the Education Act 2002 and the Academies Act 2010, the PSHE curriculum should be a balanced and broadly-based curriculum which 'promotes the spiritual, moral, cultural, mental and physical development of pupils at the school and of society, and prepares pupils at the school for opportunities, responsibilities and experiences of later life.'

At Lythe we use the Discovery Education programme - through which pupils develop the knowledge, skills and attributes needed in order to keep themselves healthy and safe whilst preparing them for life and work. We have adapted and personalised these resources to meet the needs of our children and to enable the full curriculum to be taught in an age appropriate two-year cycle, within our mixed age classes.

Our PSHE programme, reflects the 2020 guidance and covers all aspects of Relationships Education and Health Education in an age-appropriate way.

There are six underlying core themes taught within the Discovery Education PSHE curriculum, across which there is broad overlap and flexibility. These core themes are: -

1. Healthy and Happy Friendships
2. Similarities and Differences
3. Caring and Responsibility
4. Families and Committed Relationships {This includes the Sex Education element in Upper KS2}
5. Healthy Body, Healthy Mind
6. Coping with Change {Including understanding puberty in Upper KS2}

Pupils are encouraged to participate in a wide variety of activities, enabling them to make significant contributions to both life in school and within the wider community. This allows them to become aware of their skills and talents, develop their self-worth, learn to work as part of a team and take greater responsibility for their own learning. In doing so, they are able to reflect and evaluate on how they are making progress. The

Discovery Education PSHE programme provides pupils with the means to handle many of the social, cultural, spiritual, physical and moral issues that occur throughout life.

PSHE helps pupils to develop and demonstrate skills and attitudes that will allow them to participate fully, and contribute positively, to life in modern Britain. Pupils learn to respect similarities and differences between our diverse cultures in order to build successful and meaningful friendships and relationships that are vital to the world we live in.

The PSHE curriculum supports the development of attitudes, values, skills and behavior which enable pupils to: -

- Live healthy lifestyles
- Address personal hygiene
- Develop an awareness of changing and growing
- Deal with different emotions in an appropriate way
- Keep safe
- Communicate well with others and work as a team
- Define, identify and know how to respond to bullying
- Know where and how to seek help when needed
- Treat everybody with respect
- Form and build positive relationships
- Understand the reasons for rules, and their responsibility to keep them
- Learn about their responsibility in caring for others
- Be active in their own learning
- Be active within their community
- Manage money well
- Keep safe online
- Self-assess and identify their strengths and weaknesses
- Know basic First Aid and how to make emergency calls
- Work collaboratively and respectfully
- Appreciate diversity
- Empathise with other points of view
- Express opinions clearly
- Understand the changes that occur in puberty
- Develop strategies for managing changing emotions

Relationships Education (Statutory)

The focus PSHE in primary school is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships and relationships with other children and adults.

The Discovery Education PSHE curriculum teaches pupils, in an age-appropriate way, what a healthy relationship is, enabling them to form a clear understanding of the features of positive relationships that are likely to lead to fulfilment, happiness and security. Pupils learn what friendship is, what family means and who the people are who can support them.

Our school's careful use of PSHE teaches about families in a well-judged and sensitive way, based on a clear knowledge of the pupils and their circumstances, reflecting that some children have different family structures and supportive relationships. They learn how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Establishing personal space and boundaries, showing respect and understanding, including the differences between appropriate and inappropriate or unsafe physical, and other, contact are the forerunners of teaching about consent, which takes place at secondary.

PSHE lessons teach pupils about online safety and appropriate behavior online, including sharing data and ways in which information provided by users may be used negatively.

The Relationship Education component within PSHE encourages the development and practice of resilience and perseverance, self-respect and self-worth. Pupils are helped to develop personal attributes including honesty, integrity, courage, humility, kindness, generosity, trustworthiness and a sense of justice through a variety of exciting and innovative learning experiences in active citizenship.

Pupils are taught about positive emotional and mental wellbeing, including how friendships can support mental wellbeing.

They also learn about safe relationships, focusing on boundaries and privacy and ensuring that they understand that they have rights over their own bodies. This also covers understanding boundaries in friendships with peers, in families and with others, in all contexts, including online. Pupils are clearly taught how to report concerns and seek advice when they suspect or know that something is wrong. Of paramount importance is ensuring the balance between informing children about making sensible decisions to stay safe (including online) without frightening them unnecessarily, whilst also making it clear that it is never the fault of a child who is exploited or abused, and why victim blaming is always wrong.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching PSHE/RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

At Lythe Primary School we teach PSHE/RSE as set out in this policy.

