



**WHITMORE**  
PRIMARY SCHOOL AND NURSERY



**BERLESDUNA**  
ACADEMY TRUST



**WHITMORE**  
PRIMARY SCHOOL AND NURSERY

# Personal, Social, Health Education Policy

**Including Relationships and Sex Education**

This policy will be reviewed:	September 2025
This policy was ratified by the Local Governing Body:	November 2023



## Contents

1. Aims.....	2
2. Statutory requirements .....	2
3. Policy development.....	3
4. Definition.....	3
5. Curriculum.....	3
6. Delivery of Relationships and Health Education (including Sex Education) .....	4
7. Roles and responsibilities.....	5
8. Parents’ right to withdraw .....	5
9. Training .....	6
10. Monitoring arrangements.....	6
Appendix 1: Curriculum map.....	7
Appendix 2: By the end of primary school pupils should know .....	17
Appendix 3: Parent form: withdrawal from sex education within RSE .....	23

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### 1. Aims

The aims of relationships and health education (including sex 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 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

These aims support our school values: Honesty, Perseverance, Respect, Positivity and Friendship that are part of our school ethos.

### 2. Statutory requirements

As a primary academy school, we are required to teach relationships and health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science, which would include the elements of sex education contained in the science curriculum.

In teaching relationships and health education, we are required by our funding agreements to have regard to [guidance](#) issued by the Secretary of State as outlined in section 403 of the [Education Act 1996](#).

At Whitmore, we teach relationships and health education (including sex education) 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 and governors consultation – all school staff and governors 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. Ratification – once amendments were made, the final policy was shared with governors and ratified.

### 4. Definition

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

Relationships and health education involves a combination of sharing information, and exploring issues and values.

Sex education is about developing understanding from a scientific perspective in order to enable safeguarding, it 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 as and when necessary.

We have developed the curriculum using the Discovery Education RHE programme, the PSHE Association Programmes of Study and through researching local data and statistics to ensure the curriculum meets the needs of the pupils in our school and the needs of our local area. The curriculum developed uses age appropriate content, developing themes in a spiral curriculum so that pupils are building on skills and understanding each year. Most topics contain age-appropriate, child-led videos which can be used to enhance learning and broaden understanding of particular concepts. 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. We may also notify parents, if appropriate, so that relevant conversations can be had at home.

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

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

Health education focuses on teaching the characteristics of good physical health and mental wellbeing, including:

- Mental wellbeing;
- Internet safety and harms;
- Physical health and fitness;
- Healthy eating;
- Drugs, alcohol and tobacco;
- Health and prevention;
- Basic First Aid;
- Changing adolescent body.

Sex education (Year 6 only) focuses on:

- Preparing boys and girls for the changes adolescence brings
- Human reproduction - how a baby is conceived and born

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).

For more information about our curriculum, see Appendices 1 and 2.

## **6. Delivery of Relationships and Health Education (including sex education)**

Relationships and health education is taught within the personal, social, health and economic (PSHE) education curriculum. Some biological aspects of health education (puberty) can be taught within the science curriculum, and other aspects can be included in computing (ICT) and religious education (RE).

Pupils also receive stand-alone sex education sessions in Year 6. Same sex groupings will be used to ensure children feel more comfortable and confident to partake in discussions. However, both groupings will be learning the same content.

## 7. Roles and responsibilities

### 7.1 The governing board

The governing board will approve the relationships and health education policy and hold the Headteacher to account for its implementation.

### 7.2 The headteacher

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

### 7.3 Staff

Staff are responsible for:

- Delivering the curriculum in a sensitive way;
- Modelling positive attitudes to relationships and health education, and sex education;
- Monitoring progress;
- Responding to the needs of individual pupils;
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components: sex education in Year 6 (how babies are made).

Staff do not have the right to opt out of teaching relationships and health education, or sex education. Staff who have concerns about teaching any aspects of these subjects are encouraged to discuss this with the PSHE Leaders or Headteacher.

All class teachers are responsible for delivering the relevant curriculum content to their own class and the PSHE leaders (Claire Phipps and Lisa Naylor) are responsible for leading relationships and health education (including sex education).

### 7.4 Pupils

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

## 8. Parents' right to withdraw

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

Parents **do have** the right to withdraw their children from the non-statutory components: sex education in Year 6 (how a baby is made and how it grows).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Headteacher. Whilst all requests will be upheld, the parent wishing to withdraw their child will be advised to discuss their reasons/concerns with the Class Teacher or the PSHE Leader prior to writing.

