



# Relationships Education, Health Education and Sex Education Policy

Stoke Hill Federation

<b>Approved by:</b>	Teaching and Learning Committee
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## 1. Aims

Our Federation vision and values state that

- “We inspire each other by what we think, feel, say and do”
- “We do all we can to prepare children for life”
- “We do all it takes for every child and family to be successful”
- “We make sure that children feel safe and happy so that everyone can truly shine”

‘Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also

challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.’ (DfE *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*)

At Stoke Hill, we believe that Relationships education and Health Education (henceforth referred to as R&HE in this policy) should give children the knowledge, skills and understanding they need to

lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. R&HE is part of lifelong learning about the emotional, social, cultural and physical aspects of growing up, relationships, diversity, human sexuality, personal identity and health. We aim to give children and young people essential skills for building positive, enjoyable, respectful and non-exploitive relationships and the skills to stay safe both on and offline.

The aims of relationships and sex education and health education at our school are to

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of age-appropriate sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Help children leave school with a proper understanding of equality and respect for difference

## 2. Statutory requirements

At Stoke Hill we teach Relationships Education and Health Education as set out in this policy.

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](#).

In teaching R&HE, we must have regard to DfE's 2025 [Relationships and Sex Education \(RSE\) and Health Education](#), issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Equality Act 2010 – Chapter 1 of Part 6 of the Act applies to schools. Schools are required to:

- Eliminate discrimination, harassment, victimisation and any other conduct that is prohibited under the Act.
- Advance equality of opportunity and foster good relations between persons who share a relevant protected characteristic and persons who do not share it.

Relevant protected characteristics are:

- Age
- Disability
- Gender reassignment
- Pregnancy and maternity
- Race
- Religion or belief
- Sex and sexual orientation

We are required to teach elements of sex education covered in the science National Curriculum and choose to include some non-statutory elements (see the curriculum detail in section 4 and appendix 1).

### **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 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 provide feedback (spring term 2021)
3. Parent/stakeholder consultation – parents and any interested parties were provided with a copy of the policy and an accompanying video and email (no face-to-face consultation due to Covid-19 (spring term 2021)
4. Pupil consultation – takes place throughout the year via the curriculum and other interactions. Adults ask for and gather children’s opinions, listen carefully to their views and partner children in making changes that are appropriate.
5. Ratification – once amendments were made; the policy was shared with governors and ratified

### **4. Definition**

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

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

Health Education covers

- Mental wellbeing
- Online safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, tobacco and alcohol
- Health and prevention
- Basic first aid
- Changing adolescent body

Sex Education – non-statutory elements covering conception continue to be included in the Year 5 and 6 curriculum only. This is the only aspect where parents have a right to withdraw (see section 8 for more information). Sex Education is not about the promotion of sexual activity.

## 5. Curriculum and Delivery

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary. We have developed the curriculum taking into account the age and needs of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age-appropriate manner, so they are fully informed and don't seek answers online.

We carry out the main R&HE curriculum in PSHE lessons (see appendix 1 for further details), following the Jigsaw programme.

We also teach elements of the statutory curriculum through other subject areas e.g. science, PE and RE:

- In RE, children reflect on family relationships, different family groups and friendship. They learn about rituals and traditions associated with birth, marriage and death and talk about the emotions involved.
- In PE, children learn about healthy lifestyles and the importance of exercise.
- In science, they learn about life cycles, inheritance and the impact of diet, exercise, drugs and lifestyle on the way their body's function.

