



Sidcot  
Live Adventurously

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**Policy Name: Relationships Education, Relationships and Sex Education and Health  
Education (RSHE) Policy  
(Junior School)  
Policy Number: 7.3b  
Dated: September 2024**

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## 1. Introduction & Scope

1.1 This policy covers the Junior School's approach to Relationships Education, Relationships and Sex Education (Year 6 only) and Health Education, referred to as RHE throughout this policy. It has taken into account the DfE's Statutory Relationships Education, Relationships and Sex Education and Health Education guidance, which became compulsory from September 2020.

1.2 It was written using the Senior School's Relationships Education, Relationships and Sex Education and Health Education Policy (Policy Number 7.3) as a reference and guide, and then amended and changed to reflect the Junior School's aims, objectives, intended outcomes and provision.

1.3 It was produced by the Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader in consultation with the Junior School Head; and in consultation with the Governing Body who retain responsibility for safeguarding and welfare throughout this policy and ensuring that the children's spiritual, moral, social and cultural needs are met. This policy also covers the Early Years Foundation Stage.

1.4 Parents and carers will be able to access this policy on the School's website or in hard copy form free of charge. This policy may be made available in accessible formats when requested.

1.5 The School's RHE provision is intrinsically linked with the School's PSHE provision. It also dovetails into the children's Science, Computing and PE curriculums and compliments the children's learning and way of life within the School community.

1.6 The teaching of Relationships Education and Health Education became compulsory for all pupils receiving primary education in September 2020. **(Appendix 1)**

1.7 The teaching of Relationships and Sex Education is not compulsory for pupils receiving primary education. However, Paragraph 67 of the DfE guidelines on teaching Relationships Education and Health Education states: *"It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should 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 - how a baby is conceived and born."* As a consequence, Relationships and Sex Education will be taught in Year 6.

## 2. Whole School Values

2.1 This policy has been informed by the Quaker Testimonies and our School's overarching vision to be a world-class centre of excellence and inspirational education that is as much about nurturing the spirit as it is about outstanding academic success.

2.2 The values which underpin our vision and this policy are: **Simplicity; Truth and Integrity; Equality and Community; Peace; and Sustainability (STEPS)**. These values will be actively embraced and promoted through our RHE programme.

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2.3 The RHE programme also promotes the fundamental British values of democracy, the rule of law, individual liberty, and mutual respect and tolerance of those with different faiths and beliefs.

### **3. Creating a Safe and Supportive Environment**

3.1 In order to deliver an RHE programme which works within children's real-life experiences, we create a safe and supportive learning environment by explicitly establishing agreed ground rules of respect, openness, confidence (to share) and kindness whereby the teachers who lead the sessions facilitate a safe and supportive environment for learning. Many teachers use approaches such as distancing techniques, setting ground rules with the class to help manage sensitive discussion and using question boxes to allow children to raise issues anonymously.

3.2 Teachers will answer any questions from pupils in an age-appropriate and factual way, without personal bias or judgement. Questions will be answered in one of the following ways: by providing an answer to the whole class; by giving an individual answer to a pupil, or, on rare occasions, by contacting parents if we feel the question would be better handled in the home setting. Any questions that give rise to concerns of a safeguarding nature will be handled in line with our Safeguarding Policy (Policy 2.1).

3.3 Where we believe that children may be vulnerable and at risk of significant harm or present a risk of significant harm to others, staff will adhere to the School's Safeguarding Policy and procedure. Vulnerable children are closely monitored, and are risk assessed in accordance with the vulnerable children's register and Risk Assessment Policy (Policy 8.8).

3.4 We run specialist programmes such as Take Ten and Talking Sticks to afford the children dedicated time to share their worries or concerns.

### **4. Equality and Diversity**

4.1 The School is committed to safeguarding and promoting the welfare of children, welcoming children from all ethnic groups, backgrounds and creeds whilst balancing human rights and freedoms with the lawful needs and rules of the School community and the rights and freedoms of others.

4.2 The School is active in its responsibilities under the Equality Act 2010 and has an Equal Opportunities Policy - Children (2.11) in place.

4.3 We promote the needs and interests of all children, irrespective of their race, colour, religion or belief, national, ethnic or social origin, gender, gender reassignment, pregnancy or maternity, sexual orientation, disability or special educational needs by actively exploring and celebrating peoples' differences, and ensuring the RHE programme is in line with the School's Equality and Diversity Policy. The delivery of the programme will take into account the ability, age, readiness, and cultural background of our children and those with English as a second language to ensure that all can fully access it. We promote social learning and expect our children to show a high regard for others. We use our RHE programme as a vehicle to address diversity issues and to ensure equality for all.