3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance

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

3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy

4. Pupil consultation – we investigated and discussed with pupils what they wanted and expected from their PSHE/RSE

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

4. Definition

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

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

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it (change the order of lessons) as and when lessons support other learning opportunities across the curriculum. In KS1 and Lower KS2 we have incorporated resources from NSPCC Talk PANTS campaign which helps teachers and parents of 4-11 year olds keep children safe from abuse. In a similar way to the Green Cross Code, this campaign takes a potentially tricky subject and gives teachers/parents the tools to talk about it in an engaging and age-appropriate way.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Sex Education is not statutory in primary schools.

The National Curriculum for science includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals. Our school has determined that we need to cover content on sex education to meet the needs of our Upper KS2 pupils in a way which is tailored to their age and physical and emotional maturity to support their ongoing emotional and physical development effectively. We need to ensure that both boys and girls are prepared for the changes that adolescence brings and, drawing on knowledge of the human life cycle set out in the national curriculum for science, understand how a baby is conceived and born.

We consult parents before their children start the Sex Education section in Upper KS2 about the detailed content of what will be learnt through these 3 sessions. We offer parents support in talking to their children about sex education and how to link this with what is being taught in school. Our PSHE/RSE Sex Education teaching and materials are appropriate, having regard to the age and religious backgrounds, and any special educational needs or disabilities of our pupils.

We recognise that some parents may be uncomfortable with the thought of their children receiving sex education in primary school. Equally, we recognise it is completely natural for children to have questions about sex, their bodies and to be curious about where they came from. In the age of information, where children in primary school have access to the internet through mobile technology, we believe it is better that children receive age appropriate answers from us rather than it being left to their peers or the internet.

In our school, sex education is an opportunity to answer children's questions about where they came from, an opportunity to explore their own stories and to be clear about how a baby is conceived and formed as set out in the human life cycle unit in the National Curriculum for science. Furthermore, it should ensure that all children are prepared for both the physical and emotional changes of puberty including menstruation. Children need to understand how both girls' and boys' bodies function and change as they grow into adults.

We recognise that the onset of menstruation can be a confusing or distressing time for children if they are not prepared. As a school we acknowledge we have a responsibility to prepare children for menstruation and make adequate and sensitive arrangements to help children manage their period. As part of RSE lessons, all Upper KS2 children will be told about menstruation and there will be discussion of what periods are, explanation of other symptoms associated with periods, how they can be managed hygienically and sensitively. Children will be shown a range of sanitary products as discussed including pads, tampons and sustainable alternatives. We will also reassure children that if they do start their period at school then there are a range of products available which are discretely placed in a wash bag in the girl's toilet along with sanitary bins and they can talk to any member of staff if they need support. In addition to this, we discuss the emotional and physical changes people encounter during puberty.

We do not separate our classes into girls and boys for any part of the programme, including lessons around puberty. We believe it is important for both girls and boys to learn about each other's bodies, changes and experiences. By keeping children together in mixed groups, children will learn to talk openly without embarrassment in front of each other and we can foster a better understanding, break down gender stereotypes

and build positive relationships and respect for each other, regardless of gender. This means that all children are included without feeling vulnerable.

A Glossary of words and terms which may be used during our sex education and puberty lessons:

Vulva

Vagina

Uterus

Ovaries

Fallopian tubes

Testes

Testicles

Penis

Conception

Fertilisation

Human Reproduction key words and facts:

Conception

Pregnancy

Birth

A baby grows from an egg inside a female body, in the uterus; an egg has to be fertilised for a baby to develop.

The sperm which fertilises the egg is made in the testes of males.

The point at which a sperm and egg join is called conception; if a fertilised egg successfully implants in the uterus, this is called pregnancy: pregnancy takes about 9 months during which time a baby will develop and grow until it is ready to be born

Birth involves the baby coming out of the uterus either through the vagina or, by Caesarean section where a doctor takes the baby out of the mother in a surgical operation.

Sexual intercourse (often called sex) between a male and a female may result in a pregnancy.

Sexual intercourse is a very special act between people who are in a loving and trusting relationship; no one should feel they need to have sexual relationships before they are grown up and they feel ready for it with someone they love and trust.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Within the core PSHE theme, Families and Committed Relationships, Upper KS2 pupils also receive stand-alone Sex Education sessions delivered by the KS2 Teacher.

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

- What a family is (including difference and diversity between families), and why families are important and special.
- The different people in our families, and how families vary.
- Different types of committed relationships and the basic characteristics of these
- The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter, what boundaries are and how to keep safe

- The characteristics of healthy, positive and committed relationships, and how these develop as people grow older
- Adult relationships and human reproduction, including different ways to start a family.

Below is a brief overview of the content of the (non-statutory) Sex Education lessons taught to Upper KS2. These sessions are provided in addition to the information covered in the science curriculum.