We also cover part of the R&HE curriculum through other aspects of school life:

- the No Outsiders programme, which involves half-termly year group assemblies based around a picture book or short story.
- Promotion of 10 a day in class, assemblies and on the website
- NSPCC Speak Out, Stay Safe assemblies and workshops
- Online safety teaching (discrete and incidental) which, rather than covering a finite list, adapts and responds to current issues and trends relevant to the children in the Federation
- Assemblies led by the Senior Leadership Team

As part of RSHE, pupils will be taught about the nature and importance of marriage for family life and bringing up children. They also need to understand that there are strong and mutually supportive relationships outside of marriage. Either of these can include heterosexual or same-sex relationships. We ensure that no stigma is placed on 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). We aim to provide accurate information and to help to develop skills to enable them to understand differences and respect themselves and others. We hope to prevent and remove prejudice.

## **6. Roles and responsibilities**

### **6.1 The Governing board**

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

### **6.2 The Head of School**

The headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE (see section 8).

### **6.3 Staff**

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils and answering questions in an age-appropriate manner.
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory sex education components of the curriculum and providing alternative work for those withdrawn.
- Responding to and reporting any safeguarding concerns in line with the child protection and safeguarding policy

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

### **6.4 Pupils**

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

## **7. Accessibility and Equality**

This school complies with its duties under the Equality Act 2010.

Our school respects the beliefs of the range of children and families in our school community. We will remind parents/carers of their right to withdraw from the non-statutory sex education elements of the curriculum (see section 8). We will make this policy and curriculum documents

available on our website ([www.stokehill.devon.sch.uk](http://www.stokehill.devon.sch.uk)) so that parents are aware of what is being taught and at what stage of their child's education.

As far as is appropriate, pupils with special educational needs should follow the same PSHE education programme as all other students and cover the same R&HE content. Careful consideration is given concerning the level of differentiation needed, and in some cases the content or delivery will have to be adapted. Teachers and/or teaching assistants work with individual pupils where required, and if appropriate.

## 8. Parents' right to withdraw

- Parents do not have the right to withdraw their children from relationships education or health education.
- Parents have the right to withdraw their children from the non-statutory components of sex education but not from elements covered in the science National Curriculum.
- Conception, covered in Year 5 and Year 6, is the only non-statutory element of our curriculum (see p14)
- Requests for withdrawal from teaching about conception should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.
- The Head of School will automatically grant a request to withdraw a pupil from any sex education (other than as part of the science curriculum).
- Alternative work will be given to pupils who are withdrawn from sex education.

## 9. Monitoring arrangements

As part of our cycle of monitoring, the curriculum champion for the subject will talk to pupils and check planning to ensure children receive their regular entitlement to a broad and balanced curriculum and that all the content, as identified in our curriculum intent statement (available on our website), is taught.

## Appendices:

- 1) Curriculum map
- 2) P20-22 (RE) of the *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*  
  
P32-35 (HE) of *Relationships Education, Relationships and Sex Education (RSE) and Health Education Statutory guidance for governing bodies, proprietors, head teachers, principals, senior leadership teams, teachers*
- 3) Right to withdraw proforma

