Solefield School

RSHE (Relationships, Sex and Health Education) Policy

Contents

Solefield RSHE Policy

RSHE Education – Department for Education

'The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.'

Definition of RSE – from Sex Education Forum

'Relationships and sex education (RSE) is learning about the emotional, social and physical aspects of growing up, relationships, sex, human sexuality and sexual health. It should equip children and young people with the information, skills and positive values to have safe, fulfilling relationships, to enjoy their sexuality and to take responsibility for their sexual health and well-being.'

Solefield School takes its responsibility to provide, relevant, effective, age appropriate and responsible relationships, sex and health education (RSHE) to all its pupils very seriously. At Solefield, we want parents and pupils to feel that RSHE will be delivered at a level appropriate to both age and development of pupils.

This teaching is not intended to replace advice or guidance which is ideally received at home, but to supplement and broaden knowledge and understanding. While we use RSHE to inform children about relationships, sex and health issues, we do this with regard to matter of moral and individual responsibility, and in a way that allows children to ask and explore moral questions. Within the RSE aspect, we do not use this as a means of promoting any form of sexual orientation. Solefield use RSHE to teach its pupils the foundation which will then be built upon when pupils leave us and move up to senior schools.

This policy is drafted by the Head of RSHE in consultation with teaching staff, the Headteacher and Pastoral leads. Parents will be informed of the policy through letters home, a consultation period and ongoing through inclusion of the policy in new starters information packs. Parental responses are welcomed with regard to this policy content.

Aims of RSHE

Solefield School aims to teach Relationships, Sex and Health Education using a whole school approach with the aim of creating a community and environment that respects, supports and encourages each pupil.

Under section 78 of the Education Act 2002, the RSHE curriculum must:

- Promote the spiritual, moral, cultural, mental and physical development of pupils
- Prepare pupils for the opportunities, responsibilities and experiences of later life

At Solefield, we take a comprehensive approach towards RSHE, providing a programme which offers a diligently devised Scheme of Work across all year groups supporting the development and learning capacity of each pupil. Pupils are able to develop and progress on previous learning through the programmes we follow.

Through the promotion of RSHE, skills are developed that out pupils need in order for them to grow as individuals and members of society. Studying RSHE allows children and young people to build their personal identities, confidence and self-esteem. RSHE supports children in decision making, managing their emotions and how to navigate through difficult situations using scenarios and communication skills. Overall, the RSHE curriculum at Solefield School supports personal development and behaviour and attitudes of its pupils.

Statutory RSE and Health Education

Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under section 34 and 35 of the Children and Social Work Ac 2017, encourage Relationships and Sex Education (RSE) to be taught for pupils receiving primary and secondary education.

"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."

"This is why we have made Relationships Education compulsory in all primary schools in England and Relationships and Sex Education compulsory in all secondary schools."

"In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy. At secondary, teaching will build on the knowledge acquired at primary and develop further pupils' understanding of health, with an increased focus on risk areas such as drugs and alcohol, as well as introducing knowledge about intimate relationships and sex."

"These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others' wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society."

Secretary of State Foreward, Relationships Education, Relationships and Sex Education (RSE) and Health Education. DfE Guidance 2019 p.4-5.

"Schools are free to determine how to deliver the content set out in the DfE guidance 2019 in the context of a broad and balanced curriculum. Effective teaching in these subjects will ensure that core knowledge is broken down into units of manageable size and communicated clearly to pupils, in a carefully sequenced way, within a planned programme of lessons."

Relationships Education, Relationships Sex Education (RSE) and Health Education.

DfE Guidance p.8.

"All schools must have in place a written policy for Relationships and Sex Education."

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance p.11.

The DfE guidance 2019 states that at primary school level Relationships and Sex Education is not compulsory and parents have the right to withdraw their child from lessons. The guidance states that by the end of primary school, pupils should have covered the following topics (along with science education):

- Scientific names for body parts
- Puberty including menstruation
- Physical and emotional changes
- How a baby is conceived and born

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance p.35.

The DfE Guidance 2019 at secondary school level Relationships and Sex Education is compulsory but due to the nature of the setting, parents have the right to withdraw their child from lessons. The guidance states that by the end of secondary school, pupils should have covered the following topics:

- Facts about reproductive health
- Facts about the full range of contraceptive choices
- How sexually transmitted infections (STIs) including HIV/AIDS are transmitted
- How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment
- Consent and the law

Relationships Education, Relationships and Sex Education (RSE) and Health Education.

DfE Guidance p.29.

Within Solefield's RSHE curriculum, the statutory Relationships, Sex and Health Education are included. We aim to help pupils to understand what a healthy relationship looks like and teach them what is and is not acceptable behaviour. We want to enable our pupils to understand and respect who they are and empower them with a voice which enables them to act according to their beliefs and that supports them throughout their lives.

