



FRIAR'S GROVE PRIMARY SCHOOL

Relationships, Sex and Health Education (RSHE) Policy

Ambition • Integrity • Respect

Status	Draft for review	September 2026
Approved by	Full Governing Body	Date: 21/09/26
Last reviewed	September 2026	
Next review due	September 2027	
Policy lead	PSHE lead	

Contents

1. Aims	3
2. Statutory requirements	3
3. Policy development	3
4. Definition	4
5. Curriculum	4
6. Delivery of RSHE	4
7. Use of external organisations and curriculum materials	7
8. Roles and responsibilities	8
9. Parents' right to withdraw	9
10. Training	9
11. Monitoring arrangements	9
Appendix 1: Curriculum map	10
Appendix 2: By the end of primary school pupils should know	11
Appendix 3: Parent/carers form requesting their child's withdrawal from sex education within RSHE	15

1. Aims

Friar's Grove Primary School considers relationships, sex and health education (RSHE) to be an integral part of personal, social, health and economic (PSHE) education and Citizenship, and closely linked to the science curriculum. RSHE helps pupils develop the knowledge and skills to recognise and manage healthy relationships online and in the real world, understand their changing bodies, build self-esteem and personal identity, and respect the diversity of individuals and family life. Every pupil has the right to feel safe, valued and respected.

The aims of RSHE 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, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture and promote healthy norms about relationships, including sexual relationships where relevant, and about health, including mental health
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Support the school's vision, 'Growing Minds and Hearts for a Whole World of Opportunities', through an engaging curriculum, a welcoming and inclusive ethos, an appreciation of diversity, and the values of Ambition, Integrity and Respect

2. Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils under section 34 of the Children and Social Work Act 2017. We must also teach health education.

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

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

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (PSED), as set out in section 149 of the Equality Act 2010. This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities

At Friar's Grove Primary School, we teach RSHE as set out in this policy.

3. Policy development

This policy is developed and reviewed in consultation with staff, pupils and parents/carers. The consultation and policy development process includes the following steps:

- 1. Review** - the PSHE lead and/or a working group brings together the relevant national and local guidance and reviews the existing curriculum and policy.
- 2. Staff consultation** - school staff are given the opportunity to review the policy and make recommendations.
- 3. Parent/stakeholder consultation** - parents/carers and interested parties are invited to comment through consultation arrangements such as questionnaires, published information or parent forums, as appropriate.
- 4. Pupil consultation** - the school seeks pupils' views about what they need from RSHE and how teaching can help them feel safe and supported.
- 5. Ratification** - once amendments have been considered, the policy is shared with the governing board for approval.

4. Definition

For the purpose of this policy, relationships and health education will:

- Teach the skills and knowledge that form the building blocks of all positive relationships
- Support children from the start of their education to grow into kind, caring adults who have respect for others, know how to keep themselves safe and have emotional awareness
- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing
- Aim to reduce stigma attached to health issues, particularly mental health, and discourage the pejorative use of language related to ill health

At Friar's Grove Primary School, RSHE also includes a limited programme of sex education in addition to the statutory science curriculum. This additional content is taught in Year 6 and focuses on conception, pregnancy and birth, the roles and responsibilities of parents and carers, and the fact that pregnancy can be prevented. It is taught factually, sensitively and in an age-appropriate way within the context of the human life cycle. RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out in Appendices 1 and 2, but we may adapt it when necessary to respond to the needs and context of our pupils.

The curriculum is designed around the PSHE Association's Thematic Model and programme of study. It is planned progressively from the Early Years Foundation Stage to Year 6 and is complemented by statutory learning in science, religious education (RE), computing, physical education and the wider curriculum.

We develop and review the curriculum in consultation with parents and carers, pupils and staff, taking into account pupils' age, developmental stage, cultural and religious needs, additional needs and feelings.

Teaching is developed to make sure the curriculum is accessible for pupils with SEND.

We will share all curriculum materials with parents and carers on request. Parents/carers will be informed in advance of the content and resources used for the additional non-statutory sex education taught in Year 6.

If we amend published curriculum content to respond to an issue affecting pupils, we will do so in an age-appropriate manner, inform parents and carers in advance of any material deviation from this policy and share relevant materials on request.

6. Delivery of RSHE

RSHE is taught within the PSHE education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in RE and the wider curriculum.