## Appendix 1: Curriculum map

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Early Years	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>- Self-identity, Understanding feelings, Being in a classroom, Being gentle, Rights and responsibilities</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>- Identifying talents, Being special Families, Where we live, Making friends, Standing up for yourself</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Challenges, Perseverance, Goal-setting, Overcoming obstacles, Seeking help, Jobs, Achieving goals</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Exercising bodies, Physical activity, Healthy food, Sleep, Keeping clean, Safety</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Family life, Friendships, Breaking friendships, Falling out, Dealing with bullying, Being a good friend</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Bodies, Respecting my body, Growing up, Growth and change, Fun and fears, Celebrations</li> </ul>	<p><b>Jigsaw PSHE Programme</b></p> <p>(<a href="http://www.jigsawpshe.com">www.jigsawpshe.com</a>)</p>
	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- I can choose what I like</li> <li>- It's OK to like different things               <ul style="list-style-type: none"> <li>- To say hello</li> <li>- All families are different</li> <li>- To celebrate my family</li> <li>- To make a new friends</li> </ul> </li> </ul>	<p><b>Picture Books:</b></p> <p>You Choose            Red Rockets and Rainbow Jelly            Hello, Hello            The Family Book            Mommy, Mamma and Me            Blue Chameleon</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 1	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>- Feeling special and safe, Being part of a class, Rights and responsibilities, Rewards and feeling proud, Consequences</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>- Similarities and differences, Understanding bullying and knowing how to deal with it, Making new friends, Celebrating the differences in everyone</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Setting goals, Identifying successes and achievements, Learning styles, Working well and celebrating achievement with a partner, Tackling new challenges, Identifying and overcoming obstacles, Feelings of success</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Keeping myself healthy, Healthier lifestyle choices, Keeping clean, Being safe, Medicine safety/safety with household items, Road safety, Linking health and happiness</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Life cycles – animal and human Changes in me Changes since being a baby</li> <li>- Differences between female and male bodies Linking growing and learning</li> <li>- Coping with change</li> <li>- Transition</li> </ul>	<b>Jigsaw PSHE Programme</b>
	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- I like the way I am</li> <li>- To join in</li> <li>- To find ways to play together</li> <li>- Proud to be me</li> <li>- I share the world with lots of people</li> <li>- To work together</li> </ul>	<p><b>Picture Books:</b></p> <p>Elmer Going to the Volcano Want to play trucks? Hair, it's a Family Affair My World, Your World Errol's Garden</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 2	<p><b>Being Me in My World</b></p> <ul style="list-style-type: none"> <li>- Hopes and fears for the year, Rights and responsibilities, Rewards and consequences, Safe and fair learning environment, Valuing contributions, Choices, Recognising feelings</li> </ul> <p><b>Celebrating Difference</b></p> <ul style="list-style-type: none"> <li>- Assumptions and stereotypes about gender, Understanding bullying, Standing up for self and others, Making new friends, Gender diversity, Celebrating difference and remaining friends</li> </ul> <p><b>Dreams and Goals</b></p> <ul style="list-style-type: none"> <li>- Achieving realistic goals, Perseverance, Learning strengths, Learning with others, Group co- operation, Contributing to and sharing success</li> </ul> <p><b>Healthy Me</b></p> <ul style="list-style-type: none"> <li>- Motivation, Healthier choices,</li> <li>- Healthy eating and nutrition</li> <li>Safety in the home, Safety out and about Medicines</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>- Different types of family, Physical contact boundaries, Friendship and conflict, Secrets Trust and appreciation, Expressing appreciation for special relationships</li> </ul> <p><b>Changing Me</b></p> <ul style="list-style-type: none"> <li>- Life cycles in nature</li> <li>- Growing from young to old Increasing independence</li> <li>- Differences in female and male bodies (correct terminology)</li> <li>- Assertiveness</li> <li>- Preparing for transition</li> </ul>	<b>Jigsaw PHSE Programme</b>