Safeguarding and Responsibility

RSHE work with pupils' real-life experiences, and it is key that both staff and pupils are protected in these lessons. A safe and supportive environment is created by the use of ground rules;

- Listen to each other
- Keep to time
- Challenge the statement; not the individual making it
- The 'right' not to answer questions
- No personal questions to be asked by pupils or teachers
- If giving an example, make it anonymous
- Everyone has a right to his own space
- Right to privacy

Many issues covered in RSHE are of a sensitive nature. The ground rules provide a safe working environment for both pupils and staff. All the staff at Solefield receive safeguarding training. The boundaries around confidentiality are made explicit to pupils.

Equality

The Solefield RSHE policy promotes respect and value for each individual pupil. The DfE Guidance 2019 (p15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics." Within the Solefield RSHE curriculum, pupils are taught about LGBT (Lesbian, Gay, Bisexual, Transgender) at an appropriate time of the curriculum.

At Solefield, we respect the right of pupils, their families and our staff, to hold beliefs, religious or otherwise, and understand that sometimes these may be different with our approach to some aspects of RSHE.

SEND

Solefield School prides itself on inclusion and how we make provision for all pupils' individual needs. This is no exception for RSHE. High quality teaching is differentiated and personalised to meet the needs of all pupils.

Assessing

As with any learning, the assessment of pupils' RSHE is important as it enables the teacher to gauge their progress and it also informs the development of the lessons. Pupils do not pass of fail this area of learning, but have the opportunity to reflect upon their personal learning experience, set goals and record their understanding in a range of ways; posters, leaflets; reflective diaries, etc. Their progress is also monitored during class discussions, group work, questionnaires/surveys, and peer assessment. Pupil voice is also used to adapt and amend material for RSHE and ensure it is relevant and effective to both pupils and the wider community.

Roles and Responsibilities

Governors

The RSHE policy will be approved by Solefield Governors and they will hold the Headmistress and the Head of RSHE to account for its implementation.

The Headmistress

It is the responsibility of the Headmistress to ensure that RSHE is taught consistently across the school and the Head of RSHE is updating schemes of work and policy accordingly.

Head of RSHE

It is the responsibility of the Head of RSHE to ensure that it is taught consistently through the school, staff training is up to date and relevant and changes are made in accordance to pupil needs and government requirements.

It is also their responsibility to manage any requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff who teach the RSHE curriculum are responsible for:

- The delivery of RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers whish for them to be withdrawn from the non-statutory components of RSHE

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 Headmistress and Head of RSHE.

Pupils

Pupils are expected to fully engage with RSHE (unless withdrawn) and follow the ground rules (as specified above) thus ensuring that they treat others with respect and sensitivity.

Parents

All parents have access to the RSHE policy and are invited to feedback directly to the school and participate with surveys and questionnaires as part of our consultation process.

Parents Right to Withdraw from RSE

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

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE. Students are not able to be withdrawn from the 'Health Education' topics within the curriculum. Requests for withdrawal should be put in writing using the form found in Appendix 2 of this policy and be addressed to the Head of RSHE. Alternative work will be given to pupils who are withdrawn from sex education.

Visitors

Solefield School value working with external partners as they enhance the delivery of the RSHE, providing specialist knowledge and different ways of engaging our pupils. As part of the RSHE curriculum, outside visitors may be invited to deliver appropriate sessions to pupils.

All visitors are subject to Solefield's safeguarding policy and the credentials of visiting organisations and any visitors linked to external agencies are always checked. Solefield also ensures that the content is appropriate and accessible and fits within the planned programme of study.

Any guest speakers/visitors are made aware of the confidentiality and safeguarding policy. Any matters reported by visitors to the staff will be dealt with in line with the school's safeguarding policy.

Curriculum Design

Our curriculum and schemes of work are set out as per Appendix 1, however we may need to adapt this as and when necessary. As a school, we follow the programmes of Discovery Espresso (Year 1 – Year 6) and CE resources (Year 7 – Year 8). Little Acorns and Reception follow the Early Learning Goals to support their personal, social and emotional development (PSED).