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- Required content is communicated clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real-life situations
- Over-blocking by the school's filtering and monitoring system does not lead to unreasonable restrictions on what children can be taught

6.1 Relationships and health education

Relationships education focuses on the skills and knowledge that form the building blocks of positive relationships, supporting children to grow into kind, caring adults who respect others and know how to keep themselves and other people safe. It includes:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships

- Online safety and awareness
- Being safe

Health education will:

- Highlight the benefits and importance of physical activity, good nutrition, sufficient sleep and time spent outdoors
- Emphasise the relationship between physical health and mental wellbeing

6.2 Sex education at Friar's Grove

Statutory science provides the foundation for teaching about body parts, life cycles, growth, puberty and reproduction in plants and animals. From Year 4 onwards, particular emphasis is placed on preparing pupils for the physical and emotional changes of puberty. This content is revisited and developed through Years 5 and 6.

In Year 6, pupils also receive a limited amount of additional, non-statutory sex education. This builds on the science curriculum and focuses on:

- The main external body parts and the correct scientific vocabulary for them
- The human body as it grows from birth to old age, including puberty
- Reproduction in some plants and animals
- How a baby is conceived, grows and is born, in the context of the human life cycle
- The roles and responsibilities of parents and carers
- The fact that pregnancy can be prevented

Parents/carers may withdraw their child from the additional non-statutory sex education in Year 6. They may not withdraw their child from relationships education, health education or statutory science content. See section 9.

6.3 Teaching approaches and language

RSHE is taught in a safe, comfortable and respectful atmosphere. Throughout each year group, teachers use appropriate materials and approaches to support learning, including:

- Diagrams
- Videos
- Books
- Games
- Discussion and practical activities

Pupils are introduced, at appropriate stages, to the correct scientific and biological terminology. Teachers clarify acceptable and unacceptable terminology and use the correct terms consistently in teaching.

Teachers make sure that pupils' views are listened to, encourage questions and discussion, and answer questions sensitively, honestly and appropriately for the pupils' age and developmental stage.

The programme is designed to engage boys and girls equally. The school may use smaller-group or single-sex question sessions where this helps pupils feel comfortable, while ensuring that all pupils receive the same core entitlement.

Protective and preventative content is introduced in a way that does not cause unreasonable alarm or appear to normalise risky behaviours or activities.

6.4 Responding to pupils' questions

Teachers respond to pupils' questions sensitively and openly, providing balanced, age-appropriate information. They take account of different faith and cultural perspectives and the published curriculum, while avoiding negative impressions or stigmatisation.

If a question falls outside the planned scope of a lesson, the teacher will respond in a way that keeps the pupil safe and appropriately informed, so that the pupil is not encouraged to seek unreliable answers online.

Questions that a teacher feels uncertain about answering will be discussed with a senior member of staff and answered at a later date. If a matter is discussed with a pupil individually, a brief record of the discussion will be kept. Any safeguarding concern or disclosure will be passed immediately to the designated safeguarding lead (DSL) in line with the school's safeguarding procedures.

6.5 Links to the science curriculum

Early Years Foundation Stage

Children learn about life cycles. Through ongoing personal, social and emotional development, they develop the skills to form relationships, recognise feelings and think about their relationships with other people.

Key Stage 1: Animals, including humans

Pupils are taught to:

- Identify, name, draw and label the basic parts of the human body and say which part is associated with each sense
- Notice that animals, including humans, have offspring which grow into adults
- Observe how different animals, including humans, grow
- Find out about and describe the basic needs of animals, including humans, for survival: water, food and air
- Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene

Key Stage 2

Within science, pupils learn to:

- Describe the changes as humans develop to old age
- Identify and name the main parts of the human circulatory system and describe the functions of the heart, blood vessels and blood
- Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function
- Describe differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals

By the end of Key Stage 2, the school makes sure that pupils understand the main changes of puberty, including menstruation, and know where to seek help or advice. Teaching is matched to pupils' emotional development and delivered with sensitivity and care.

6.6 Family life, equality and inclusivity

Learning is taught within the context of family life without stigmatising pupils because of their home circumstances. Families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents, foster parents and carers, and other structures. Some pupils may have a different structure of support around them, including looked-after children, young carers and children living in kinship care.

We will make sure that all pupils can access and participate in RSHE, regardless of sex, race, disability, religion or belief, sexual orientation, family background or other protected characteristic. Pupils with SEND will be supported through an adapted programme, resources, language, grouping or additional teaching where necessary, without reducing their entitlement to the key knowledge.

