Policy: **Relationships and sex education policy**

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Authorised by: Governing Body
Updated by: Headteacher

Dunalley Primary School welcomes all students. We take safeguarding very seriously and all of our policies are developed with a high priority on children's safety and in light of safeguarding policy. All of our school policies are interlinked and should be read and informed by all other policies.

Contents

1. Aims

The aims of relationships and sex education (RSE) at our school is 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. To embrace the challenges of creating a happy and successful life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy.

RSE at Dunalley will therefore:

- Provide a framework in which sensitive discussions can take place

- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene

- Help pupils develop feelings of self-respect, confidence and empathy

- Create a positive culture around issues of sexuality and relationships

- Teach pupils the correct vocabulary to describe themselves and their bodies

Our school ethos and values underpin these aims:

Learning and achieving together

Our school empowers all children to embrace learning, achieve their personal best and build their emotional, social and physical wellbeing.

- We value each individual and celebrate diversity
- We care about each other and the environment
- We persevere and grow together
- We are ready, respectful and safe

Our goal is to equip our children with the knowledge, understanding, skills and attitudes that will enable them to thrive in our ever-changing world.

The National Healthy Schools standard

As participants in this scheme we:

- Consult with families on all matters of health education policy

- Listen to the views of the children in our school
- Look positively at any local initiatives that support us in providing the best RSE programme that we can devise.

2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

Primary schools are not legally required to provide sex education but do need to teach the elements of sex education contained in the science curriculum. We choose to teach sex education in an age- and developmentally- appropriate manner as part of our broad and balanced curriculum.

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

The Equality Act 2010 covers the way the curriculum is delivered, and at Dunalley we ensure that issues are taught in a way that does not subject pupils to discrimination. We have a duty under the Equality Act to ensure that our teaching is accessible to all children and young people, including those who are lesbian, gay, bisexual and transgender (LGBT). Inclusive RSE will foster good relations between pupils, tackle all types of prejudice – including homophobia – and promote understanding and respect. The Department for Education has produced advice on The Equality Act 2010 and schools (DfE, 2014b).

At Dunalley, we have a legal duty to promote equality (Equality Act, 2010) and to combat bullying (Education Act, 2006) (which includes homophobic, sexist, sexual and transphobic bullying) and Section 4.2 of the national curriculum (2014) states "Teachers should take account of their duties under equal opportunities legislation that covers race, disability, sex, religion or belief, sexual orientation, pregnancy and maternity, and gender reassignment."

At Dunalley, we teach RSE as set out in this policy.

3. Roles and responsibilities

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

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

Staff are responsible for:

- Delivering RSE in a sensitive way

- Modelling positive attitudes to RSE

- 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 RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the headteacher. All class teachers teach RSE in our school.

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

4. Policy development

This policy has been developed in consultation with staff, pupils and families. We are clear that parents/carers are the prime educators for children in many areas of relationships education and that their role in the development of their children's understanding is vital. Parents/carers have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

The consultation and policy development process involved the following steps:

1.   Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2.   Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3.   Parent/stakeholder consultation – parents/carers and any interested parties were invited to feedback on the draft policy
4.   Pupil consultation – we investigated what exactly pupils want from their RSE
5.   Ratification – once amendments were made, the policy was shared with governors and ratified

5. Definition

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

RSE involves a combination of sharing information, and exploring issues and values.

6. Delivery of RSE

Dunalley delivers the content of RSE, as set out by the [Department for Education](), in the context of a broad and balanced curriculum. 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. Teaching will include sufficient well-chosen opportunities and contexts for pupils to embed new knowledge so that it can be used confidently in real life situations.

We use the [Jigsaw]() scheme of work to support and structure personal, social and health education (PSHE). Our children therefore benefit from a broad and balanced curriculum that:

- Promotes the spiritual, moral, social, cultural, mental and physical development of children

- Prepares children for the opportunities, responsibilities and experiences of later life

- Promotes British values.

At our school, sex education is taught in a graduated, age-appropriate way. We use a scheme of work developed by Gloucestershire County Council and the Gloucestershire Healthy Living and Learning Team with the support of sexual health specialists. We deliver this programme to all year groups in the summer term.

