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RELATIONSHIPS, SEX AND HEALTH EDUCATION (RSHE) POLICY

AIMS

At London Meed Primary School we believe that effective relationships, sex and health education (RSHE) can make a significant contribution to the knowledge, skills and understanding needed by pupils if they are to lead confident, healthy, independent lives and to become informed, active and responsible citizens. It is an intrinsic part of the physical, intellectual and emotional growth of an individual.

This policy covers our approach to teaching Relationships Education (statutory for all primary schools), Health Education (statutory for all maintained schools and academies), and Sex Education (which we choose to teach in Years 4-6). Together, these are referred to as RSHE.

RSHE is delivered through RSHE lessons and the Science curriculum. Within the school, RSHE is referred to as 'Life Skills', as this term has been found to be more meaningful for pupils. Within the school, RSHE and Life Skills are used interchangeably.

The aims of RSHE at London Meed are:

- Provide a framework in which sensitive discussions can take place
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils to be productive citizens in the wider world

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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 provide health education to all pupils.

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 must also have regard to our legal duties set out in:

- Sections 406 and 407 of the Education Act 1996
- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (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 London Meed, we teach RSHE as set out in this policy.

POLICY DEVELOPMENT

This policy was initially developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – the RSHE lead pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to contribute to / reflect upon the policy
4. Pupil consultation – we investigated what exactly pupils want from their RSHE
5. Ratification – once amendments were made, the policy was shared with governors and ratified

This process last took place in February 2026, and will be repeated as and when significant changes are made to the policy.

DEFINITION

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

RSHE involves a combination of sharing information, and exploring issues and values. RSHE is not about the promotion of sexual activity.

Our RSHE curriculum is set out as per Appendix A, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't need to seek answers online. In some cases, this might include a teacher responding in a following lesson, having allowed themselves time to do research, get further advice, or speak to parents and carers.

We will share all curriculum materials with parents and carers on request.

DELIVERY OF RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum, which, at London Meed, is delivered using the Jigsaw scheme of work as a starting point, though staff are encouraged to adapt the scheme to best suit the needs of their year group or class. Biological aspects of RSHE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils 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

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

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

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents and foster parents/carers, amongst other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children or young carers).

We will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal political activity, such as violent action against people, criminal damage to property, hate crime, terrorism or the illegal use of drugs.

We will teach the five areas of relationships education in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel safe and supported
- Enables pupils to engage with the key messages
- Ensures pupils feel listened to
- Encourages pupils to ask questions

Teachers will make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:

- A whole-class setting
- Small groups or targeted sessions
- 1-to-1 discussions

Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The programme will be designed to focus on boys as much as girls, and activities will be planned to make sure both are actively involved.

Any changes to the curriculum will be shared with parents and carers, and their views will be valued.

In RSHE, there are no formal assessments, but teachers will monitor pupil progress on a lesson-to-lesson basis, and make adjustments to future teaching and learning accordingly.

For more information about our RSHE curriculum, see Appendix A.

At London Meed, we teach sex education in years 4, 5 and 6, in line with content about conception and birth in the Science curriculum. Primary sex education will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

At London Meed, we feel that it is important that pupils learn about these things in a safe, supportive environment, where they can learn, and ask questions, alongside their peers. We feel that starting in Year 4 is an appropriate time for pupils to start learning about adolescence and conception, as these may become part of their lives in the near future.

RESOURCES

All resources used in RSHE will be carefully selected and reviewed to ensure they:

- Are aligned with the statutory RSHE guidance
- Support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate and matched to pupils' developmental stage
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress
- Comply with this policy, The Teachers' Standards, The Equality Act 2010, The Human Rights Act 1998, and The Education Act 1996

Throughout each year group we will use appropriate materials to assist learning, such as: diagrams, videos, books, games, discussions and practical activities.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

SPECIFIC ISSUES WITHIN RSHE

Language

During all RSHE lessons across EYFS, KS1 and KS2, the scientific / technical terms for all body parts and functions will be used. Sex-related slang words will be clarified in a factual way and it is made clear to pupils which words are potentially offensive and that from this point onwards, the correct terms will be used. This aims to prevent bullying of children for not knowing definitions and points out the offensive nature of some words.

Sexual Identity and Sexual Orientation

London Meed Primary believes that RSHE should meet the needs of all pupils regardless of their developing sexuality and be able to deal honestly and sensitively with sexual orientation, answer appropriate questions and offer support. Prejudice over protected characteristics is dealt with strongly yet sensitively in line with our Anti-Bullying Policy.