	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- to understand what diversity is</li> <li>- to communicate in different ways</li> <li>- to be able to work with everyone in my class</li> <li>- to have self-confidence</li> <li>- to welcome different people</li> <li>- to know I belong</li> </ul>	<p><b>Picture Books:</b></p> <p>The Great Big Book of Families</p> <p>What the Jackdaw Saw</p> <p>Blown Away</p> <p>How to be a lion</p> <p>Can I join your club?</p> <p>All are welcome</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 3	<ul style="list-style-type: none"> <li>● <b>Being Me in My World</b> Setting personal goals, Self-identity and worth, Positivity in challenges, Rules, rights and responsibilities, Rewards and consequences, Responsible choices, Seeing things from others' perspectives</li> <li>● <b>Celebrating Difference</b> Families and their differences, Family conflict and how to manage it (child-centred), Witnessing bullying and how to solve it, Recognising how words can be hurtful, Giving and receiving compliments</li> <li>● <b>Dreams and Goals</b> Difficult challenges and achieving success, Dreams and ambitions, New challenges, Motivation and enthusiasm, Recognising and trying to overcome obstacles, Evaluating learning processes, Contributing to the community Managing feelings, Simple budgeting</li> <li>● <b>Healthy Me</b> Exercise, Fitness challenges, Food labelling and healthy swaps, Attitudes towards drugs, Keeping safe and why it's important online and off line. Respect for myself and others, Healthy and safe choices outdoors. Water safety. Asking for help.</li> <li>● <b>Relationships</b> Family roles and responsibilities, Friendship and negotiation, Keeping safe online and who to go to for help. Media influence. Being a global citizen, Being aware of how my choices affect others, Awareness of how other children have different lives, Expressing appreciation for family and friends</li> <li>● <b>Changing Me</b> How babies grow. Outside body changes, Inside body changes. Personal hygiene. Family stereotypes, Challenging my ideas Preparing for transition</li> </ul>	<b>Jigsaw PHSE programme</b>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 3	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- to find a solution to a problem</li> <li>- to be welcoming</li> <li>- to recognise and help an outsider</li>   <li>- to understand what a bystander is</li> <li>- to consider living in Britain today</li>   <li>- to understand what discrimination means</li> </ul>	<p><b>Picture books:</b></p> <p>Two  Monsters  Beegu  The Hueys in the New Jumper  We're All Wonders  Planet Omar: Accidental  Trouble Magnet  This is Our House</p>
Year 4	<ul style="list-style-type: none"> <li>● <b>Being Me in My World</b>  Being part of a class team, Being a school citizen, Rights, responsibilities and democracy (school council), Rewards and consequences, Group decision-making, Having a voice, What motivates behaviour</li> <li>● <b>Celebrating Difference</b>  Challenging assumptions, Judging by appearance, Accepting self and others, Understanding influences, Understanding bullying, Problem-solving, identifying how special and unique everyone is, First impressions</li> <li>● <b>Dreams and Goals</b>  Hopes and dreams, Overcoming disappointment, Creating new, realistic dreams, Achieving goals, Working in a group, Celebrating contributions, Resilience, Positive attitudes</li> <li>● <b>Healthy Me</b>  Healthier friendships, Peer influences. Railway safety. Staying safe with friends. Smoking, Alcohol and vaping, Assertiveness.  Peer pressure. Celebrating inner strength.</li> <li>● <b>Relationships</b>  Jealousy, Love and loss, Memories of loved ones, Getting on and Falling Out, Girlfriends and boyfriends, Showing appreciation to people and animals</li> <li>● <b>Changing Me</b>  Being unique  Girls and puberty  Being part of a family  Confidence in change. Accepting change  Preparing for transition  Environmental change</li> </ul>	<p><b>Jigsaw PHSE Programme</b></p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 4	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- To understand why people choose to get married</li> <li>- To overcome language as a barrier</li> <li>- To choose when to be assertive</li> <li>- To be proud of who I am</li> <li>- To look after my mental health</li> <li>- to show acceptance</li> </ul>	<p><b>Picture Books:</b> King and King</p> <p>The Way Back Home Dogs Don't Do Ballet Red When Sadness Comes to Call Julian is a Mermaid</p>
Year 5	<ul style="list-style-type: none"> <li>● <b>Being Me in My World</b> Planning the forthcoming year, Being a citizen, Rights and responsibilities, Rewards and consequences, How behaviour affects groups, Democracy, having a voice, participating</li> <li>● <b>Celebrating Difference</b> Cultural differences and how they can cause conflict, Racism, Rumours and name-calling, Types of bullying, Material wealth and happiness, Enjoying and respecting other cultures</li> <li>● <b>Dreams and Goals</b> Future dreams, The importance of money, Jobs and careers, Dream job and how to get there, Goals in different cultures, Supporting others (charity), Motivation</li> <li>● <b>Healthy Me</b> Smoking, including vaping, Alcohol and anti- social behaviour, Emergency aid, Body image, Relationships with food, Healthy choices, Motivation and behaviour</li> <li>● <b>Relationships</b> Self-recognition and self-worth, Building self-esteem, Safer online communities, Rights and responsibilities online, Online gaming and risks, Reducing screen time, Dangers of online grooming SMARRT internet safety rules</li> <li>● <b>Changing Me</b> Self- and body image, Influence of online and media on body image, Puberty for girls, Puberty for boys, Conception (including IVF), Growing responsibility, Coping with change, Preparing for transition</li> </ul>	<p><b>Jigsaw PHSE Programme</b></p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- To consider responses to racist behaviour</li> <li>- To recognise when someone needs help</li>   <li>- To explore friendship</li> <li>- To exchange dialogue</li>   <li>- To learn from our past</li> <li>- To accept people who are different from me</li> </ul>	<p><b>Picture Books:</b></p> <p>Mixed</p> <p>How to Heal a Broken Wing</p> <p>The Girls</p> <p>The Cow Who Climbed a Tree</p> <p>Where the Poppies Now Grow</p> <p>And Tango Makes Three</p>