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

<u>Vocabulary used</u>

Year group	Healthy and Happy Friendships	Similarities and Differences	Caring and Responsibility	Families and Committed Relationship	Healthy bodies, healthy minds	Coping with Change
Year One	friend, friendly, kind, unkind, welcoming, happy, sad, share	similarity, difference, special, unique, strengths, abilities	special, people, important, care, safe, worried, nervous, scared, help, helper, rules, safe, unsafe	family, important, differences, similarities, happy, special, superhero	body, healthy, private, penis, testicles, vulva, vagina, similar, different, health, healthy choices	growing, adults, babies, change, older, growing up, jobs, future
Year Two	happy, healthy, kindness, friend, smile, no, touch, uncomfortable, boundaries, personal space, worries, help, trust	strengths, abilities, gender, stereotype, qualities	community, kindness, understanding, help, community helpers, trusted adult, signs, difference, similarity, respect	family, family tree, relatives, related, love, sharing, listening, support, similar, different, traditions	healthy, feelings, emotions, medicine, unwell, dose, safe, helpful, harmful, instructions, health, body, mind	growing, adult, baby, change, timeline, life cycle, likes, dislikes, change, future
Year Three	friend, respect, values, touch, private, privacy, resilience, encouragement	different, equal, respect, community, values, diversity, customs, respect, feelings, values	responsibility, responsible, consequences, irresponsible, personal space, crowded, uncomfortable, boundaries, invade, defend, empathy, caring, support, understanding	commitment, safe, secure, trust, relationship, marriage, change, affect, loss, separation, divorce	health, wellbeing, sleep, routine, healthy, carbohydrates, proteins, dairy, fats, germs, virus, routines, hygiene, healthy, poorly, teeth, toothpaste, hand washing, soap	changes, support, feelings, sad, empathy, sympathy, happy, positive, kind, emotions
Year Four	friend, values, qualities, difficulty, compromise,	diversity, stereotypes, judge, judgement,	rights, responsibilities, respect, opportunities,	relationships, appropriate, behaviour, belonging,	influence, pressure, persuade, healthy	puberty, hormones, menstruation, eggs, sanitary

	communication, yes, no, boundaries, permission	point-of-view, opinion, disagree, agree	entitled, agreement, rights, convention, United Nations, roles	membership, together, family	choices, consequence, responsibility, feelings, emotions	pads, periods, hygiene, sweat, health
Year Five	identity, stereotypes, prejudice, peer pressure, choice, emotions, wellbeing, emotional health, mental health, stress, anxiety	strength, weakness, proud, abilities, goals, aspirations, achievement, future, vision, online, social media, profile, safety	care needs, caring, alone, loneliness, lonely, isolation, isolated, volunteer, volunteering, community, involvement	relationships, healthy, diversity, commitment	self-image, self-respect, attributes, self-talk, development, proud, drugs, alcohol, tobacco, cigarettes, e-cigarettes, vaping, caffeine, substances, legal, illegal, effects, bacteria, virus, infection, immunisation, vaccination, antibiotic	hormones, menstruation, periods, sperm, ovaries, testicles, vagina, penis, puberty, wet dreams, emotions, changes, feelings, support, control
Year Six	personal safety, risk, consequences, friends, change, relationships, emotions, feelings	online identity, communication, risk, online bullying, diversity, inclusive, differences	strengths, self-care, development, saving, bank account, responsible, budget, interest, transition, secondary, independence, network	sexual intercourse, sex, fertilise, conception, foetus, sperm, egg, pregnant, IVF, adoption, caesarean section, babies, commitment, responsibility, law, legal, age restriction, age of consent, safe	self-respect, boundaries, kind, confidence, strengths, weakness, trolling, social media, internet, comparison, mental health, mental-ill health, wellbeing, illness, symptoms, mind	body image, reality, pressure, attributes, influence, emotions, secondary school, future, memories, reflect

Policy Review

This policy will be reviewed annually by the Governors and Headmistress.

The RSHE policy is informed by the DfE guidance:

- Keeping Children Safe in Education
- Respectful School Communities
- Behaviour and Discipline in Schools
- Equality Act 2010

- SEND code of practice
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying including Cyberbullying
- Sexual violence and sexual harassment between children in schools
- The Equality and Human Rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools

Appendix 1: Curriculum outline – RSE topics highlighted in yellow for Little Acorns – Year 6 and in red for Year 7 & Year 8.

Year	Topic/Unit	Curriculum Links
Little Acorns and Reception	- Online safety - Who am I? - Rules - Right & wrong - Rights, responsibilities and respect - Feelings - Relationships & Friendships - Communities - Health - Hygiene - Looking after ourselves	- Children's personal, social and emotional development (PSED) is crucial for children to lead healthy and happy lives and is fundamental to their cognitive development. Underpinning their personal development are the important attachments that shape their social world. Strong, warm, and supportive relationships with adults enable children to learn how to understand their own feelings and those of others. Children should be supported to manage emotions, develop a positive sense of self, set themselves simple goals, have confidence in their own abilities, to persist and wait for what they want and direct attention as necessary. Through adult modelling and guidance, they will learn how to look after their bodies, including healthy eating, and manage personal needs independently. Through supported interaction with other children, they learn how to make good friendships, co-operate, and resolve conflicts peaceably. These attributes will provide a secure platform from which children can achieve at school and in later life. DfE Guidance Page 8 - 9 - Understanding the world involves guiding children to make sense of their physical world and their community. DfE Guidance Page 10
Year 1	Discovery Education Topic 1 – Healthy and Happy Friendships - Forming friendships - What makes a good friend - Impact of kind and unkind behaviours - How being kind and unkind can impact people's feelings - Working together - Being kind to everyone	Topic 1 – Healthy and Happy Friendships - How important friendships are in making us feel happy and secure, and how people choose and make friends - The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties - Healthy friendships are positive and welcoming towards others, and do not make others feel lonely of excluded - To recognise who to trust and not to, how to judge when a friendship is making them feel unhappy, managing conflict, how to manage situations and how to ask for help