Pupils' Access to Help and Support

The school displays ChildLine posters, and information about any agencies that support the welfare of children is held in the main office. Girls who start their periods at school are given confidential advice and support by members of staff. Girls are aware of the provision of sanitary protection which can be obtained from the school office or the medical room. There is a sanitary bin in the girls' toilets.

Confidentiality and Child Protection/Safeguarding Issues

If a possible safeguarding issue is raised / becomes apparent during the teaching of RSHE, the member of staff who has the concern / has had a disclosure made to them, reports to the named Designated Safeguarding Lead who may take action as laid down in the Child Protection Policy. All staff members are familiar with the policy and know the identity of the member of staff with responsibility for Child Protection issues.

ROLES AND RESPONSIBILITIES

The Governing Board

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

The Headteacher

The Headteacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSHE.

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish 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 Headteacher.

RSHE is taught by class teachers, as identified on the school's staffing structure, and is overseen by the RSHE subject lead.

Sensitive and controversial issues are certain to arise in learning from real-life experience. Teachers will be prepared to handle personal issues arising from the work, to deal sensitively with, and to follow up appropriately, disclosures made in a group or individual setting. Issues that we address that are likely to be sensitive and controversial because they have a political, social or personal impact or deal with values and beliefs include: family lifestyles and values, physical and medical issues, financial issues, bullying and bereavement. Teachers will take all reasonable, practical steps to ensure that, where political or controversial issues are brought to pupils' attention, they are offered a balanced presentation of opposing views. Teachers will adopt strategies that seek to avoid bias on their part and will teach

pupils how to recognise bias and evaluate evidence. Teachers will seek to establish a classroom climate in which all pupils are free from any fear of expressing reasonable points of view that contradict those held either by their class teachers or their peers.

Both formal and informal RSHE arising from pupils' questions are answered according to the age and maturity of the pupil(s) concerned. Questions do not have to be answered directly and can be addressed individually later. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned.

Pupils

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

TRAINING

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The Headteacher will also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE. These visitors will be vetted and overseen in line with the school's safeguarding procedures.

MONITORING ARRANGEMENTS

The delivery of RSHE is monitored by the RSHE subject lead through: termly book scrutinies, learning walks and pupil interviews.

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

PARENTS' RIGHT TO WITHDRAW

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE. Parents do not have the right to withdraw their children from:

- Relationships education (statutory)
- Health education (statutory)
- Science curriculum content about reproduction and puberty

In line with DfE guidance, we define sex education as referring to human reproduction, and therefore inform parents of their right to request their child be withdrawn from the RSHE lessons that explicitly teach this:

- Year 4, lesson on 'Having a baby' (usually lesson 2 in the sequence)
- Year 5, lesson on 'Conception' (usually lesson 4 in the sequence)
- Year 6, lesson on 'Conception and birth' (usually lesson 4 in the sequence)

Requests for withdrawal should be put in writing using the form found in Appendix B of this policy and addressed to the Headteacher. As a primary school, we must automatically grant any request from parents to withdraw their child from sex education (other than where it's taught as part of the Science curriculum).

Once a child has been withdrawn they cannot take part in the sex education lessons until the request for withdrawal has been removed. They will continue to receive relationships education and health education. Alternative school work will be given to pupils who are withdrawn from sex education.

Sex and relationships topics can arise incidentally in other subjects, such as Science, and it is not possible to withdraw pupils from these relatively limited and often unplanned discussions.

OTHER RELATED POLICIES

RSHE has clear links with other school policies aimed at promoting pupils' spiritual, moral, social and cultural development, including the:

- Behaviour Policy
- Anti-Bullying Policy
- Equality and Diversity Policy
- Health and Safety Policy
- Acceptable Use and E-Safety Policies
- RE Policy
- Safeguarding Policy

- Special Educational Needs Policy

ORGANISATION

The school's RSHE programme will not be delivered in isolation but will be firmly embedded in relevant curriculum areas including Life Skills, Citizenship, RE, Literacy and assemblies.

DISSEMINATION

This policy is available on our school website where it can be accessed by the community. Training is regularly delivered to staff on the policy content. Hard copies are available from the school office on request from parents/carers.

POLICY REVIEW

This policy is reviewed on a 2-year cycle. It will next be reviewed in June 2028.