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## 5. Aims and Objectives

5.1 Our RHE and PSHE provision is a values driven programme aiming to provide children with the knowledge, values and skills they need for spiritual, moral, social, emotional and cultural development. This links to our wider curriculum (Sidcot Learning Wheel) and our whole school Quaker values (**STEPS**).

## 6. Intended Outcomes

6.1 The aim of Relationships, Relationships and Sex and Health Education is to put in place the key building blocks and characteristics of positive, respectful relationships. It focuses on friendships, family relationships, and relationships with other children and with adults. This sits alongside the essential understanding of how to be healthy both physically and mentally, including how friendships can support mental wellbeing.

6.2 The Statutory **Relationships Education** covers:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

6.3 The Statutory **Health Education** covers:

- Mental wellbeing
- Internet safety and harm
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body (puberty)

6.4 Full details of the learning outcomes for each of the above areas can be found in **Appendix 1**.

6.5 Our non-statutory **Sex Education** covers:

- Human reproduction: how babies are made
- Different ways to start a family: IVF and adoption
- The significance of making the decision to start a family
- How life-changing having a baby can be
- The importance of being ready to start a family in the future
- How age restrictions for having sex (the age of consent) are there to keep children safe

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## 7. Key Principles and Teaching Methodology

7.1 The School's RHE provision is intrinsically linked with the School's PSHE provision. Together these make a substantial contribution to safeguarding and help to teach pupils to keep themselves safe.

7.2 In line with the Senior School, the three core themes covered in our PSHE and RHE provision are Health and Wellbeing, Relationships and Living in the Wider World. Each core area is broken down into two topics:

<b>Health and Wellbeing</b>	Healthy Body, Healthy Mind	Coping with Change
<b>Relationships</b>	Healthy and Happy Friendships	Families and Committed Relationships
<b>Living in the Wider World</b>	Similarities and Differences	Caring and Responsibility

A link to each year group's PSHE/RHE programme of study is included in this policy (**Appendix 2**).

7.3 The PSHE and RHE programme has been aligned so that the whole school delivers the same themes at specific times throughout the year. This enables us to focus on particular aspects of learning as part of a whole-school approach, and to emphasise specific behaviours, values and vocabulary across the school. Each topic contains age-appropriate content, developing themes in a 'spiral curriculum' so that children are building on their skills and understanding each year. Content sometimes overlaps or is repeated across topics - this is to enable children to develop, practise and apply knowledge and skills across different contexts and situations.

7.4 In the Junior School, PSHE/RHE is delivered in a discrete lesson on a weekly basis through a range of teaching methods, including discussions, debates, group work, paired work and independent activities. Each topic contains age-appropriate videos which are used to enhance learning and broaden understanding of particular concepts. The videos are child-led: presented by children who explore questions and meet with other children who share their experiences. They explore a range of real-life or animated scenarios, visit schools and interview individuals, helping children to see the world from different perspectives, engage in discussions and share their opinions. We will ensure learning 'starts from where the children are' by establishing prior knowledge at the beginning of each topic.

7.5 As well as weekly discrete lessons, our approach to PSHE/RHE is integrated and reinforced at other points during the week as and when appropriate e.g. Meeting for Worship, QPGS Lessons, Circle Time.

7.6 Relationships Education, Relationships and Sex and Health Education complement other national curriculum subjects including Science, Computing and PE. We draw links between these subjects and integrate teaching where appropriate:

### Science

The national curriculum for Science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty. Pupils are taught to describe the life process of reproduction in some plants and animals, and sexual reproduction in animals. The impact of diet, exercise, drugs and lifestyle on the way bodies function is also covered.

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## **Computing**

E-safety coverage includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

## **PE**

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

## **8. Responsibility for Teaching Relationships, Relationships and Sex and Health Education**

8.1 The Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader and the Junior School Head has responsibility for ensuring the programme is suitable for the age and stage of the children.

8.2 Class teachers, supported by teaching assistants, deliver Relationships and Health Education as part of the wider PSHE curriculum in weekly lessons.

8.3 Our on-site Health Centre staff (qualified and practising nurses) may also contribute to the delivery of our Relationships and Health Education by offering their support and guidance to class teachers. The Health Centre Staff are fully trained in child protection issues.

8.4 Our Year 6 class teachers, supported by our Health Centre staff, deliver Relationships and Sex Education.

## **9. How we Assess Learning and Progress**

9.1 We assess children's learning and progression through a range of assessment for/of learning techniques. Draw and write activities are often used for baseline and end point assessments. At the end of each topic, children will be provided with the opportunity to reflect on lessons learned. Other end of topic summative assessments may include the production of posters, mind maps, role play scenarios, hot seating, in-class presentations and child led assemblies. Work produced throughout the year is kept by teachers.