(Parents/carers can withdraw their child from these lessons)

Lesson 1

- Starting a Family. This lesson introduces human reproduction and also explores other ways of starting a family

Lesson 2

- The impact of having a baby. This lesson focuses on the significance of making the decision to start a family and how life changing having a baby can be

Lesson 3

- When is it right? This lesson focuses on how age restrictions for having sex (the age of consent) are there to keep children safe

In Upper KS2 we also use the `Busy Bodies' resource from Health Promotion. The content of this is split into five sections, each watched individually, they cover:

Introduction

- What happens in puberty?
- How boy's bodies grow and develop during puberty (for all genders to watch)
- How girls' bodies grow and develop including menstruation (for all genders to watch)
- How babies are made? Please note when watching this film with children, they need to know that is refers to Irelands age of consent as being 17 where as in England it is 16 – children need to know the correct age for the UK. (Parents can withdraw their children from watching this video as it falls under Sex Education)
- Enjoying growing up (a holistic approach to growing up as it refers to the importance of physical activity and mental wellbeing)

All the films use the same cartoon characters. There are no real-life photos or pictures. It is important that all pupils see the films for all genders not just their own. There are supporting information booklets that can be accessed from the site. The busy bodies booklet is aimed at children and their parents and there is a Busy Bodies guide for teachers. For more information about our RSE curriculum, see Appendices 1 and 2.

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Our teachers provide learning opportunities matched to the individual needs of all children including those with special educational needs and disabilities. PSHE is taught inclusively to all children regardless of their race, religion and gender, whilst at the same time addressing the need for equal opportunity. The PSHE curriculum is in line with the single equality duty policy. Staff will ensure that no judgement will be passed on the lifestyles and choices made by others. If a safeguarding issue is raised, staff are required to follow the correct safeguarding procedure and safeguarding policy.

7. Roles and responsibilities

7.1 The governing board

The governing board will approve the PSHE/RSE policy and hold the headteacher to account for its implementation.

7.2 The headteacher

The headteacher is responsible for ensuring that PSHE/RSE is taught consistently across the school, and for managing requests to withdraw Upper KS2 pupils from specific components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

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

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

The following staff are responsible for teaching PSHE & RSE at Lythe Primary School:

Mr A Wood: Head Teacher

Miss Z Taylor/ Mr A Chisholm: Key Stage 2 Teachers

Mrs F Hutton/Miss B Dobson: EYFS and Key Stage 1 Teachers

7.4 Pupils

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

8. Parents' right to withdraw

Parents **do not** have the right to withdraw their children from relationships education.

Parents have the right to withdraw their UKS2 children from the [non-statutory/non-science] components of sex education within RSE contained within the Family and Committed Relationships section and the Busy Bodies Video titled - How babies are made? The headteacher or KS2 teacher will be available to discuss the request with parents to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum, and a record will be kept of this process. The staff member will discuss with parents the benefits of receiving this education and any detrimental effects that withdrawal might have on the child, for example 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. These detrimental effects may, of course, be mitigated if the parents propose to deliver sex education to their child at home instead. If a pupil is excused from sex education, the school will ensure that the pupil receives appropriate, purposeful education during the period of withdrawal.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher. **This applies to Upper KS2 children only.**

9. Training

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

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

The PSHE/RSE subject leader ensures staff are kept informed of relevant changes to aspects of PSHE/RSE by attending local cluster meetings and network meetings. The subject leader will support colleagues in the teaching of PSHE/RSE by giving them information about current developments in the subject and providing a strategic lead and direction for the subject in school.

10. Monitoring arrangements

The delivery of PSHE/RSE is monitored by Mrs Hutton through:

Staff meetings dedicated to the ongoing development of PSHE/RSE, planning scrutinies, learning walks and pupil voice discussions with children.

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

This policy will be reviewed by Mr Wood annually. The biannual growing up in North Yorkshire survey can provide a wealth of information to support the planning and reviewing of the curriculum to ensure it continues to meet the needs of our children. At every review, the policy will be approved by the governing board/ headteacher.