APPENDIX A: CURRICULUM OVERVIEW

	Autumn **Themes: Being me in my world, Celebrating Differences**	**Spring** **Themes: Dreams and Goals, Healthy Me**	**Summer** **Themes: Relationships, Changing Me**
EY FS	**Key Knowledge and Skills** -Identifying feelings and how we can tell how someone is feeling -Why sharing is important at school -Idea of 'rights' being things that no-one can stop us from having / doing -Idea of 'responsiblities' as things that we must do -Identifying differences (physical, interests, families, homes, likes and dislikes)	**Key Knowledge and Skills** -What a challenge is, and showing resilience to complete a challenge -What a 'goal' is, and what we might need to do to reach a goal -How to encourage others -What does 'being healthy' mean? -Why exercise is beneficial for us -How we know if we've done exercise (increased breathing, heart rate, sweating) -Healthy foods and less healthy foods -Why sleep is important (energy, health) -Why washing ourselves is important	**Key Knowledge and Skills** -How people's families can be different -How to be a good friend -How arguing with friends is normal, and how to mend friendships -That we change (physically, in terms of interests) as we get older -Identify what might change, and what might stay the same as we move year groups

	-Celebrating differences as a positive thing -Interacting with others in a positive way -What to do if someone is doing something you don't like **Key vocabulary** Feelings, rights, responsibilities, different, the same,	-Why washing objects (including food) can be important -Who a 'stranger' might be, and what to do if a stranger speaks to us -How I can keep myself safe (around roads, in public places) -What 'first aid' is, and why I might need it **Key vocabulary** Challenge, resilience, goal, exercise, healthy, less healthy, sleep, routine, germs, stranger, first aid	-How we can communicate online, and how this might be dangerous -Rules for being online, and who to speak to if something bad happens -Change and loss can make us have different feelings **Key vocabulary** Friendship, online, safety, change, death
Y1	**Key Knowledge and Skills** -Why it is important to be able to feel safe at school -Rights and responsibilities at school -Why we have rules at school -What feeling lonely might be like, and how to get help with this -People in the wider community who help us, and how to get help (eg calling 999 for emergency services) -How I am the same and different from others (physical, personality, interests) -Why differences are good -What bullying is, and how to stop it -How to make others feel welcome -How I can be kind, but not if it affects me negatively **Key vocabulary** Safe, rights, responsibilities, rules, emergency, similarities, differences, bullying, friendship	**Key Knowledge and Skills** -Setting goals and planning to achieve them -How we learn through watching, listening and doing -How to work effectively as part of a team -Why it is important to celebrate success -What 'being healthy' means (diet, exercise, hygiene, protection from the sun, sleep) -About healthy and less healthy foods -What medicines can do for us, and why it is important to only take medicines if they are for us / an adult gives them to us -Crossing roads safely with an adult -How to behave safely when near railways, or near water -How my body might start to change if I'm poorly (weight loss, persistent pain) -Why it is important to brush my teeth regularly -Why I might need first aid, and what it might look like (plasters, antiseptic, bandages, cold compress) **Key vocabulary** Proud, achievement, success, goal, teamwork, healthy, unhealthy, balanced, medicine, road safety, teeth, brush, regular, dentist	**Key Knowledge and Skills** -There are lots of different types of family -How can you show that you are a good friend? -How can we help people to feel welcome / included? -Types of physical contact that are appropriate and inappropriate (eg holding hands, hitting someone) -Identifying people who can help us, both at school and in the wider community -What it is to 'be proud' and what this feels like -What a 'life cycle' is, and what the human life cycle is like -That there are some changes in life that we cannot control (eg growing older) -Changes as we get older (physical, personality, interests) -Physical differences between males and females -What it might feel like if someone / something special to you dies