## **10. How Parents and Carers are involved**

10.1 We are committed to working with parents and carers and we are clear that they are the prime educators for children on many of the issues related to Relationships, Relationships and Sex and Health Education. It is our intention that what we teach in school complements, reinforces and builds on the learning that takes place at home.

10.2 At the beginning of each Autumn term, we invite parents into school for year group specific Curriculum Information Meetings which will include information about our PSHE and Relationships, Relationships and Sex and Health Education content. Following the meeting parents are asked for feedback as part of our consultation process.

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10.3 In the Summer Term, parents and carers of our Year 4 and Year 5 children are informed about the content and delivery of lessons about puberty and menstruation, and parents and carers of our Year 6 children are informed about the content and delivery of the School's Sex Education programme. Opportunities will be given to view resources and discuss any issues with the class teachers if required.

10.4 There is no right for parents and carers to withdraw children from statutory Relationships Education or Health Education.

10.5 Parents and carers have the right to request that their child be withdrawn from some or all Sex Education lessons beyond the national curriculum for science. Any such requests must be made in writing to the head teacher (**Appendix 3**). A meeting will be held to discuss the parents' wishes and will clarify the nature and purpose of the curriculum. The head teacher will keep a record of the discussion between themselves and the parent and the agreed outcome. If a child is withdrawn from Sex Education, the school will be responsible to ensure the child receives purposeful education during the period of withdrawal.

## **11. Guest Speakers**

11.1 Teachers may organise guest speakers to deliver a talk, presentation or workshop session as part of their PSHE/RSHE programme to enhance its delivery. Staff who organise guest speakers must complete a risk assessment for visiting speakers and follow the School's Safeguarding and Child Protection procedure for visitors (Policies 2.1 and 3.5)

## **12. Legal Framework**

12.1 This policy has been written taking into account the following statutory (mandatory), and non-statutory guidance:

- Equality Act 2010
- The Independent Schools Standards Regulations (2014)
- The ISI Regulatory handbook (September 2020)
- National minimum standards for Boarding Schools (2014)
- SMSC development of pupils in independent schools – departmental advice November 2014
- Keeping Children Safe in Education, DfE 2024
- Working together to Safeguard Children, DfE 2018
- What to do if you're worried a child is being abused, DfE.
- Counter – Terrorism and Security Act 2015 (sections 26 and 29).
- The Prevent Duty Guidance for England and Wales and the Prevent Duty Guidance departmental advice for schools and childminders.
- The use of social media for on-line radicalisation.
- Equality Act 2010.
- Relationships Education, Relationships and Sex Education (RSE) and Health Education, DfE 2020
- Healthy School Standard: Sex and relationships education, DofH and DfE 2000
- Sexual violence and sexual harassment between children in schools and colleges DfE December 2017



- Children and Social Work Act 2017
- Statutory Guidance - Relationships Education, Relationships and Sex Education, and Health Education DFE 2019
- Teaching Online Safety in Schools January 2023

### 13. Links to Other School Policies

This policy supports/compliments the following policies:

- 2.1 Safeguarding and Child Protection
- 2.11 Equal Opportunities - Children
- 3.5 Procedure for Visitors
- 4.1 Medical Policy
- 4.2 Supporting Students with Medical Conditions, Disability and SEN
- 4.4 Mental Health and Wellbeing
- 5.1 Behaviour and Discipline
- 5.4 Anti-bullying
- 5.6 Smoking, Drugs & Alcohol
- 7.1 Personal, Social, Health and Economics Education Policy (PSHE) – Senior School
- 7.1b Personal, Social, Health and Economics Education Policy (PSHE) – Junior School
- 8.1a Health and Safety
- 8.8 Risk Assessment Policy
- 12.1 Digital Safety

### 14. Review

This policy will be reviewed every year by the Junior School Assistant Head Pastoral / PSHE / Relationships and Health Education Subject Leader, the Junior School Head and the Senior School Deputy Head (Pastoral).

#### Document Change History

Date of change	Detail significant changes and any new legislation / guidance taken into account.
1 September 2024	Policy reviewed, minor edits made

#### Appendix 1: By the end of Primary School, children should know

Relationships Education	
Topic	Children should know:

<p><b>Families and people who care for me</b></p>	<ul style="list-style-type: none"> <li>• that families are important for children growing up because they can give love, security and stability</li> <li>• the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives</li> <li>• that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care</li> <li>• that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up</li> <li>• that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
<p><b>Caring Friendships</b></p>	<ul style="list-style-type: none"> <li>• how important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right</li> <li>• how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed</li> </ul>
<p><b>Respectful Relationships</b></p>	<ul style="list-style-type: none"> <li>• the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>• practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• the conventions of courtesy and manners</li> <li>• the importance of self-respect and how this links to their own happiness</li> <li>• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> </ul>