Topic 2 – Similarities and Differences
- Recognise similarities and differences
- Celebrate unique strengths
- Importance of respecting others' differences
- How people may have different reactions and feelings towards the same thing

Topic 3 – Caring and Responsibility
- Special people in our lives
- Why people in our lives are special
- How special people care for us and keep us safe
- Identify feelings and sensations of anxiety and worry
- Identify who can help us when we are worried
- How we can use rules set by our special people to keep ourselves and others safe

Topic 4 – Families and Committed Relationships
- What is family and why is it important?
- Importance of positive family relationships
- Similarities and differences between families

- How important friendships are in making us feel happy and secure, and how people choose and make friend, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- Characteristics of friendships
- Healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded

Topic 2 – Similarities and Differences
- Importance of respecting others, even when they're different or make different choices
- Importance of self-respect and how this links to own happiness
- Importance of permission seeking and giving in relationships
- The normal range of emotions and a scale that all humans experience in relation to different experiences and situations
- How to recognise and talk about emotions, including a varied vocabulary of words to use when talking about own and others' feelings

Topic 3 – Caring and Responsibility
- Families are important for children growing up as they can give love, security and stability
- 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
- Where to seek advice (e.g. family, school an/or other sources)
- How to recognise and talk about emotions, including a varied vocabulary of words to use when talking about own and others' feelings
- How to respond safely and appropriately to adults they may encounter (all contexts including online) whom they do not know

Topic 4 – Families and Committed Relationships
- Families are important for children growing up as they can give love, security and stability
- 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

	• Why families are special Topic 5 – Healthy Bodies, Healthy Minds • What our bodies can do for us • How to keep our bodies healthy • <mark>Correct names for genitalia</mark> • Investigating ways in which we can keep our bodies healthy Topic 6 – Coping with Change • How animals grow from babies to adults, like humans do • Concept of growing up • How children are becoming more independent in caring for themselves in many ways • How children will grow and change in the future • Consider what they may like to do when they are older	• Others' families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know that other children's families are also characterised by love and care Topic 5 – Healthy Bodies, Healthy Minds • Characteristics and mental and physical benefits of an active lifestyle • 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 • Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other, contact • How to report concerns or abuse, and the vocabulary and confidence needed to do so • What constitutes a healthy diet • Safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skins cancer • Importance of sufficient good quality sleep can affect weight, mood and ability to learn • Dental health and the benefit of good dental hygiene • Personal hygiene, germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing Topic 6 – Coping with Change • Families are important for children growing up as they can give love, security and stability • Importance of respecting others, even when they're very different from them (for example, physically, in character, personality of backgrounds) • Importance of self-respect and how this links to their own happiness • 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
Year 2	Topic 1 – Healthy and Happy Friendships • Developed friendships • Qualities of happy friendships • Importance of personal boundaries	Topic 1 – Healthy and Happy Friendships • Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties

• Recognise safe and unsafe situations • Respond to unwanted touch • Knowing who to speak to and trust if worried or unsafe • Importance of talking about worries and how they build up Topic 2 – Similarities and Differences • Individual strengths and abilities • Simple gender stereotypes and why these are unhelpful and unfair for everyone • Gender stereotypes in relation to work and recognise the challenges with these Topic 3 – Caring and Responsibility • Communities that we belong to • Who helps us within our communities • How we can support others in our communities • Ways to stay safe in our communities • When we may need to ask for help from trusted adults • More in common than differences Topic 4 – Families and Committed Relationships	• Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • What sorts of boundaries are appropriate in friendships with peers and others • 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 • Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • How to recognise who to trust and who not to trust and how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict situations and how to seek help or advice from others, if needed • How to ask for advice or help for themselves or others and to keep trying until they are heard • Where to get advice e.g. family, school and/or other sources Topic 2 – Similarities and Differences • Importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences • Importance of self-respect and how it links to their own happiness • The normal range of emotions and a scale that all humans experience in relation to different experiences and situations • How to recognise and talk about emotions, including a varied vocabulary of words to use when talking about own and others' feelings • How to recognise and talk about their emotions • What a stereotype is, and how stereotypes can be unfair, negative or destructive Topic 3 – Caring and Responsibility • Importance of respecting others, even when they are different from them • 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 • How to ask for help for themselves or others, and to keep trying until they are heard • Where to get advice (e.g. family, school and/or other sources)