We will teach these topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is accessible to pupils with SEND
- Is sensitive to all pupils' experiences
- Makes pupils feel safe, supported and able to engage with the key messages

Teaching may take place in whole-class settings, small groups or targeted sessions, one-to-one discussions or appropriate digital formats. Staff give careful consideration to the level of adaptation and differentiation needed.

Across the school, teaching will be mindful of the law and legal requirements and will not condone or encourage illegal activity, including violent action against people, criminal damage to property or hate crime.

6.7 Use and approval of resources

Before use, resources and materials are reviewed by the PSHE lead and, where appropriate, a member of the senior leadership team. The school will consider whether they:

- Are aligned with the teaching requirements in the statutory RSHE guidance
- Support pupils in applying knowledge in different contexts and settings
- Are age-appropriate for the pupils' age, maturity and developmental stage
- Are evidence-based and contain robust facts and statistics
- Fit the school's curriculum plan and intended learning outcomes
- Come from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and unlikely to provoke avoidable distress
- Are accessible for pupils with SEND

When consulting parents/carers, the school will provide a representative sample of the resources it plans to use. Parents/carers may view all curriculum materials used to teach RSHE on request. Parents/carers are not able to veto curriculum content.

The school will comply with applicable copyright law when sharing resources. Where required, access will be conditional on parents/carers agreeing not to copy or share content further except as authorised under copyright law.

6.8 Assessment

Pupils are not formally examined in RSHE. Class teachers monitor learning through the school's internal assessment systems, drawing on questioning, discussion, observation, pupil reflection and relevant written or practical work. Assessment is used to identify misconceptions, adapt teaching and check that pupils are developing the knowledge and confidence needed to apply learning in real-life situations.

For further information about the RSHE curriculum, see Appendices 1 and 2.

7. Use of external organisations and curriculum materials

Whilst the school may work with external organisations to deliver parts of the curriculum, it remains responsible for the content and the way in which pupils are taught.

We will make sure that any agency and any materials used are accurate, age and stage-appropriate, unbiased and in line with our legal duties around political impartiality.

The school will:

- Make appropriate checks and engage with external agencies to make sure their teaching and resources are balanced, age-appropriate, suitable for pupils' developmental stage, accessible for pupils with SEND and sensitive to pupils' needs
- Make sure the agency and its resources comply with this policy, the Teachers' Standards, the Equality Act 2010, the Human Rights Act 1998 and the Education Act 1996
- Only work with external agencies where the school has full confidence in the agency, its approach and the resources it uses
- Make sure that speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review case-study materials and seek feedback from other schools or organisations the agency has worked with
- Establish in advance what visitors will say and their position on the issues to be discussed
- See in advance any materials and lesson plans that the agency may use
- Know the named individuals who will attend, check the credentials of the visitor or organisation and follow the school's safeguarding procedures

- Make sure visitors understand and agree in advance how confidentiality will work and how safeguarding concerns or disclosures must be reported
- Conduct a basic online search and address anything that may be of concern to the school or to parents and carers
- Check the agency's protocol for photographs and the use of any personal data obtained during a session
- Remind teachers that they may say no or, in an extreme case, stop a session
- Make sure a teacher remains in the room during any session with an external speaker
- Inform external organisations that the school is legally obliged to share content with parents and carers
- Share all external materials with parents and carers
- Consult parents/carers in advance about external resources on biological sex and gender reassignment and make all materials available on request
- Avoid materials that use cartoons or diagrams which oversimplify biological sex and gender reassignment, could be interpreted as being aimed at younger children, perpetuate stereotypes or encourage pupils to question their gender

The school will not, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies that do not allow their materials to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

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

The governing board will ensure that:

- All pupils make progress in achieving the expected educational outcomes
- Teaching is accessible to all pupils, including pupils with SEND
- Curriculum content and teaching materials are aligned with statutory guidance
- Clear information is provided for parents about subject content, teaching materials, external providers and the right to withdraw a child from additional non-statutory sex education

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, that resources and materials are shared with parents and carers on request, and that requests to withdraw pupils from additional non-statutory sex education are managed in accordance with section 9.

8.3 The PSHE lead

The PSHE lead is responsible for coordinating the RSHE curriculum, supporting staff, reviewing proposed resources and external provision, monitoring implementation and reporting to senior leaders and governors. The PSHE lead also works with the senior leader responsible for teaching and learning to make sure that the curriculum is progressive, inclusive and securely implemented.