YEAR GROUP	TOPIC/THEME DETAILS	RESOURCES
Year 6	<ul style="list-style-type: none"> <li>● <b>Being Me in My World</b> Identifying goals for the year, Global citizenship, Children’s universal rights, Feeling welcome and valued, Choices, consequences and rewards, Group dynamics, Democracy, having a voice, Anti-social behaviour, Role-modelling</li> <li>● <b>Celebrating Difference</b> Perceptions of normality, Understanding disability, Power struggles, Understanding bullying, Inclusion/exclusion, Differences as conflict, difference as celebration, Empathy</li> <li>● <b>Dreams and Goals</b> Personal learning goals, in and out of school, Success criteria, Emotions in success, Making a difference in the world, Motivation, Recognising achievements, Compliments</li> <li>● <b>Healthy Me</b> Taking personal responsibility, How substances affect the body, Exploitation, including ‘county lines’ and gang culture, Emotional and mental health, Managing stress</li> <li>● <b>Relationships</b> Mental health, Identifying mental health worries and sources of support, Love and loss, Managing feelings, Power and control, Assertiveness, Technology safety, Take responsibility with technology use.</li> <li>● <b>Changing Me</b> Self-image, Body image, Puberty and feelings, Conception to birth, Reflections about change, Physical attraction, Respect and consent, Boyfriends/girlfriends, Sexting, Transition</li> </ul>	<b>Jigsaw PHSE Programme</b>
	<p><b>No Outsiders Learning Intentions:</b></p> <ul style="list-style-type: none"> <li>- To welcome difference and stand up to discrimination</li> <li>- To promote diversity</li> <li>- To recognise my freedom</li> <li>- To consider causes of racism</li> <li>- To consider responses to immigration</li> <li>- To overcome fears about difference</li> </ul>	<p><b>Picture books:</b></p> <p>The Thing</p> <p>My Princess Boy</p> <p>Dreams of Freedom</p> <p>The Island</p> <p>King of the Sky</p> <p>Leaf</p>

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

TOPIC	PUPILS SHOULD KNOW
<p>Families and people who care about me</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>Caring friendships</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>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>● The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority</li> <li>● About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<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>

TOPIC	PUPILS SHOULD KNOW
Being safe	<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 e.g. family, school and/or other sources</li> </ul>
Mental Wellbeing	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations.</li> <li>● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the rig</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Internet Safety and Harms	<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>
Physical Health and Fitness	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy Eating	<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>
Drugs, Alcohol and Tobacco	<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>

TOPIC	PUPILS SHOULD KNOW
Health and Prevention	<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>
Basic First Aid	<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>
Changing Adolescent Body	<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 3: Parent form for withdrawal from non-statutory sex education within R&HE



**TO BE COMPLETED BY PARENTS**

Name of child		Class	
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	
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