High quality teaching that is differentiated and personalised will be the starting point to ensure that the curriculum is accessible for all children. It may be appropriate to tailor content and teaching to meet specific needs of pupils at different developmental stages, this may be particularly important for some children with special educational needs and disabilities (SEND). As with all areas of the curriculum, the school will ensure that teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Confidentiality

Teachers conduct RSE lessons in a sensitive manner, and in confidence. However, if a child makes a reference to being involved (or being likely to be involved) in sexual activity, then the teacher will take the reference seriously, and deal with it as a matter of child protection. Teachers will respond in a similar way if a child indicates that they may have been a victim of abuse. They will not try to investigate, but will immediately inform the Designated Safeguarding Lead. The Headteacher will then deal with the matter in line with the LA procedures for child protection. A member of staff cannot promise confidentiality if concerns exist. Our Child and Family Support worker is available to help if additional support is needed.

7. Relationships Education

The curriculum focuses on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. This starts with children being taught about what a relationship is, what friendship is, what family means and who the people are who can support them.

On entry to our school, building on early education, children will be taught how to take turns, how to treat each other with kindness, consideration and respect, the importance of honesty and truthfulness, permission seeking and giving, and the concept of personal privacy. Respect for others will be taught in an age-appropriate way, in terms of understanding one's own and others' boundaries in play, in negotiations about space, toys, books, resources and so on.

From the beginning of school, teachers will talk explicitly about the features of healthy friendships, family relationships and other relationships which young children are likely to encounter. Drawing attention to these in a range of contexts will enable pupils to form a strong early understanding of the features of relationships that are likely to lead to happiness and security. This will also help them to recognise any less positive relationships when they encounter them.

Teachers will address online safety and appropriate behaviour in a way that is relevant to children's lives. They will include content on how information and data is shared and used in all contexts; for example, sharing pictures, understanding that many websites are businesses and how sites may use information provided by users in ways they might not expect.

Teaching about families will be sensitive and well-judged and based on knowledge of children and their circumstances. We recognise that families of many forms provide a nurturing environment for children. Families can include for example, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parent/carers amongst other structures. Care will be taken ensure that there is no stigmatisation of the children based on their home circumstances and needs, to reflect sensitively that some children may have a different structure of support around them e.g. looked after children or young carers.

Children will be taught about boundaries and privacy and helped to understand that they have rights to their own bodies. This will include understanding boundaries in friendships with peers and also in families and with others, in all contexts, including online.   Children will be taught how to report concerns and seek advice when they suspect or know something is wrong.

Relationship education end of primary expectations can be found in Appendix 1. The curriculum content relating to different year groups can be found in Appendix 2.

8. Sex Education

The Department for Education recommends that primary schools have a sex education programme tailored to the age and the physical and emotional maturity of 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.

At our school, sex education is taught in a graduated, age-appropriate way. We use a scheme of work developed by Gloucestershire County Council and the Gloucestershire Healthy Living and Learning Team with the support of sexual health specialists. Appendix 3 provides an overview of the programme.

At our school, sex education is taught in the summer term. Prior to the delivery of the curriculum, families will be notified that the lessons will be delivered later in the term and receive details of what will be taught in them. Parents/carers will then have the opportunity to ask questions and discuss the learning so that they are supported in talking to their children about sex education and how to link this with what is being taught in school.   Parents/carers will also be informed of their right to withdraw their child from sex education.

9. Parent/Carers' right to withdraw from sex education

Parents/carers have the right to request that their child be withdrawn from some or all of sex education. They do not have the right to withdraw their children from relationships or health education.

Requests for withdrawal should be put in writing using the form found in Appendix 6 of this policy and addressed to the headteacher. A senior leader will then contact the parent/carer to discuss the request and ensure that their wishes are understood. The senior leader will clarify the nature and purpose of the curriculum, discuss the benefit of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peer's version of what was said in the classes, rather than what was directly said by the teacher.

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

10. Physical health and mental wellbeing

Our school teaches pupils about physical health and mental wellbeing so that they can make good decisions about their own health and wellbeing. Physical health and mental wellbeing are interlinked, and it is important that pupils understand that good physical health contributes to good mental wellbeing, and vice versa.