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

## 9. Training

Staff are trained in the delivery of relationships and health education (including sex education for Year 6 teachers). This training takes place in school and is delivered by the PSHE Leader, using resources provided by The PSHE Association and the Discovery Education Scheme.

We also invite visitors from outside the school, such as school nurses, to provide support and training to staff, as necessary.

## 10. Monitoring arrangements

The delivery of relationships and health education is monitored by the PSHE Leader through

- Planning scrutiny;
- Class PSHE Journal scrutiny;
- Learning walks;
- Pupil voice.

Pupils' development in relationships and health education is monitored by class teachers as part of our internal assessment system.

## Appendix 1: Curriculum map

### Relationships and health education (including sex education) curriculum map

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There is always flexibility in our curriculum, but below is an overview of our general coverage across KS1&2. This includes all the statutory content. Resources vary from year to year depending on availability of online resources, but you are welcome to view resources for any topic, by request. Please contact your class teacher or the PSHE lead if you wish to view resources for any particular unit in the curriculum.

YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 1	Autumn	<ul style="list-style-type: none"> <li>• <b>Healthy and Happy Friendships</b></li> <li>• Children know how to form friendships</li> <li>• Children know how kind or unkind behaviours impact other people</li> <li>• <b>Similarities and Differences</b></li> <li>• Children understand the similarities and differences between people</li> <li>• Children know how to respect and celebrate differences</li> <li>• <b>Families and Committed Relationships</b></li> <li>• Children know what a family is</li> <li>• Children know that some families are different to others (numbers of people, generations, etc.)</li> <li>• Children know why families are important and special</li> <li>• <b>Money and Work</b></li> <li>• Children understand that everyone has different strengths, in and out of school</li> </ul>

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YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	<ul style="list-style-type: none"> <li>• <b>Caring and Responsibility</b></li> <li>• Children can identify who their special people are</li> <li>• Children identify how special people keep them safe</li> <li>• <b>Keeping Safe</b></li> <li>• Children can explain how rules can help to keep us safe</li> <li>• Children understand why some things have age restrictions, e.g. TV and film, games, toys or play areas</li> <li>• <b>Money and Work</b></li> <li>• Children know about how different strengths and interests are needed to do different jobs</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>Money and Work</b></li> <li>• Children can describe people whose job it is to help us in the community</li> <li>• Children can explain about different jobs and the work people do</li> <li>• <b>Healthy Bodies, Healthy Minds</b></li> <li>• Children learn the correct names for different body parts</li> <li>• Children know about the amazing things bodies can do</li> <li>• <b>Coping with Change</b></li> <li>• Children can describe how they have changed since they were born</li> <li>• Children know that humans grow from young to old</li> </ul>



YEAR GROUP	TERM	TOPIC/THEME DETAILS
Year 2	Autumn	<ul style="list-style-type: none"> <li>• <b>Healthy and Happy Friendships</b></li> <li>• Children know how understand what makes a happy friendship</li> <li>• Children recognise personal boundaries</li> <li>• Children recognise safe/unsafe situations</li> <li>• <b>Similarities and Differences</b></li> <li>• Children explore different strengths and abilities</li> <li>• Children know how to understand and challenge stereotypes</li> <li>• <b>Families and Committed Relationships</b></li> <li>• Children know the different people in their families</li> <li>• Children know that some families vary</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>• <b>Caring and Responsibility</b></li> <li>• Children can identify the different communities and groups they belong to</li> <li>• Children can identify how we support each other in different communities and groups</li> <li>• <b>Money and Work</b></li> <li>• Children know about what money is and its different forms e.g. coins, notes, and ways of paying for things e.g. debit cards, electronic payments</li> <li>• Children can explain how money can be kept and looked after</li> <li>• Children know about getting, keeping and spending money</li> <li>• Children know that people are paid money for the job they do</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Summer	<ul style="list-style-type: none"> <li>● <b>Coping with Change</b></li> <li>● Children can explore how their bodies change as they grow older</li> <li>● Children can describe how their needs change as they grow older</li> <li>● Children develop aspirations for the future</li> <li>● <b>Healthy Bodies, Healthy Minds</b></li> <li>● Children know ways to stay healthy, including the safe use of household products and medicines</li> <li>● <b>Money and Work</b></li> <li>● Children are able to recognise the difference between needs and wants</li> <li>● Children understand how people make choices about spending money, including thinking about needs and wants</li> </ul>
Year 3	Autumn	<ul style="list-style-type: none"> <li>● <b>Coping with Change</b></li> <li>● Children can identify some feelings that can be associated with change</li> <li>● Children know how to cope with feelings associated with change</li> <li>● <b>Healthy and Happy Friendships</b></li> <li>● Children know how to be a good friend</li> <li>● Children respect personal space</li> <li>● Children know strategies for resilience</li> <li>● <b>Money and Work</b></li> <li>● Children know about jobs that people may have from different sectors e.g. teachers, business people, charity work</li> <li>● Children understand that people can have more than one job at once or over their lifetime</li> <li>● Children can challenge common myths and gender stereotypes related to work</li> <li>● Children are supported to challenge stereotypes through examples of role models in different fields of work e.g. women in STEM</li> </ul>