Appendix 1: PSHE, Relationships and Sex Education Curriculum Map

YEAR GROUPS	YEAR ONE OF CYCLE - TERMLY THEME OVERVIEWS	
	Autumn Term	
Topics:	**Healthy and Happy Friendships**	**Caring and Responsibility**
EYFS	ELGs: Play co-operatively, take turns with others. Take account of one another's ideas about how to organise an activity.	ELGs: Say when they do or don't need help. Talk about how they and others show feelings.
Year 1 & 2	Yr1: Forming friendships and how kind or unkind behaviours impact other people.	Yr1: Identifying who our special people are and how they keep us safe.
Year 3 & 4	Yr3: Being a good friend and respecting personal space. Strategies for resilience.	Yr3: Our responsibilities and ways we can care and show respect for others. *Practical Emergency First Aid Training.*
Year 5 & 6	**Coping with Change** ***Yr4:*** How our bodies change as we enter puberty, including hygiene needs and menstruation.	Yr5: How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community. *Practical Emergency First Aid Training.*
	Spring Term	
Topics:	**Similarities and Differences**	**Coping with change**
EYFS	ELGs: Talk confidently about their ideas.	Ask appropriate questions of others.
Year 1 & 2	Yr1: Similarities and differences between people and how to respect and celebrate these.	Yr1: Growing from young to old and how we have changed since we were born.
Year 3 & 4	Yr3: Respecting and valuing differences. Shared values of communities.	Yr3: Coping with feelings around the changes in our lives.
Year 5 & 6	Yr5: Celebrating strengths, setting goals and keeping ourselves safe online.	Yr6: Ways to manage the increasing responsibilities and emotional effects of life changes
	Summer Term	
Topics:	**Healthy body, Healthy mind**	**Families and Committed Relationships**
EYFS	Describe themselves in positive terms and talk about abilities,	***Yr1:*** What a family is (including difference and diversity between families), and why families are important and special.

YEAR GROUPS	YEAR ONE OF CYCLE - TERMLY THEME OVERVIEWS	
Year 1 & 2	Yr1: Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Yr2: The different people in our families, and how families vary.
Year 3 & 4	Yr3: Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Yr4: The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.
Year 5 & 6	Yr5: Our unique bodies and self-acceptance: valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	***Busy Bodies*** *– Health promotion resource.* *Session 4 is non-statutory Sex Education.*

YEAR GROUPS	YEAR TWO OF CYCLE - TERMLY THEME OVERVIEWS	
	Autumn Term	
Topics:	**Healthy and Happy Friendships**	**Caring and Responsibility**
EYFS	ELGs: Show sensitivity to others' needs and feelings. Talk about their own and others' behaviour and its consequences.	ELGs: Works as part of a group or class, and understands and follows the rules.
Year 1 & 2	Yr2: Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations *& NSPCC Talk Pants Resources*	Yr2: The different communities and groups we belong to and how we help and support one another within these.
Year 3 & 4	Yr4: Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries. *& NSPCC Talk Pants Resources*	Yr4: Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.
Year 5 & 6	Yr6: How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Yr6: How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.

YEAR GROUPS	YEAR TWO OF CYCLE - TERMLY THEME OVERVIEWS	
	Spring Term	
Topics:	**Similarities and Differences**	**Coping with change**
EYFS	ELGs: Develop confidence to speak in a familiar group.	Explain own knowledge and understanding. (Reasons for school rules)
Year 1 & 2	Yr2: Exploring different strengths and abilities. Understanding and challenging stereotypes.	Yr2: Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Year 3 & 4	Yr4: Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	**Healthy and Happy Friendships** ***Yr5***: Identity and peer pressure off- and online. Positive emotional health and wellbeing.
Year 5 & 6	Yr6: Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	Yr5: How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
	Summer Term	
Topics:	**Healthy body, Healthy mind**	**Families and Committed Relationships**
EYFS	ELGs: Develop confidence to try new activities.	ELGs: Form positive relationships with adults and other children.
Year 1 & 2	Yr2: Ways to stay healthy, including safe and unsafe use of household products and medicines.	Yr3: Different types of committed relationships and the basic characteristics of these.
Year 3 & 4	Yr4: Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	***Yr5:*** The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.
Year 5 & 6	Yr6: Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Yr6: Sex Education Unit: Adult relationships and human reproduction, including different ways to start a family.

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

THEME	PUPILS SHOULD KNOW
Families and people who care about me	• That families are important for children growing up because they can give love, security and stability • The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives • That others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care • That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up • That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	• 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	• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • Practical steps they can take in a range of different contexts to improve or support respectful relationships • The conventions of courtesy and manners • The importance of self-respect and how this links to their own happiness • That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help • What a stereotype is, and how stereotypes can be unfair, negative or destructive • The importance of permission-seeking and giving in relationships with friends, peers and adults

THEME	PUPILS SHOULD KNOW
Online relationships	• That people sometimes behave differently online, including by pretending to be someone they are not • That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous • The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • How information and data is shared and used online
Being safe	• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • How to recognise and report feelings of being unsafe or feeling bad about any adult • How to ask for advice or help for themselves or others, and to keep trying until they are heard • How to report concerns or abuse, and the vocabulary and confidence needed to do so • Where to get advice e.g. family, school and/or other sources

Mental wellbeing	• 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	• 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	• 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	• 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	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	•how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for 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	• 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	• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle

Appendix 3:

Parent form: Withdrawal from sex education within RSE Upper KS2 ONLY

TO BE COMPLETED BY PARENTS			
Name of child		Class	Oak Yr5 / Yr6
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

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