This starts will pupils being taught about the benefits and importance of regular exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This enables children to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

Children are taught how to protect and support their own and others' health and wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors. Children will be taught the benefits of hobbies, interests and participation in their own communities. They will also be taught about the benefits of rationing time spent online and the risks of excessive use of electronic devices.

Health education end of primary expectations can be found in Appendix 4. The curriculum content relating to different year groups can be found in Appendix 5.

11. Training

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

The headteacher may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

12. Monitoring arrangements

The delivery of RSE is monitored by our PHSE leader and senior leaders through learning walks, lesson observations, book looks and pupil conferencing.

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

This policy will be reviewed by our PSHE leader and headteacher annually. After every review, the policy will be approved by the governing body.

Appendix 1 – Relationships education

Taken from Relationships education (Primary) - GOV.UK (www.gov.uk)

By the end of primary school:

Families and people who care for me	• that families are important for children growing up because they can give love, security and stability
	• the characteristics of 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 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 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
	• 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
Caring 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
	• 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
	• 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

Respectful relationships	• 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
	• practical steps they can take in a range of different contexts to improve or support respectful relationships
	• the conventions of courtesy and manners
	• the importance of self-respect and how this links to their own happiness
	• that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority
	• about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help
	• what a stereotype is, and how stereotypes can be unfair, negative or destructive
	• the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	• that people sometimes behave 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
	• 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
	• how information and data is shared and used online
Being safe	• 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

	• how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources

Appendix 2 – Relationship education – year group curriculum content

Curriculum content		Jigsaw theme					
		Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Reception	- Being gentle	X					
	- Rights and responsibilities	X					
	- Families		X				
	- Standing up for yourself		X				
	- Family life					X	
	- Friendships					X	
	- Breaking friendships					X	
	- Falling out					X	
	- Dealing with bullying					X	
	- Being a good friend					X	
Year 1	- Being part of a class	X					
	- Understanding bullying and knowing how to deal with it		X				
	- Making new friends		X				
	- Working well and celebrating achievement with a partner			X			
	- Belonging to a family					X	
	- Making friends/being a good friend					X	
	- Physical contact preferences					X	
	- People who help us					X	
	- Qualities as a friend and person					X	
	- Self-acknowledgement					X	

Year	Topic						
	- Being a good friend to myself					X	
	- Celebrating special relationships					X	
Year 2	- Valuing contributions	X					
	- Standing up for self and others		X				
	- Making new friends		X				
	- Celebrating differences and remaining friends		X				
	- Different types of family					X	
	- Physical contact boundaries					X	
	- Friendship and conflict					X	
	- Secrets					X	
	- Trust and appreciation					X	
	- Expressing appreciation for special relationships					X	
Year 3	- Seeing things from others' perspectives	X					
	- Families and their differences		X				
	- Family conflict and how to manage it (child-centred)		X				
	- Witnessing bullying and how to solve it		X				
	- Recognising how words can be hurtful		X				
	- Giving and receiving compliments		X				
	- Family roles and responsibilities					X	
	- Friendship and negotiation					X	
	- Keeping safe online and who to go to for help					X	
	- Being a global citizen					X	
	- Being aware of how my choices affect others					X	
	- Awareness of how other children have different lives					X	
	- Expressing appreciation for family and friends					X	
Year 4	- Being part of a class team	X					
	- Being a school citizen	X					
	- Group decision making	X					

Year	Topic						
	- Having a choice	X					
	- Understanding bullying		X				
	- Working in a group			X			
	- Jealousy					X	
	- Love and loss					X	
	- Memories of loved ones					X	
	- Getting on and falling out					X	
	- Girlfriends and boyfriends					X	
	- Showing appreciation to people and animals					X	
Year 5	- How behaviour affects groups	X					
	- Racism		X				
	- Rumours and name-calling		X				
	- Self-recognition and self-worth					X	
	- Building self-esteem					X	
	- Safer online communities					X	
	- Rights and responsibilities online					X	
	- Online gaming and gambling					X	
	- Reducing screen time					X	
	- Dangers of online grooming					X	
	- SMARRT internet safety rules					X	
Year 6	- Feeling welcome and valued	X					
	- Understanding bullying		X				
	- Empathy		X				
	- Identifying mental health worries and sources of support					X	
	- Love and loss					X	
	- Managing feelings					X	
	- Power and control					X	
	- Assertiveness					X	
	- Technology safety					X	
	- Taking responsibility with technology use					X	