- Importance of diversity of families
- Importance of healthy, positive family relationships
- Identify features of healthy, happy family relationships, and how to get help if anyone feels unhappy or unsafe
- Family diversity and difference

Topic 5 – Healthy Bodies, Healthy Minds
- Emotional health and wellbeing
- Medicines and household substances
- How people feel when they are poorly and what can help them

Topic 6 – Coping with Change
- How bodies and needs change as children get older
- How likes, dislikes and achievements change as children get older
- Future aspirations
- Setting goals or milestones and how to achieve them

- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Topic 4 – Families and Committed Relationships
- Other's families, either in school or in the wider world, sometimes look different from their family, but they should respect those differences and know what other children's families are also characterised by love and care
- That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up
- 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
- How to recognise and report feelings of being unsafe or feeling bad about any adult

Topic 5 – Healthy Bodies, Healthy Minds
- That mental wellbeing is a normal part of daily life, in the same way as physical health
- The normal range of emotions and a scale that all humans experience in relation to different experiences and situations
- How to recognise and talk about emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
- Where and how to seek 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
- It is common for people to experience mental ill health

		• How and when to seek support including which adults to speak to in school if they are worried about their health • The importance of sufficient sleep for good health and that lack of sleep can affect weight, mood and ability to learn Topic 6 – Coping with Change • Importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences • Importance of self-respect and how this links to own happiness
Year 3	Topic 1 – Healthy and Happy Friendships • Reflection on how they are good friends to others • How it feels if personal space feels invaded • Ways to ask for help if feel unsafe • Introduction of resilience • Ways to develop self • Helping others to develop self Topic 2 – Similarities and Differences • Ways to value and show respect for others' differences • Different people who make up a school community • What links people in the same community have • How to make everyone feel valued and have differences respected Topic 3 – Caring and Responsibility	Topic 1 – Healthy and Happy Friendships • 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 • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • What sorts of boundaries are appropriate in friendships with peers and others • 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 • Each person's body belongs to them, and the difference between appropriate and inappropriate or unsafe physical, and other contact • Importance of permission seeking and giving in relationships with friends, peers and adults • Mental wellbeing is a normal part of daily life, in the same way as physical health Topic 2 – Similarities and Differences • Importance of respecting others, even when others are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences • Importance of self-respect and how this links to own happiness

- Responsibilities we have for ourselves and others
- Respecting boundaries around physical touch and personal space
- Empathy and its importance in offering understanding and giving care

Topic 4 – Families and Committed Relationships
- What commitment means, and its importance
- Different ways people show commitment to one another
- Changes that affect families, and how we cope with these
- Big changes that affect families
- What happens when parents separate

Topic 5 – Healthy Bodies, Healthy Minds
- Importance of good quality sleep
- What makes a healthy diet?
- Personal hygiene, including washing and teeth cleaning
- Protection against germs that can make us unhealthy or unwell

Topic 6 – Coping with Change

- What a stereotype is, and how stereotypes can be unfair, negative, or destructive
- That there is a normal range of emotions (e.g., happiness, sadness, anger, fear, surprise, nervousness) and a scale of emotions that all humans' experiences and situations
- How to recognise and talk about their emotions, including having a varied vocabulary for words to use when talking about their own and others' feelings
- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Topic 3 – Caring and Responsibility
- Practical steps which can be taken in a range of different contexts to improve or support respectful relationships
- 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
- What sort of boundaries are appropriate in friendships with peers and others (including in a digital context)
- Each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical and other contact
- How to ask for help for themselves or for others, and to keep trying until they are heard
- How to report concerns or abuse, and the vocabulary needed to do so
- The importance of permission seeking and giving in relationships with friends, peers and adults
- 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
- Practical steps children can take in a range of different contexts to improve or support respectful relationships
- 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

Topic 4 – Families and Committed Relationships
- 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

- Changes experiences or will experience in the future - Children to articulate feelings about changes - Ways to show sympathy to others in times of need and how to cope with sad events - Ways to help themselves feel happier and more positive if they are experiencing challenges	- That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong - How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed - Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests - There is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations Topic 5 – Healthy Bodies, Healthy Minds - Simple self-care techniques, including the importance of rest - The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn - What constitutes a healthy diet (including understanding calories and other nutritional content) - 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) - About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist - About personal hygiene and germs including bacteria, viruses and how they are spread and treated, and the importance of handwashing Topic 6 – Coping with Change - How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings - How to judge whether what they are feeling and how they are behaving is appropriate and proportionate - 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)

		• Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
Year 4	Topic 1 – Healthy and Happy Friendships • Qualities of a good friend • Values we look for in a good friend • Reflection on own values • Skills for how to solve difficulties in friendships • How to manage difficulties in friendships in a positive way • Understanding boundaries • What pupils should do if someone doesn't respect privacy/personal space Topic 2 – Similarities and Differences • Differences, equality, value and respect • British identities • How stereotyping about identity can be unhelpful and inaccurate • Similarities and differences within society • How people make judgements based on appearance, how this can affect others and what we can all do to help • How to manage different points of view	Topic 1 – Healthy and Happy Friendships • Healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • Most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe • That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • Importance of permission seeking and giving in relationships with friends, peers and adults Topic 2 – Similarities and Differences • 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 • Importance of self-respect and how this links to their own happiness • What a stereotype is, and how stereotypes can be unfair, negative or destructive • Practical steps they can take in a range of different contexts to improve or support respectful relationships

Topic 3 – Caring and Responsibility
- Rights and responsibilities and links between them
- United Nations Conventions on the Rights of the Child
- How rights enable children to be safe and cared for
- Different responsibilities people may have within their family

Topic 4 – Families and Committed Relationships
- Identify different types of relationships
- Appropriate boundaries and behaviour within relationships
- Belonging to a group or team
- How we see ourselves belonging within a family
- How families and those around us show that they care
- Identifying the rules and expectations families have to ensure members are kept safe and healthy

Topic 5 – Coping with Change
- <mark>Physical and emotional changes children first experience</mark>
- <mark>Menstruation and why it happens</mark>

- The conventions of courtesy and manners
- That in school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority

Topic 3 – Caring and Responsibility
- In school and in wider society they can expect to be treated with respect by others, and in turn they should show due respect for others, including those in positions of authority
- 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
- 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
- Practical steps they can take in a range of different contexts to improve or support respectful relationships

Topic 4 – Families and Committed Relationships
- Importance of permission-seeking and giving in relationships with friends, peers and adults
- What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)
- How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know
- 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

Topic 5 – Healthy Bodies, Healthy Minds
- 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 of advice from others
- What constitutes a healthy diet (including calories and other nutritional content)
- Why social media, some computer games and online gaming, for example, are age restricted

	• Products that can help us maintain good hygiene Topic 6 – Healthy Bodies, Healthy Minds • Things that might influence our choices around healthy eating • Potential consequences for our bodies and minds of making unhealthy choices • Choices around emotional wellbeing and mental health	• 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 • The characteristics and mental and physical benefits of an active lifestyle • The importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise • What constitutes a healthy diet • That mental wellbeing is a normal part of daily life, in the same way as physical health • That there is a normal range of emotions and scale of emotions that all humans experience in relation to different experiences and situations. • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others feelings • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests • 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) Topic 6 – Coping with Change • Key facts about puberty, the changing adolescent body and menstrual wellbeing • The main changes which take place in males and females, and the implications for emotional and physical health • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • Personal hygiene
Year 5	Topic 1 – Healthy and Happy Friendships • What identity means and ho we use it to define us	Topic 1 – Healthy and Happy Friendships • How important friendships are in making us feel happy and secure, and how people choose and make friends

- Feelings around own identity
- Understanding peer pressure
- How to make informed choices to resist pressure, even if it comes from friends
- Importance of good emotional health and wellbeing
- Where to go for help or to talk about looking after their emotional health

Topic 2 – Similarities and Differences
- We all have strengths, weaknesses
- We should celebrate individual strengths and talent
- Consider what is needed to achieve
- What they may need to do in order to succeed
- Ways pupils can assess and manage risks and ways to keep safe when they are online

Topic 3 – Caring and Responsibility
- Care needs and how these change during our lives
- Awareness of the impact of loneliness and isolation
- Ways to get involved in the community
- Benefits of being involved in the community

- 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
- What a stereotype is, and how stereotypes can be unfair, negative or destructive
- 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
- That mental wellbeing is a normal part of daily life, in the same way as physical health
- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
- Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests

Topic 2 – Similarities and Differences
- 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
- The importance of self-respect and how this links to their own happiness
- For most people the internet is an integral part of life and has many benefits
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- 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

Topic 3 – Caring and Responsibility
- Practical steps they can take in a range of different contexts to improve or support respectful relationships
- There is a normal range of emotions that all humans experience in relation to different experiences and situations

Topic 4 – Families and Committed Relationships
- What committed, healthy relationships are and what they look like
- Values in a healthy relationship
- How to identify characteristics of a potentially unsafe relationship
- Diverse relationships in a community
- Respect for all relationships, even when they look different to their own
- What commitment to a relationship means
- Characteristics of a committed relationship
- Reflect on the relationships around us

Topic 5 – Coping with Change
- Puberty and how to manage changes well
- Range of emotions we experience during puberty and ways we can identify and respond to these
- Emotions during puberty and early adulthood and how to manage these

Topic 6 – Healthy Bodies, Healthy Minds

- 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
- Benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness
- That isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support

Topic 4 – Families and Committed Relationships
- How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
- Characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties
- that others' families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children's families are also characterised by love and care
- that families are important for children growing up because they can give love, security and stability
- the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
- that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong

Topic 5 – Healthy Bodies, Healthy Minds
- importance of self-respect and how this links to their own happiness
- That mental wellbeing is a normal part of daily life, in the same way as physical health
- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
- About personal hygiene and germs including bacteria, viruses and how
- They are spread and treated, and the importance of handwashing

	• Self-image and importance of valuing our own bodies and minds in order to maintain positive mental health • Raising awareness and knowledge of facts about alcohol, tobacco and drugs • Keeping our bodies well and free from disease through vaccination and immunisation • Coping with 11+ stress	• The facts and science relating to allergies, immunisation, and vaccination Topic 6 – Coping with Change • Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • About menstrual wellbeing including the key facts about the menstrual cycle • How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate • That mental wellbeing is a normal part of daily life, in the same way as physical health
Year 6	Topic 1 – Healthy and Happy Friendships • Recognising risky situations, how these make us feel, and the skills needed to maintain personal safety • How relationships and friendships change as we grow • Importance of how to keep relationships happy and healthy • How to recognise and name an increasing range of emotions • Understand that everyone feels a range of emotions for a variety of reasons Topic 2 – Similarities and Differences • Identity online • Communication online should follow the same principles or	Topic 1 – Healthy and Happy Friendships • How to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to manage conflict, and how to seek help or advice from others, if needed • How to recognise and talk about their emotions, using a varied vocabulary when talking about their own and others' feelings • How important friendships are in making us feel happy and secure, and • How people choose and make friends • That healthy friendships are positive and welcoming towards others, and • Do not make others feel lonely or excluded • That most friendships have ups and downs, and that these can often be • Worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. • 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

respect as any other method of communication
- Risks of online bullying
- How to know when you are being bullied
- How to get help when being bullied
- Respecting people's differences
- Celebrating diversity
- How people may feel if they don't 'fit in'

Topic 3 – Caring and Responsibility
- Responsibility for self-care
- Who cares for us when we get older
- Importance of recognising our own strengths and areas for development
- Caring for ourselves
- Ways of taking on more responsibility
- Money and finances
- Help and care offered in transition to secondary school

Topic 4 – Families and Committed Relationships
- Human reproduction
- Ways of starting a family
- Significance of making the decision to start a family

- How to judge whether what they are feeling and how they are behaving is appropriate and proportionate

Topic 2 – Similarities and Differences

- That people sometimes behave differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as face to face relationships, including the importance of respect for others online including when we are anonymous
- How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met
- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
- Why social media, some computer games and online gaming, for example, are age restricted
- That the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health
- Where and how to report concerns and get support with issues online
- about different types of bullying (including cyber bullying), the impact of bullying, the responsibilities of bystanders (primarily to report bullying to an adult) and how to get help
- Differently online, including by pretending to be someone they are not
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous
- what a stereotype is, and how stereotypes can be unfair, negative, or destructive
- The importance of respecting others, even those who are very different from them (for example, physically, in character, in personality or in background), or make different choices or have different preferences or beliefs

Topic 3 – Caring and Responsibility

- The importance of self-respect and how this links to their own happiness

- How life changing a baby can be
- Age restrictions for having sex

Topic 5 – Healthy Bodies, Healthy Minds
- Importance of self-respect
- Impact self-respect has on mental wellbeing
- Internet and social media impact (updated as times move, Andrew Tate)
- Ways to maintain good mental healthy
- Mental ill health
- Where to get help

Topic 6 – Coping with Change
- Increasing responsibilities
- Emotional effects of life when older
- Body image
- The role media plays in messages children receive
- Changes that puberty brings
- Impact on close relationships
- Review of middle school
- Prepare for senior school or Year 7 & 8

- DfE requirements for high-quality teaching in financial education or careers, which complements the national curriculum where appropriate and meets the ambition of the Careers Strategy (Foreword: Relationships education, Relationships and sex education, and Health education; DfE)
- How to ask for advice or help for themselves or others, and to keep trying until they are heard.
- 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
- Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing

Topic 4 – Families and Committed Relationships
- Paragraph 67 of the DfE guidelines on teaching Relationships education and Health education: It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department of Education continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born

Topic 5 – Healthy Bodies, Healthy Minds
- Importance of self-respect and how this links to own happiness
- That people sometimes behave differently online, including by pretending to be someone they are not
- The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them
- How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met
- 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 other's mental and physical wellbeing

		- How to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private
		- Why social media, some computer games and online gaming, for example, are age restricted
		- That for most people the internet is an integral part of life and has many benefits
		- That the internet can also be a negative place where online abuse, trolling, bullying and harassment take place, which can have a negative impact on mental health
		- Where and how to report concerns and get support with issues online
		- simple selfcare techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests
		- 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
		Topic 6 – Coping with Change
		- 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.
		- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
		- The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives
		- That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened
		- That there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations
		- How to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.

		• Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes • How important friendships are in making us feel happy and secure, and how people choose and make friends • 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 • 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

Year 7	Autumn Term 1	Autumn Term 2	Spring Term 1	Spring Term 2	Summer Term 1	Summer Term 2
	Health and Wellbeing 1	**Living in the Wider World 1**	**Relationships (RSE) 1**	**Health and Wellbeing 2**	**Relationships (RSE) 2**	**Living in the Wider World 2**
	What do we mean by a healthy lifestyle? How can I keep healthy? Food groups, diet and nutrition (Nutrition workshops) What are the consequences of an unhealthy diet? Investigation into energy drinks	Being an aspirational student and the importance of self-esteem What is stereotyping and prejudice: racism focus How can we enjoy social media but keep our accounts safe and private? Social media safety – (updated as required)	Bullying and banter? Why do people bully others and how can we stop this? What is cyber bullying? Why do people bully online? How do we keep safe and positive relationships? (on and offline)	Bullying and banter? Why do people bully others and how can we stop this? What is cyber bullying? Why do people bully online? How do we keep safe and positive relationships? (on and offline)	Keeping good relationships and avoiding toxic ones. Family relationships – the different types and why we don't always get along. Love and relationships – falling in love and dealing with new feelings	Considering the functions of money and the impact that advertising and peer pressure can have on our spending choices. How can we budget our money? Considering our needs and our wants. Making good financial decisions based on current and savings accounts

	Healthy living – exercise and keeping active The danger of cigarettes, passive smoking and vaping	Revision of road safety Careers - To increase awareness about jobs and skills and how they link to school subjects To introduce and develop student knowledge and understanding around key career concepts including gender stereotypes, sectors, skills, mindset, work experience and self-discovery.	What is my personal identity and why is diversity important? Extremism – why does radicalisation happen and how does it challenge our values?	What is my personal identity and why is diversity important? Extremism – why does radicalisation happen and how does it challenge our values? Puberty – what happens, when and why? Periods – what happens, when and why? FGM – what is this and why is it so dangerous? Introduction to mental health issues and strategies for coping – depression focus What makes us angry and how can we manage our anger? What are drugs? Why are they dangerous? (Class A, B and C)		Understanding bank statements and overdrafts Revision of water safety

Year 8	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
	Health and Wellbeing 1	**Living in the Wider World 1**	**Relationships (RSE) 1**	**Relationships (RSE) 2**	**Living in the Wider World 2**	**Health and Wellbeing 2**
	Personal development and target setting – how can I improve my skills and behaviour? How can I manage my behaviour to achieve targets and goals? How can self-confidence boost our achievement? Emotional literacy – why is self-awareness in our actions towards others so important? What is mindfulness? How can this aid positive mental health? Whole school Nutrition workshops	Internet safety – what is online grooming and why must we be so careful? Social media safety – (updated as required) Stereotyping, discrimination and prejudice: teens and the media focus LGBTQ+ focus: homophobia Revision of road safety Careers To increase students' self-awareness of their skills and strengths and consider how they link to jobs To increase awareness of pathways and opportunities	What is consent and why is it important we know about this? What is sexting and why is it so risky to send personal images? What is pornography and why can it be dangerous? Body image and the media: focus on boys and girls How do we have safe sex and use different forms of contraception? How do we keep good sexual health and avoid STIs? Domestic conflict – why do people run away from home and why is this so dangerous?	How can we look after ourselves in an emergency? Personal safety and first aid What is vaping and is this as bad as smoking Cancer awareness Stereotyping, discrimination and prejudice: disability focus Why do teenage parents have it so tough? How can we avoid teenage pregnancy?	Stereotyping, discrimination, and prejudice: religion focus Where does extremism come from? Who are the extremist groups and why are they so dangerous? How do religious extremists attract converts? Islamophobia – do Muslims really want Sharia Law in the UK? How can we prevent radicalisation and recognise the signs of extremism? How can British values teach us tolerance and respect for others?	How can we have a good relationship with money? How can we manage the impact that advertising, peer and media pressure may have on us? How to compare the costs and benefits of a range of goods and services? How to make good budgeting decisions based on the cost of living, wages and your financial situation? Learning about current and savings accounts, interest, flow of money, overdrafts and the future of money Revision of water safety

		To see how careers are individual and to learn about the many influences and motivations that shape choices To be aware that careers evolve and change – being able to adapt is a valuable life skill				

Appendix 2: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Form	
Name of parent		Date	
Reason for withdrawing from sex education within Relationships, Sex 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			
Member of staff		Date	

Helen McClure
Headmistress
Updated 01.09.24
Review 01.09.25