	<ul style="list-style-type: none"> <li>• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>• what a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• the importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<b>Online Relationships</b>	<ul style="list-style-type: none"> <li>• that people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous</li> <li>• the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• how information and data is shared and used online</li> </ul>
<b>Being Safe</b>	<ul style="list-style-type: none"> <li>• what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>• about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe</li> <li>• that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• how to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• how to ask for advice or help for themselves or others, and to keep trying until they are heard,</li> <li>• how to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• where to get advice, for example family, school or other sources</li> </ul>
<b>Physical health and mental wellbeing</b>	
<b>Topic</b>	<b>Children should know:</b>
<b>Mental wellbeing</b>	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health</li> </ul>

	<ul style="list-style-type: none"> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
<b>Internet safety and harms</b>	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private</li> <li>• why social media, some computer games and online gaming, for example, are age restricted</li> <li>• that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>• where and how to report concerns and get support with issues online</li> </ul>
<b>Physical health and fitness</b>	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise</li> </ul>

	<ul style="list-style-type: none"> <li>• the risks associated with an inactive lifestyle (including obesity)</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health</li> </ul>
<b>Healthy eating</b>	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
<b>Drugs, alcohol and tobacco</b>	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
<b>Health and prevention</b>	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
<b>Changing adolescent body</b>	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Appendix 2: Curriculum Coverage – PSHE/RHE Programme of Study

## Programme progression

	Healthy and happy friendships	Similarities and differences	Caring and responsibility	Families and committed relationships	Healthy bodies, healthy minds	Coping with change
Y1	Forming friendships and how kind or unkind behaviours impact other people.	Similarities and differences between people and how to respect and celebrate these.	Identifying who our special people are and how they keep us safe.	What a family is (including difference and diversity between families), and why families are important and special.	Our bodies and the amazing things they can do. Learning the correct names for different body parts.	Growing from young to old and how we have changed since we were born.
Y2	Understanding what makes a happy friendship. Recognising personal boundaries and safe/unsafe situations.	Exploring different strengths and abilities. Understanding and challenging stereotypes.	The different communities and groups we belong to and how we help and support one another within these.	The different people in our families, and how families vary.	Ways to stay healthy, including safe and unsafe use of household products and medicines.	Exploring how our bodies and needs change as we grow older. Aspirations and goal setting.
Y3	Being a good friend and respecting personal space. Strategies for resilience.	Respecting and valuing differences. Shared values of communities.	Our responsibilities and ways we can care and show respect for others.	Different types of committed relationships and the basic characteristics of these.	Maintaining physical and mental wellbeing, through healthy eating, sleep and keeping clean.	Coping with feelings around the changes in our lives.
Y4	Solving friendship difficulties. How to act if someone invades your privacy or personal boundaries.	Identity and diversity. Seeing different perspectives and not making judgements based on appearance.	Rights and responsibilities within families and wider society, including the UN Convention on the Rights of the Child.	The range of relationships we experience in our everyday lives. How to understand the differences between types of relationships we encounter.	Influences on our health and wellbeing, including friends, family and media, and awareness of how these can affect personal health choices.	How our bodies change as we enter puberty, including hygiene needs and menstruation.
Y5	Identity and peer pressure off- and online. Positive emotional health and wellbeing.	Celebrating strengths, setting goals and keeping ourselves safe online.	How our care needs change and the effects of loneliness and isolation. Ways in which we can show care in the community.	The characteristics of healthy, positive and committed relationships, and how these develop as people grow older.	Our unique bodies and self-acceptance - valuing our bodies and minds; lifestyle habits (including alcohol, tobacco and drugs) and their effects on wellbeing.	How puberty changes can affect our emotions and ways to manage this; questions about puberty and change.
Y6	How relationships evolve as we grow, including when transitioning to secondary school. How to cope with a wider range of emotions.	Identity and behaviour online and offline. Reflecting on how people feel when they don't 'fit in'.	How we can take more responsibility for self-care and who cares for us as we grow older, including at secondary school.	Human reproduction, including different ways to start a family. *	Being the healthiest me: ongoing self-care of bodies and minds, including ways to prevent and manage mental ill-health.	Ways to manage the increasing responsibilities and emotional effects of life changes.

### Appendix 3: Parent form: withdrawal from Sex Education within Relationship and Sex Education

TO BE COMPLETED BY PARENTS	
Name of child	Class

<b>Name of parent</b>		<b>Date</b>	
<b>Reason for withdrawing from Sex Education within Relationships and Sex Education</b>			
<b>Any other information you would like the school to consider</b>			
<b>Parent signature</b>			
<b>TO BE COMPLETED BY THE SCHOOL</b>			
<b>Agreed actions from discussion with parents</b>			