Appendix 3 – Relationships and Sex Education curriculum overview

Reception
- Responsibility – *understanding what personal responsibility is*
- Growing up – *valuing our bodies, including physical achievements and capabilities*
- People who help us - *knowing the adults who are responsible for looking after us, recognising personal needs and acting on them where appropriate to ask for help*
- Keeping ourselves clean – *understanding basic hygiene routines, including toileting and washing*

Year 1
- Life cycles – *understanding what a cycle is, understanding that changes happen constantly as we grow, understanding the life cycles of humans and animals*
- The human life cycle – *understanding the different stages of the human life cycle, understanding that humans, like other animals change over time*
- Being unique – *valuing their own body and recognising its capabilities and uniqueness, recognising that people are similar in some ways and different in others*
- Personal hygiene – *learning basic information about how the body works and ways of looking after it, knowing how to keep themselves clean*

Year 2
- Similarities and differences – body parts – *recognising the main external parts of the bodies of humans including agreed names for reproductive organs*
- Where do babies come from? – *understanding that all living things originate from other living things, understanding that humans produce babies that grow into children and then into adults*
- Physical changes – *considering ways they change changed physically since they were born, considering physical changes that will take place as they move from childhood to adulthood*
- Becoming independent – *considering their responsibilities now and comparing these to when they were younger, understanding the choices they are able to make in order to keep themselves healthy*

Year 3
- Similarities and differences – reproductive organs – *recognising the main organs of the bodies of humans including scientific names for reproductive organs, identifying the differences between men and women*
- Types of love – *understanding the different types of love*

- Personal hygiene – handwashing – *understanding how infection can spread, understanding how to prevent the spread of infection through good personal hygiene practices*
- Personal hygiene – infection – *understanding that our bodies have three main lines of natural defence, understanding that sometimes the body needs help to fight infection*

Year 4
- Changes – life cycle – *understanding some of the physical changes that will happen and humans get older*
- Changes – responsibilities – *considering their responsibilities and levels of independence now, understanding that these have changed as they have grown and that they will continue to change in the future*
- Personal hygiene – antibiotics – *understanding that most common infections get better on their own through time bed rest, intake of fluids and healthy living, understanding that antibiotics should be taken only as prescribed*
- Challenging stereotypes – *challenging gender based stereotypes*

Year 5
- Changes – physical – *knowing and understanding the physical changes that take place during puberty and why they happen*
- Changes – emotional – *understanding that emotional as well as physical changes happen at different rates for different people*
- Personal hygiene – keeping clean – *considering new aspects of personal hygiene relevant to puberty*
- Genetic inheritance – *understanding genetic inheritance*

Year 6
- Changes – physical – *understanding the functions of male and female reproductive organs, knowing and understanding about the physical changes that take place at puberty and why they happen*
- Changes – emotional – *recognising their own changing emotions and being able to express their feelings and concerns positively*
- Life cycle – sexual intercourse – *knowing about the facts of the human lifecycle, including sexual intercourse*
- Relationships – *considering the need for trust and love in marriage and established relationships*
- Birth and a new baby – *understanding how babies are born, exploring the impact a new baby has on a family*

Appendix 4

Health and mental wellbeing education – end of primary school expectations

Taken from [Relationships education (Primary) - GOV.UK (www.gov.uk)](www.gov.uk)

By the end of primary school:

Mental wellbeing	• 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
	• 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
	• 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
	• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support
	• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing
	• 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)
	• 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
Internet safety and harms	• that for most people the internet is an integral part of life and has many benefits
	• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and

	negative content online on their own and others' mental and physical wellbeing
	• 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
	• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted
	• where and how to report concerns and get support with issues online
Physical health and fitness	• the characteristics and mental and physical benefits of an active lifestyle
	• the importance of building regular 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
	• the risks associated with an inactive lifestyle (including obesity)
	• how and when to seek support including which adults to speak to in school if they are worried about their health
Health eating	• what constitutes a healthy diet (including understanding calories and other nutritional content)
	• the principles of planning and preparing a range of healthy meals
	• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)
Drugs, alcohol and tobacco	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking
Health and prevention	• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body
	• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer
	• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn

	• 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, how they are spread and treated, and the importance of handwashing
	• the facts and science relating to allergies, immunisation and vaccination
Basic first aid	• how to make a clear and efficient call to emergency services if necessary
	• concepts of basic first-aid, for example dealing with common injuries, including head injuries
Changing adolescent body	• 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

Appendix 5

Health and mental wellbeing education – year group curriculum content

	Curriculum content	Jigsaw theme					
		Being me in my world	Celebrating difference	Dreams and goals	Healthy me	Relationships	Changing me
Reception	- Self-identity	X					
	- Understanding feelings	X					
	- Being special		X				
	- Challenges			X			
	- Perseverance			X			
	- Overcoming obstacles			X			
	- Seeking help			X			
	- Exercising bodies				X		
	- Physical activity				X		
	- Healthy food				X		
	- Sleep				X		
	- Keeping clean				X		
	- Safety				X		
	- Bodies						X
	- Respecting my body						X
	- Fun and fears						X
Year 1	- Feeling special and safe	X					
	- Tackling new challenges			X			
	- Identifying and overcoming obstacles			X			
	- Feelings of success			X			

		C1	C2	C3	C4	C5	C6
	- Keeping myself healthy				X		
	- Healthier lifestyle choices				X		
	- Keeping clean				X		
	- Being safe				X		
	- Medicine safety/safety with household items				X		
	- Road safety				X		
	- Linking health and happiness				X		
	- Coping with change						X
Year 2	- Hopes and fears for the year	X					
	- Recognising feelings	X					
	- Perseverance			X			
	- Motivation				X		
	- Healthier choices				X		
	- Relaxation				X		
	- Healthy eating and nutrition				X		
	- Healthier snacks and sharing food				X		
Year 3	- Hopes and fears for the year	X					
	- Recognising feelings	X					
	- Difficult challenges and achieving success		X				
			X				
	- Recognising and trying to overcome challenges			X			
	- Managing feelings				X		
	- Exercise				X		
	- Fitness challenges				X		
	- Food labelling and healthy swaps				X		
	- Attitudes towards drugs				X		
	- Keeping safe and why it's important online and off line scenarios				X		
	- Respect for myself and others				X		
	- Healthy and safe choices					X	
	- Keeping safe online and who to go to for help						
Year 4	- Having a voice	X					

Year	Topic						
	- Accepting self and others		X				
	- Overcoming disappointment			X			
	- Resilience			X			
	- Positive attitudes			X			
	- Healthier friendships				X		
	- Group dynamics				X		
	- Smoking				X		
	- Alcohol				X		
	- Assertiveness				X		
	- Peer pressure				X		
	- Celebrating inner strength				X		
	- Memories and loved ones					X	
	- Love and loss					X	
Year 5	- Material wealth and happiness		X				
	- Supporting others (charity)			X			
	- Smoking, including vaping				X		
	- Alcohol				X		
	- Alcohol and anti-social behaviour				X		
	- Emergency aid				X		
	- Body image				X		
	- Relationships with food				X		
	- Healthy choices				X		
	- Motivation and behaviour				X		
	- Self- and body image						X
	- Influence of online and media on body image						X
	- Puberty for girls						X
	- Puberty for boys						X
	- Growing responsibility						X
	- Coping with change						X
	- Preparing for transition						X
Year 6	- Feeling welcome and valued	X					
	- Perceptions of normality		X				
	- Power struggles		X				
	- Emotions in success			X			

	- Taking personal responsibility				X		
	- How substances affect the body				X		
	- Emotional and mental health				X		
	- Managing stress				X		
	- Mental health					X	
	- Identifying mental health worries and sources of support					X	
	- Love and loss					X	
	- Managing feelings					X	
	- Power and control					X	
	- Assertiveness					X	
	- Technology safety					X	
	- Taking responsibility with technology use					X	
	- Self-image						X
	- Body image						X
	- Puberty and feelings						X

Appendix 6 - Sex education withdrawal request

TO BE COMPLETED BY PARENTS/CARERS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent/Carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	