YEAR GROUP	TERM	TOPIC/THEME DETAILS
	Spring	<ul style="list-style-type: none"> <li>• <b>Healthy Bodies, Healthy Minds</b></li> <li>• Children know how to maintain their physical and mental well-being through healthy eating, sleep and keeping calm</li> <li>• <b>Similarities and Differences</b></li> <li>• Children respect and value differences</li> <li>• Children understand the shared values of communities</li> <li>• <b>Money and Work</b></li> <li>• Children know about some of the skills needed to do a job, such as teamwork and decision-making</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>• <b>Caring and Responsibility</b></li> <li>• Children understand what their responsibilities towards others are</li> <li>• Children know ways we can care for and show respect to other people</li> <li>• <b>Families and Committed Relationships</b></li> <li>• Children know the different types of committed relationships</li> <li>• Children know the basic characteristics of committed relationships</li> <li>• <b>Money and Work</b></li> <li>• Children can recognise their interests, skills and achievements and how these might link to future jobs</li> <li>• Children know how to set goals that they would like to achieve this (or next) year e.g. learn a new hobby</li> </ul>

Year 4	Autumn	<ul style="list-style-type: none"> <li>● <b>Caring and Responsibility</b></li> <li>● Children understand their rights and responsibilities in wider society</li> <li>● Children understand how the UN Convention of Rights of the Child affects them</li> <li>● <b>Money and Work</b></li> <li>● Children know how people make different spending decisions based on their budget, values and needs</li> <li>● Children know how to keep track of money and why it is important to know how much is being spent</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>● <b>Healthy and Happy Friendships</b></li> <li>● Children know how solve friendship difficulties</li> <li>● Children know how to act if someone invades their privacy or personal boundaries</li> <li>● <b>Healthy Bodies, Healthy Minds</b></li> <li>● Children know about different influences on their health and well-being, including family, friends and the media</li> <li>● Children know how different influences can affect their personal health choices</li> <li>● <b>Money and Work</b></li> <li>● Children know about different ways to pay for things such as cash, cards, e-payment and the reasons for using them</li> <li>● Children can explain how people spend money can have positive or negative effects on others e.g. charities, single use plastics</li> </ul>