			-How to help deal with feelings of grief / bereavement -Why some apps and computer games have age restrictions -Why online gaming is not always safe (spending money online) -How, and when, to call the emergency services **Key vocabulary** Families, similarities, differences, physical contact, helpful, proud, life cycle, human, adult, baby, child, male, female, penis, testicles, vagina, death, grief, app, online, restricted
Yr 2	**Key Knowledge and Skills** -What it feels like to be worried, and who to ask for help -What it feels like to be lonely, and who to ask for help -Rights and responsibilities at school -What consequences, good and bad, our actions might have -That people can make assumptions about boys and girls (stereotypes) -That differences are a positive thing -What bullying is (deliberate, targeted, repeated, imbalance of power), and how to stop it -How to be safe when crossing the road and near railways **Key vocabulary** Worry, rights, responsibilities, rewards, helpful / unhelpful behaviours, consequences, stereotypes, bullying,	**Key Knowledge and Skills** -What a 'realistic goal' might be -Planning to achieve a goal -Being resilient to achieve a goal -How to work successfully with others through collaboration and cooperation -Using keywords in online search engines -Navigating a website (home, back, forward, scroll bar, tabs) -Why we cannot accept all information online as being true -How we can keep healthy (hygiene, exercise, diet, sleep, relaxing) -How routines can help with keeping healthy -How our bodies help us to know if we are feeling relaxed or stressed -How medicines can help us -How medicines can be dangerous if they're not for us, or if we take too much of a medicine -Healthy and less healthy foods (particularly in relation to sugar and salt content) -Why having rules when technology is used are important (eg age restrictions on online games)	**Key Knowledge and Skills** -That families are different -How I can contribute to my family -Physical contact that is appropriate and inappropriate, and what to do if someone touches me in a way that I don't like -How to solve conflicts with my friends -People in my family, school and community who can help me -That there are life cycles in nature -There are changes in life that I can control, and some that I can't control (eg seasons, growing) -Relationships that children might have with elderly people -How my interests and abilities might change as I get older

		-What to do if there is a problem with an online interaction **Key vocabulary** Goal, realistic, resilience, collaborate, cooperate, website, online, healthy, routine, medicine, dose, diet, sugar, salt, online, technology	-Physical differences between boys and girls -Changes as we move into a new year group (both positive and potentially negative) -How being assertive and being controlling are different things -That change and loss can make us feel different emotions -That some games, websites and apps are age restricted -That some games, websites and apps ask for money -That my body might change if I am poorly (weight loss, pain within the body) -That I need to look after my teeth by brushing twice a day, visiting the dentist regularly and not eating / drinking too much sugar (Science link) -Why I might need first aid, and how to help others (reporting a head injury, putting on a plaster) **Key vocabulary** Physical contact, appropriate, inappropriate, conflict, life cycle, changes, elderly, teenager, adult, male, female, penis, testicles, vagina, anus, public, private, assertive, controlling, app, online, website, teeth, dentist, cavity
Yr 3	**Key Knowledge and Skills** -To recognise self worth and feel positive about achievements -How to face new challenges with a positive mindset	**Key Knowledge and Skills** -Identify people that we admire, and say why -Identify dreams and ambitions -To break plans to achieve dreams and ambitions into smaller steps -To recognise that not all content online is true or safe	**Key Knowledge and Skills** -What different roles there are in a family -What stereotypes there might be about roles in a family -Identify some ways in which I can be a good friend

	-To understand why we have rules, and how they relate to roles and responsibilities -To understand how my actions can directly affect the thoughts and feelings of others (eg helping improve self esteem, stopping others from learning) -How to make responsible choices -How to work cooperatively with others -Why families are important -How all families are different -That family members can have disagreements and fall out -How to deal with conflict with other people -What bullying is -What it might be like to witness bullying -That as witnesses, we have a responsibility to do something -Recognise that some words can be used in hurtful ways (eg gay, fat) -That there are consequences if we use words in a hurtful way **Key Vocabulary** Self worth, Positive mindset, rights, responsibilities, consequences, responsible, cooperative, disagree, conflict, witness	-That screen use can have negative health consequences -Why it is important not to share personal information online -How to identify trusted sources online -How exercise benefits the body -How heart rate and breathing are affected by exercise -How calories, sugar and salt consumed can affect health -How medicines can benefit us -Why it is important to take medicines with adult supervision -How to make an emergency phone call -How I know if a situation feels unsafe, and what to do about it -Understand who owns items online -That some online games and apps cost / ask for money, and why this might be a problem (spending money without permission) -Early signs of illness (weight loss, persistent pain) -How to be safe around large bodies of water -Why I might need first aid, and how to administer it (plaster, cold compress) **Key Vocabulary** Admire ,heart rate, pulse, lungs, calories, ownership, copyright, trusted, source, subscription	(sharing, listening, compromising) -Why it is important to follow rules when online (age restrictions, following parental rules) - How the actions and jobs of people around the world can impact my life (eg transporting goods around the world) -How children around the world have basic rights -How we can show appreciation to others -Life cycles in nature, including the idea that usually the female has the babies -How a baby grows in its mother's uterus, and what it needs to survive and grow -External changes to the body as it reaches puberty (height, body hair, voice changes) -Identify changes (both positive and potentially negative) when children move to a new year group -How being assertive and being controlling are different -How being kind to others can negatively affect us -How change and loss (bereavement) can make us feel different things -What mental health means and how it might affect me (anxiety, anger) -That some apps and games have age restrictions, and why this is **Key Vocabulary**