8.4 Staff

Staff are responsible for:

- Delivering RSHE in a sensitive, high-quality and age-appropriate way
- Modelling positive attitudes to RSHE
- Monitoring pupils' progress and responding to individual needs
- Supporting pupils whose parents/carers have withdrawn them from additional non-statutory sex education
- Modelling positive behaviour and avoiding language that perpetuates harmful stereotypes

- Being alert to everyday sexism, misogyny or misandry, homophobia, biphobia, sexual violence or harassment, derogatory behaviour and stereotypes
- Challenging misogynistic ideas rather than attacking the person expressing them
- Reporting any safeguarding concern or disclosure arising from the subject content to the school's designated safeguarding lead (DSL), Mr C Ruck

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching RSHE should discuss them with the headteacher.

Class teachers are responsible for delivering the RSHE programme. Higher-level teaching assistants (HLTAs) may also deliver content following discussion and planning with the class teacher.

8.5 Pupils

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

8.6 Parents and carers

The school recognises that parents and carers have a primary role in their child's relationships and sex education. We aim to build a positive and supportive partnership based on mutual understanding, trust and co-operation. The school will:

- Inform parents and carers about the RSHE policy, curriculum and practice through published information and consultation arrangements such as questionnaires or parent forums, as appropriate
- Answer questions that parents and carers raise about their child's RSHE
- Take seriously any concern raised with staff or governors about the policy or the school's arrangements
- Make teaching materials available to parents and carers on request
- Explain clearly the limited right to withdraw a child from additional non-statutory sex education

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from relationships education or health education. They may not withdraw their child from content that forms part of the statutory science curriculum.

Parents/carers have the right to withdraw their child from the additional non-statutory sex education taught in Year 6. The headteacher will grant all requests to withdraw a pupil from this additional content.

Requests for withdrawal should be made in writing using the form in Appendix 3 and addressed to the headteacher. The headteacher will offer to discuss the request with the parent/carer so that the nature and purpose of the curriculum, the content from which the child will be withdrawn and the arrangements for alternative learning are clear.

Suitable alternative schoolwork will be provided for pupils who are withdrawn from additional non-statutory sex education.

10. Training

Staff are trained in the delivery of RSHE as part of their induction, and RSHE is included in the school's continuing professional development programme.

The headteacher may invite appropriate visitors, such as school nurses or health professionals, to support and train staff who teach RSHE. Any external involvement will follow the requirements in section 7.

11. Monitoring arrangements

The delivery of RSHE is monitored by the PSHE lead, together with the member of the senior leadership team responsible for teaching and learning, through:

- Pupil interviews and pupil voice
- Book looks
- Learning walks

- Learning conversations with teachers
- Review of planning, assessment and curriculum materials

Pupils' development in RSHE is monitored by class teachers as part of the school's internal assessment systems.

This policy will be reviewed annually by the PSHE lead and headteacher. At each review, it will be approved by the governing board.

Appendix 1: Curriculum map

The table below summarises the school's planned RSHE progression. Detailed sequencing is set out in the current PSHE long-term plan and is shared with parents/carers on request.

Year group/phase	Term	Topic/theme details	Main resources and curriculum links
EYFS	Across the year	Life cycles; forming positive relationships; recognising and talking about feelings; self-care; respect for others; understanding that families and support networks may look different.	EYFS personal, social and emotional development; understanding the world; stories, discussion and continuous provision.
Years 1 and 2	Across the year	Friendship, respect and kindness; families; online relationships and safety; personal boundaries and being safe; correct names for basic body parts; body awareness and self-identity.	PSHE Association Thematic Model; science: human body and senses, offspring and growth, basic needs, exercise, healthy food and hygiene; books, diagrams, games and discussion.
Years 3 and 4	Across the year	Developing friendships and managing conflict; respectful relationships; online safety; privacy, consent and boundaries; health and wellbeing; introduction to physical and emotional changes. From Year 4, teaching places greater emphasis on preparation for puberty.	PSHE Association Thematic Model; science and computing links; age-appropriate books, diagrams, videos, question boxes and practical activities.
Year 5	Across the year	Puberty and the developing body; menstrual wellbeing; emotional changes; personal hygiene; human life cycle; respectful relationships, consent and online safety. Science learning includes changes from birth to old age and reproduction in plants and animals.	PSHE Association Thematic Model; National Curriculum science; teacher-reviewed diagrams, videos, books, discussion and practical activities.
Year 6	Across the year	Consolidation of relationships, health, puberty, consent, boundaries and safety. Additional non-statutory sex education covers conception, pregnancy and birth, parents' and carers' roles and responsibilities, and the fact that pregnancy can be prevented.	PSHE Association Thematic Model; science and RE links; parent information and access to reviewed resources before the additional sex education is taught.

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

The following sets out the knowledge pupils should have by the end of primary school.

Families and people who care for me

- That families are important for children growing up because they can give love, security and stability
- The characteristics of safe and happy family life, such as: commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care
- That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up
- That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed

Caring friendships

- How important friendships are in making us feel happy and secure, and how people choose and make friends
- The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties
- That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships
- That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it
- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
- About managing conflict with kindness and respect, and that violence is never right
- How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

Respectful, kind relationships

- How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people in relationships, and why this can be complicated
- The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults
- How to communicate effectively and manage conflict with kindness and respect: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration
- That they can expect to be treated with respect by others and the importance of respecting others, including those who are different (for example: physically or in character, personality or background), or make different choices, or have different preferences or beliefs
- The practical steps they can take in a range of different contexts to improve or support their relationships
- The conventions of courtesy and manners
- The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests
- Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs
- About different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
- How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust
- What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

Online safety and awareness

- How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met
- That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child, and that this can lead to dangerous situations
- That people should be respectful in online interactions, and 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. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults
- That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How information and data is shared and used online, including where pictures or words might be circulated
- Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up
- That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

Being safe

- What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books and resources, for example
- About the concept of privacy and the implications of it for both children and adults, including that it's not always right to keep secrets if they relate to being safe
- That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) including those they do and don't know
- How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust
- How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so
- How to ask for advice or help for themselves or others, and to keep trying until they are heard
- Where to get advice, for example from their family, school and/or other sources

General wellbeing

- The health, wellbeing and happiness benefits of physical activity, time outdoors, and helping others
- Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation
- The importance of promoting general wellbeing and physical health
- The range of scale of emotions that they might experience in different situations (e.g. happiness, sadness, anger, fear, surprise, nervousness) and that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition
- How to recognise feelings and use varied vocabulary to talk about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate
- That isolation and loneliness can affect children, and the benefits of seeking support
- That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others
- That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently
- Where and how to seek support (including recognising the triggers for seeking support), including who to speak to in school if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online)

- That it is common to experience mental health problems, and early support can help

Wellbeing online

- That for almost everyone the internet is an integral part of life
- How to think about positive and negative aspects of the internet
- How online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection
- The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing
- How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online
- Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted
- The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive
- How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them
- That abuse, bullying and harassment can take place online and that this can impact wellbeing
- How to seek support from trusted adults
- How to understand the information they find online, including from search engines, and know how information is selected and targeted
- That they have rights in relation to sharing personal data, privacy and consent
- Where and how to report concerns and get support with issues online

Physical health and fitness

- The characteristics and mental and physical benefits of an active lifestyle
- The importance of building regular physical activity 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, moderate and/or vigorous physical activity
- The risks associated with an inactive lifestyle, including obesity
- How and when to seek support including which adults to speak to in school if they are worried about their health

Healthy eating

- What constitutes a healthy diet (including understanding calories and other nutritional content)
- Understanding the importance of a healthy relationship with food
- The principles of planning and preparing a range of healthy meals
- The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)

Drugs, alcohol, tobacco and vaping

- The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches

Health protection and prevention

- How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
- The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn
- About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular checkups at the dentist
- About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing

- The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils

Personal safety

- About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks
- How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code

Basic first aid

- How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them
- Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

Developing bodies

- About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process
- The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. That all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts
- The facts about the menstrual cycle, including physical and emotional changes (while the average age of the onset of menstruation is 12, periods can start at 8, so covering this topic before girls' periods start will help them understand what to expect and avoid distress)

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

This form applies only to the additional non-statutory sex education taught in Year 6. It does not apply to relationships education, health education or statutory science content.

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent/carer		Date	
Reason for withdrawing from additional non-statutory sex education			
Any other information you would like the school to consider			
Parent/carer signature:		Date:	

TO BE COMPLETED BY THE SCHOOL	
Agreed actions following discussion with parents/carers	<i>Include a brief record of the discussion, the content from which the pupil will be withdrawn and the alternative work that will be provided.</i>