	Summer	<ul style="list-style-type: none"> <li>● <b>Similarities and Differences</b></li> <li>● Children understand the issues around identity and diversity</li> <li>● Children can see issues from different perspectives</li> <li>● Children know not to make judgements based on appearance</li> <li>● <b>Families and Committed Relationships</b></li> <li>● Children know about the range of relationships that they experience in their everyday lives</li> <li>● Children can understand the differences between the different types of relationships they encounter</li> <li>● <b>Coping with Change</b></li> <li>● Children know how human bodies change during puberty</li> <li>● Children understand the process of menstruation</li> <li>● Children understand that hygiene needs change as they get older</li> </ul>
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Year 5	Autumn	<ul style="list-style-type: none"> <li>● <b>Similarities and Differences</b></li> <li>● Children can celebrate their strengths and the strengths of others</li> <li>● Children can set goals for their future</li> <li>● Children know how to keep themselves safe online</li> <li>● <b>Healthy and Happy Friendships</b></li> <li>● Children understand the issues around identity and peer pressure, both off- and online</li> <li>● Children understand the importance of positive emotional health and wellbeing</li> <li>● <b>Money and Work</b></li> <li>● Children can identify jobs that they might like to do in the future</li> <li>● Children understand the role ambition can play in achieving a future career</li> <li>● Children can explain how or why someone might choose a certain career</li> <li>● Children know about what might influence people's decisions about a job or career, including pay, working conditions, personal interests, strengths and qualities, family, values</li> </ul>
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	Spring	<ul style="list-style-type: none"> <li>● <b>Caring and Responsibility</b></li> <li>● Children know how our care needs change as we get older</li> <li>● Children understand the effects of loneliness and isolation</li> <li>● Children know ways they can show care in the community</li> <li>● <b>Healthy Bodies, Healthy Minds</b></li> <li>● Children know that everyone’s body is unique</li> <li>● Children develop a sense of self-acceptance about their body</li> <li>● Children value their bodies and minds</li> <li>● Children know how different lifestyle habits (including alcohol, tobacco and drugs) can affect their well-being</li> <li>● <b>Money and Work</b></li> <li>● Children understand the importance of diversity and inclusion to promote people’s career opportunities</li> <li>● Children know about stereotyping in the workplace, its impact and how to challenge it</li> </ul>
	Summer	<ul style="list-style-type: none"> <li>● <b>Money and Work</b></li> <li>● Children understand that there are a variety of routes into work e.g. college, apprenticeships, university, training</li> <li>● <b>Families and Committed Relationships</b></li> <li>● Children know the characteristics of healthy, positive and committed relationships</li> <li>● Children know how healthy relationships develop as people grow older</li> <li>● <b>Coping with Change</b></li> <li>● Children know how puberty can affect emotions</li> <li>● Children know how to manage emotional changes caused by puberty</li> <li>● Children can create their own questions about puberty and change</li> </ul>

Year 6	Autumn	<ul style="list-style-type: none"> <li>● <b>Coping with Change</b></li> <li>● Children can develop ways to manage their increasing responsibilities</li> <li>● Children can develop ways to manage the emotional effects of life changes</li> <li>● <b>Healthy Bodies, Healthy Minds</b></li> <li>● Children know how to make positive health choices</li> <li>● Children practice ongoing self-care for their body and mind</li> <li>● Children can describe ways to prevent and manage mental ill-health</li> <li>● <b>Caring and Responsibility</b></li> <li>● Children understand how they can take more responsibility for their self-care</li> <li>● Children know who can care for them as they grow older, including at secondary school</li> <li>● <b>Money and Work</b></li> <li>● Children can explain the role that money plays in people’s lives, attitudes towards it and what influences decisions about money</li> <li>● Children know how having or not having money can impact on a person’s emotions, health and wellbeing</li> </ul>
	Spring	<ul style="list-style-type: none"> <li>● <b>Money and Work</b></li> <li>● Children understand the concept of ‘value for money’ and how to judge if something is value for money</li> <li>● Children can explain how companies encourage customers to buy things and why it is important to be a critical consumer</li> <li>● <b>Similarities and Differences</b></li> <li>● Children understand how online identities and behaviours can affect us offline</li> <li>● Children can reflect about how people feel when the don’t ‘fit in’</li> </ul>

	Summer	<ul style="list-style-type: none"> <li>● <b>Money and Work</b></li> <li>● Children are aware of common risks associated with money, including debt, fraud and gambling</li> <li>● Children know how money can be gained or lost e.g. stolen, through scams or gambling and how these put people at financial risk</li> <li>● Children can explain how to get help if they are concerned about gambling or other financial risks</li> <li>● <b>Healthy and Happy Friendships</b></li> <li>● Children understand how relationships evolve as we grow, including when transitioning to secondary school</li> <li>● Children understand how to cope with a wider range of emotions</li> <li>● <b>Families and Committed Relationships</b></li> <li>● Children know how humans reproduce, including different ways to start a family</li> <li>● This includes age-appropriate sex education (which parents can opt-out of)</li> </ul>
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Appendix 2: By the end of primary school pupils should know

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

TOPIC	PUPILS SHOULD KNOW
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 right support is made available, especially if accessed early enough.</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: withdrawal from sex education within Relationships and Health Education**

TO BE COMPLETED BY PARENTS			
<b>Name of child</b>		<b>Class</b>	
<b>Name of parent/carer</b>		<b>Date</b>	
Reason for withdrawing from sex education within relationships and health 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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