			Stereotype, global, appreciation, compromise, life cycle, puberty, penis, testicles, vagina, vulva, mental health, anxiety
Yr 4	**Key Knowledge and Skills** -That my attitudes and actions affect the rest of my class -Understand who is in my school community, and what they contribute to the school (eg teachers, LSAs) -That I have a chance to be part of a democracy in school (eg Junior Governors) -That all children have rights -What it is to empathise with someone -That decisions are often made in groups, and how to contribute to this -Sometimes, people make assumptions about how others look -How our own experiences can lead us to make assumptions about others (eg all dogs are scary because a dog once bit me) -That bullying can be hard to spot, but we need to act if we feel that it might be happening -That we are all unique, and this should be valued -That there is a difference between being assertive and being controlling, and what this might look like **Key Vocabulary** Attitude, community, democracy, rights, responsibilities, empathy, assumption, stereotype, bystander, unique, assertive, controlling	**Key Knowledge and Skills** -How to plan for a goal, even after a setback or disappointment -How to cope with not achieving a dream or goal (including how disappointment feels) -How to successfully work as part of a team -How friendship groups are formed, and how I fit into them -How groups and friendships can impact me, and how I can impact them -To recognise unhealthy relationships, and what we can do about them -What it is to feel lonely, and what we can do about it -What smoking is and how it can affect our health -To understand the effects that alcohol can have on our health **Key Vocabulary** Unhealthy friendship, disappointment, peer pressure, vaping, alcohol	**Key Knowledge and Skills** -That some situations can cause jealousy in relationships -What it feels like to love someone, or something, and what it might feel like when they die -That friendships change over time (including possibly ending) -How to fix friendships after a falling out or disagreement -What having a boyfriend or girlfriend means, and why this is more appropriate for when we are older -That some of my personal characteristics have come from my birth parents, and this is the result of an egg and sperm joining -To know the names of the internal and external body parts of male and female bodies that are needed to make babies -That a girl's body changes during puberty in order for her to be able to have babies when she is older, and what menstruation is in relation to this -That change, including bereavement, can result in different emotions (sadness, anger) -That some games, apps and websites are age restricted and reasons for this

			-That some games and apps cost money, and why this might be a problem (including introducing concept of online addiction) -How to remain safe around roads, railways and bodies of water -What to do when needing emergency services, including making a call and not filming incidents -When someone might need first aid, and how to get help / administer first aid (plasters, bandages, cold compress) **Key Vocabulary** Jealousy, grief, boyfriend, girlfriend, egg, sperm, DNA, genes, penis, testicles, vagina, vulva, uterus, ovaries, sexual intercourse, fertilise, conception, menstruation, bereavement, grieving,
Yr 5	**Key Knowledge and Skills** -That all children have basic rights -How to face challenges positively -What it means to be citizen of a country -What a refugee is -Why we have rules in society -That cultural differences can cause conflict -What racism is -How rumour spreading and name calling can be bullying -The difference between direct and indirect forms of bullying -To compare our lives with those of people in the developing world	**Key Knowledge and Skills** -To identify what I might like life to be like when I am an adult -To explore how much people are paid in different jobs -To identify a possible job that I would like to do when older, and what I will need to get this job -Why fundraising is important, and how we can go about this -How smoking is portrayed by the media -How smoking can affect health -Some of the risks associated with using alcohol (health related and anti-social behaviour) -How to apply basic first aid, including moving someone into the recovery position -What to do in emergency situations, including contacting emergency services	**Key Knowledge and Skills** -To identify my own positive personal qualities -To understand why age limits are in place in society (eg driving licences, buying alcohol) -Why online communities can be helpful, but also unhelpful -That there are rights and responsibilities when playing an online game (eg how we communicate with others) -Why spending too much time on devices can be damaging to health and mental health -How my body image and self image can be affected by others

	-What is it like to feel lonely and how to get support with this -The difference between being assertive and being controlling, and what this might look like **Key Vocabulary** Culture, conflict, race, conflict, prejudice, discrimination, rumour, homophobic, developing world, citizen, refugee, migrant, controlling, assertive,	-How the media can portray certain body types -How changes to my body (including weight loss and persistent pain might mean that I could be ill **Key Vocabulary** Salary, contribution, career, profession, fundraising, peer pressure, alcohol, anti social, recovery position, emergency, emergency services, media, body image, self respect, eating disorder,	-How a girl's body changes during puberty (specifically menstruation and periods), and the importance of girls looking after themselves, both physically and emotionally, when this takes place -How both boy's and girl's bodies change during puberty -Understand that sexual intercourse can lead to conception, and this is how babies are made -What changes (other than physical) might take place as I become a teenager, and the responsibilities that come with these (eg age of consent) -That change and loss, including bereavement, can result in a range of emotions (sadness, anger, confusion, denial) -Why some games and apps can become addictive and how this can raise issues related to money -How to contact the emergency services if needed, and not to film an event -When someone might need first aid and how to administer it (recovery position, bandage, plaster, cold compress) **Key Vocabulary** Self esteem, online community, trolls, screentime, body image, self image, menstruation, periods, sanitary pad, tampon, puberty, sperm, ejaculation, wet dream,

			erection, hormones, facial hair, making love, sexual intercourse, conception, fertilisation, pregnancy, contraception, fertility treatment, bereavement
Yr 6	**Key Knowledge and Skills** -Identify goals for Year 6, and steps to achieve them -That all children have universal rights, but these are not always met -How my actions can affect others, both locally and globally -How rewards and consequences are related to my rights and responsibilities -How an individual's behaviour can affect a group -How a democratic voice can help the school community -There are different perceptions of what normal means -How being perceived as different could affect someone's life -How people can hold power over others -Why some people might display some bullying behaviours -When, and how, to contact emergency services, and why not to film incidents **Key Vocabulary** Disappointment, setbacks, exploit, child labour, democracy, disability, blind, deaf, physical, ability, empathy, prejudice, discrimination, male, female, racist, transgender, imbalance, control,	**Key Knowledge and Skills** -How challenge can help us to learn -How to motivate myself to achieve a goal -To identify, and discuss, global issues that might interest me -How we can play a part in making the world a better place (eg recycling, fundraising) -That I need to take some responsibility for my own health (eg screentime, exercise, diet) -That different drugs can affect the body in different ways, including the liver and heart -That people can be exploited to break the law (eg gangs) -Why mental health is important -How to maintain good mental health -What can trigger stress -Good and bad ways to deal with stress -That weight loss and persistent pain can mean that I might be ill -How to behave safely around roads, railways and large bodies of water **Key Vocabulary** Global, inequality, suffering, alcohol, tobacco, drugs, gangs, illegal, exploit, mental health, stress,	**Key Knowledge and Skills** -Why mental health is important -How to maintain good mental health -How to get support for mental health -That there are different types of loss and grief, including stages of grief -How people might try to control other people -To judge whether online content is safe and helpful -To use technology safely and positively, including possible rules when online -Risks related to monetisation of online games / apps and the risk of addiction related to this -What self image is, and how body image fits into it -How bodies change during puberty, and the importance of looking after yourself, both physically and emotionally, during this period -To ask questions about changes that might take place during puberty -How a baby develops in the nine months that it is in the womb -What it means to be physically attracted to someone -What it means to have a boyfriend or girlfriend, and consent around this

			-Positive and potentially negative aspects of the transition to secondary school -How to administer basic first aid (recovery position, bandage, splint) **Key Vocabulary** Stress, anxiety, support, self-harm, death, loss, grief, despair, denial, hopelessness, control, dominate, assertive, risk, real, fake, self image, body image, menstruation, periods, sanitary pad, tampon, puberty, sperm, ejaculation, wet dream, erection, hormones, facial hair, making love, sexual intercourse, conception, fertilisation, pregnancy, contraception, fertility treatment, masturbation, womb, embryo, foetus, placenta, umbilical cord, contractions, labour, midwife,pressure, sexting,

APPENDIX B: REMOVAL FROM LEARNING FORM

Request for withdrawal from sex education within RSE

Name of child:

Class:

Name of parent:

Date:

Reason/s for withdrawal from sex education:

Any other information that you would like the school to consider:

Parent signature

Member of staff overseeing withdrawal:

Notes following conversation with parent/s: