

Curry Rivel Church of England Primary School



'Caring, Curious and Confident'

'Healthy trees bearing good fruit' - Matthew 7 v 17

Relationships, Sex and Health Education (RSHE) Policy

1. Policy development

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

1. Review - the Head Teacher/RSHE Lead pulled together all relevant information including national and local guidance, as well as guidance from the Church of England.
2. Foundation governor consultation- foundation governors reviewed the policy alongside guidance from the Church of England.
3. Staff consultation - all school staff were given the opportunity to look at the policy and make recommendations.
4. Parent/stakeholder consultation - parents and any interested parties were invited to attend a meeting about the policy
5. Ratification - once amendments were made, the policy was shared with governors and ratified

We undertake to follow the principles in the Church of England '*Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*' and the Equalities Act 2010 www.legislation.gov.uk/ukpga/2010/15/contents.

This policy links to the school's safeguarding policies and practice.

2. A Definition of Relationships, Sex and Health Education (RSHE)

RSHE is about the emotional, social and physical aspects of growing up and healthy relationships. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life. Through RSHE in church schools, pupils will have the chance to

learn about how to ensure that they treat themselves and others, at all times and in all contexts, with dignity and respect.

Relationships Education is learning about how to:

- be appreciative of existing relationships
- to form new healthy relationships
- to enjoy strong positive, non-exploitative, caring relationships online and in person.

This will particularly reference family relationships including marriage, friendships and relationships with peers and adults.

Sex Education in primary schools is not mandatory; however, the National Curriculum for Science in primary schools includes statutory content about human body parts, growth, puberty and reproduction. Parents/guardians do not have the right to withdraw from this aspect of the curriculum.

At Curry Rivel Primary School we have decided that it is important to include a sex education programme tailored to the age and the physical and emotional maturity of our pupils in order to protect and prepare the children in our school. We will 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 - learn how a baby is conceived and born.

Health Education focuses on teaching the characteristics of good physical health and mental wellbeing. This includes learning about:

- The benefits and importance of daily exercise, good nutrition and sufficient sleep;
- How 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;
- How to support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- The benefits of hobbies, interests and participation in their own communities.
- The benefits of rationing time spent online and the risks of excessive use of electronic devices.
- Why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.

Within the context of Christian beliefs about human dignity (e.g. Genesis 1:26-27) and the call by Jesus 'to love your neighbour as you love yourself' (e.g. Mark 12:30-31), RSHE enables pupils to flourish and gain every opportunity to live fulfilled lives.

At Curry Rivel Church of England Primary School, we teach RSHE as set out in this policy.

3. RSHE Curriculum

Our RSHE curriculum has been developed in consultation with stakeholders, including governors, staff and parents/carers and takes into account the context of the school and its pupils. RSHE

at Curry Rivel Church of England Primary School is taught within a wider programme of Personal, Social, Health and Economic Education (PSHE).

Appendices 1 and 2 outlines the statutory guidance for Relationships Education and Health Education and what children should know by the end of primary school.

During consultation, the 'KAPOW' scheme was judged as best fulfilling the needs of our school and context in an interesting, sensitive and adaptable way. 'KAPOW Primary' is an on-line RSHE curriculum planning resource. Full details of the programme can be found in Appendix 3.

The scheme delivers the government recommendations in a consistent and well-structured way with progression planned in through school-wide termly topic areas:

- Family and relationships
- Safety and the changing body
- Health and wellbeing

The KAPOW Relationship and Sex education units of work give children their entitlement to information about relationships, puberty and human reproduction, appropriate to their ages and stages of development. This work is treated in a matter-of-fact and sensitive manner to allay embarrassment and fear and helps children to cope with change, including puberty and to learn about families, friendships and healthy relationships.

This RSHE curriculum has been planned in the context of our broader curriculum intent, and the delivery of this part of the curriculum is one of the ways in which we seek to realise our overarching distinctively Christian vision. It reflects core Christian teachings about human beings and healthy relationships, including the belief that all are made in the image of God, are loved by God and are therefore to be treated with dignity and respect. This enables our pupils to understand that they should value the gift of themselves and recognise and respect this gift of uniqueness in others by seeking out healthy relationships. It will also help them understand a range of Christian views on the importance of long-term relationships as building blocks for family stability.

4. Delivery of RSHE

Biological aspects of RSHE are taught within the Primary Science Curriculum and some elements of RSE may be taught within the RE curriculum, particular with relation to a range of views on relationships from religions and worldviews. Teaching is delivered by class teachers and teaching assistants. The school uses a range of resources to deliver effective RSHE and all staff involved in delivering RSHE receive appropriate training and support. Pupil progress and attainment in RSHE will be monitored annually.

All RSHE is delivered with an understanding that pupils and staff may be personally engaged in different structures of support and familial relationships, including single parent families, LGBTQ families, families headed by grandparents, adoptive parents, foster parents/carers, young carers, etc. The RSHE curriculum has been carefully designed to ensure that no person feels stigmatised; this is set within the context of the biblical teaching that all human beings are created in the image of God (Genesis 1:26-7) and that Christians are called to respect and honour everyone (e.g. 1 Peter 2:17). For more information about the delivery of RSHE, please contact the RSHE curriculum leader, Mrs Ali Pook.

Managing difficult questions

Primary-age pupils will often ask their teachers or other adults questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information. If teachers are asked difficult questions, staff will:

- Seek advice from the Head Teacher.
- Reassure pupils about asking questions.
- If appropriate, inform parents so they can discuss next steps.
- Adhere to the school Safeguarding Policy, where concerns are raised.

Specific Issues

- No one (teacher or pupil) will have to answer a personal question.
- No one will be forced to take part in a discussion.
- The only language used will be easily understood and acceptable to everyone in the class.
- Only the correct names for body parts will be used.
- Meanings of words will be explained in a sensible and factual way.
- We take account of different sexual orientations throughout RSE. For example, there may be occasions when, to avoid any impression that our programmes assume heterosexuality, it is appropriate to use a term such as 'partner' rather than 'boyfriend' or 'girlfriend'. Homophobic bullying (based on perceived gay or lesbian sexuality) is not tolerated.
- Teachers should be sensitive to children who are adopted or who are looked after, especially in regard to questions of inherited characteristics.

Pupils with special educational needs and disabilities (SEND)

Relationships Education, RSE and Health Education must be accessible for all pupils. High quality teaching that is differentiated and personalised will be the starting point to ensure accessibility. We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND and such factors should be taken into consideration in designing and teaching these subjects.

For some SEND pupils, there may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that their teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Safeguarding, reports of abuse and confidentiality

At the heart of these subjects there is a focus on keeping children safe, and our school plays an important role in preventative education. Good practice allows children an open forum to discuss potentially sensitive issues. Such discussions can lead to increased safeguarding reports. Children are made aware of how to raise their concerns or make a report and how any report will be handled. This includes processes when they have a concern about a friend or peer. All staff know what to do if a pupil tells them that they are being abused or neglected or are witnessing abuse. Staff know how to manage the requirement to maintain an appropriate level of confidentiality.

5. Parents' right to withdraw

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 (Appendix 3 outlines these components clearly).

Requests for withdrawal should first be discussed with the class teacher of your child. If you wish to proceed with withdrawal you should put this in writing using the form found in Appendix 4 of this policy and addressed to the headteacher.

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

5. Roles and responsibilities

The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation under on-going PSHE curriculum evaluation and review.

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.

Pupils

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

6. Training

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

7. Monitoring arrangements

The delivery of RSE is monitored by Ali Pook (Headteacher/RSHE lead) through:

Learning monitoring

Pupil Voice

Parent voice

Planning and book scrutiny

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

This policy will be reviewed by the *Governing Board* annually. It was approved by the full governing body on 13 July 2021 Date of review: July 2022

Appendix 1: Statutory Guidance on Relationships Education which states:

By the end of primary school:

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
	<ul style="list-style-type: none"> • 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 marriage¹ 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.
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.

¹ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.

<p>Respectful relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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	<ul style="list-style-type: none"> • 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.
<p>Online relationships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know</p> <ul style="list-style-type: none">• 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 e.g. family, school and/or other sources.
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Appendix 2: Statutory Guidance on health education which states:

By the end of primary school:

Mental wellbeing	Pupils should know <ul style="list-style-type: none">• 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.
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	<ul style="list-style-type: none">• 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.
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<p>Internet safety and harms</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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<p>Physical health and fitness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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.
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<p>Healthy eating</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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).
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Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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	<p>Pupils should know:</p> <ul style="list-style-type: none"> • 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 3: Curriculum overview (KAPOW)

RECEPTION/YEAR 1	
Family and relationships	
Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	What is family?
Lesson 3	What are friendships?
Lesson 4	Recognising other peoples' emotions
Lesson 5	Working with others
Lesson 6	Friendship problems and how to overcome them
Lesson 7	Healthy friendships
Lesson 8	Stereotyping - gender
Safety and the changing body	
Lesson 1	Communicating safely and effectively with adults at school
Lesson 2	Communicating safely and effectively with adults outside of school
Lesson 3	What to do if I get lost
Lesson 4	Making a call to emergency services
Lesson 5	Appropriate contact - acceptable and unacceptable physical contact
Lesson 6	Safety with substances - what should and shouldn't go on or in the body
Lesson 7	Safety at home - potential hazards in the home
Lesson 8	People who help to keep us safe in our local community
Health and wellbeing	
Lesson 1	Understanding my feelings
Lesson 2	What am I like? - identifying strengths and qualities
Lesson 3	Ready for bed - effects of good quality sleep
Lesson 4	Relaxation - laughter and progressive muscle relaxation
Lesson 5	Hand washing & personal hygiene
Lesson 6	Sun safety
Lesson 7	Allergies
Lesson 8	People who help us stay healthy

Citizenship	
Lesson 1	Rules
Lesson 2	Caring for others: Animals
Lesson 3	The needs of others
Lesson 4	Similar, yet different
Lesson 5	Belonging
Lesson 6	Democratic decisions
Economic wellbeing	
Lesson 1	Introduction to money
Lesson 2	Looking after money
Lesson 3	Banks and building societies
Lesson 4	Saving and spending
Lesson 5	Jobs in school
Transition	
Lesson 1	Transition lesson

YEAR 1/YEAR 2

Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Families offer stability and love
Lesson 3	Families are all different
Lesson 4	Other peoples' feelings
Lesson 5	How to deal with unhappy friendships
Lesson 6	Introduction to manners and courtesy
Lesson 7	Introduction to change and Loss
Lesson 8	Stereotyping - gender

Safety and the changing body

Lesson 1	Introduction to the internet
Lesson 2	Communicating online - not sharing personal information
Lesson 3	The difference between secrets and surprises
Lesson 4	My Private Parts - the concept of privacy and the correct vocabulary for these (<i>vocabulary: penis and vulva</i>)
Lesson 5	My private parts are private - safe and unsafe touches (<i>vocabulary: penis, vulva, testicles</i>)
Lesson 6	Road Safety 1
Lesson 7	Road Safety 2
Lesson 8	Safety with medicines

Health and wellbeing

Lesson 1	Experiencing different feelings
Lesson 2	Being active
Lesson 3	Relaxation - breathing exercises
Lesson 4	Steps to success - setting achievable goals
Lesson 5	Growth mindset - overcoming difficulties

Lesson 6	Healthy diet
Citizenship	
Lesson 1	Rules beyond school
Lesson 2	Our school environment
Lesson 3	Our local environment
Lesson 4	Job roles in the community
Lesson 5	Similar yet different – my local community
Lesson 6	School council
Lesson 7	Giving my opinion
Economic wellbeing	
Lesson 1	Where money comes from
Lesson 2	Needs and wants
Lesson 3	Wants and needs
Lesson 4	Looking after money
Lesson 5	Jobs
Transition	
Lesson 1	Transition lesson

YEAR 2/YEAR 3

Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Healthy families
Lesson 3	Friendship - conflict and resolution
Lesson 4	Friendship - conflict v bullying
Lesson 5	Effective communication to support relationships
Lesson 6	Learning who to trust
Lesson 7	Stereotyping - in everyday life
Lesson 8	Where do stereotypes come from?

Safety and the changing body

Lesson 1	Emergencies and calling for help
Lesson 2	Basic first aid - bites & stings
Lesson 3	Communicating safely online
Lesson 4	Cyberbullying
Lesson 5	Fake emails
Lesson 6	Making choices for myself
Lesson 7	Who and what can influence my decisions and how to make the right choices for me <i>(there is an optional scenario which features a character being persuaded to try some alcohol whilst at a friend's house)</i>
Lesson 8	Road safety

Health and wellbeing

Lesson 1	My Healthy diary - physical activity, rest and diet
Lesson 2	Relaxation - stretches
Lesson 3	Wonderful me!
Lesson 4	My superpowers
Lesson 5	Breaking down problems
Lesson 6	Diet and dental health

Citizenship	
Lesson 1	Rights of the child
Lesson 2	Rights and responsibility
Lesson 3	Recycling
Lesson 4	Local community groups
Lesson 5	Charity
Lesson 6	Local democracy
Lesson 7	Rules
Economic wellbeing	
Lesson 1	Ways of paying
Lesson 2	Budgeting
Lesson 3	How spending affects others
Lesson 4	Impact of spending
Lesson 5	Jobs and careers
Lesson 6	Gender and careers
Transition	
Lesson 1	Transition lesson

YEAR 3/YEAR 4

Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Respect and manners
Lesson 3	Healthy friendships - physical and emotional boundaries
Lesson 4	How my behaviour affects others
Lesson 5	Bullying - the effects of bullying and the responsibility of the bystander
Lesson 6	Stereotypes - in fictional characters
Lesson 7	Stereotypes - negative effects of
Lesson 8	Families in the wider world - respecting differences
Lesson 9	Change and loss - bereavement

Safety and the changing body

Lesson 1	Internet safety - age restrictions
Lesson 2	Internet safety - share aware
Lesson 3	Basic first aid - asthma
Lesson 4	Privacy and secrecy - the difference between the two
Lesson 5	Consuming information online - being a discerning consumer of online information
Lesson 6	Growing up - that the changes from being a child to an adult is called puberty
Lesson 7	Introduction to puberty <i>(vocabulary: breasts, genitals, penis, testicles)</i>
Lesson 8	Tobacco - the risks of smoking

Health and wellbeing

Lesson 1	Looking after our teeth
Lesson 2	Relaxation - visualisation
Lesson 3	Celebrating mistakes
Lesson 4	My role - my strengths and helping others
Lesson 5	My happiness
Lesson 6	Emotions
Lesson 7	Mental health

Citizenship	
Lesson 1	What are human rights?
Lesson 2	Caring for the environment
Lesson 3	Community
Lesson 4	Contributing
Lesson 5	Diverse communities
Lesson 6	Local councillors
Economic wellbeing	
Lesson 1	Spending choices
Lesson 2	Keeping track of money
Lesson 3	Looking after money
Lesson 4	Influences on career choices
Lesson 5	Jobs for me
Transition	
Lesson 1	Transition lesson

YEAR4/YEAR 5

Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Build a friend - what makes a good friend
Lesson 3	Friendship skills
Lesson 4	Marriage - different types of marriage and the history of marriage
Lesson 5	Respecting myself
Lesson 6	Family life
Lesson 7	Bullying - the effects of bullying and what might motivate a bully
Lesson 8	Stereotyping - how attitudes to gender have changed over time
Lesson 9	Stereotyping and discrimination

Safety and the changing body

Lesson 1	Online friendships
Lesson 2	Staying safe online
Lesson 3	Puberty (Year 5 only, boys and girls separate) <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, urethra, labia, penis, bladder, testicle, sperm, duct, scrotum, breasts, nipples, menstruation)</i>
Lesson 4	Menstruation (Year 5 only, boys and girls separate) <i>(vocabulary: menstruation, egg, ova, ovaries, fallopian tube, uterus, womb, sanitary products (towels, tampons, period pants, cups), voice breaking, erections, wet dreams, ejaculation)</i>
Lesson 5	Emotional changes in puberty (Year 5 only)
Lesson 6	First Aid - bleeding
Lesson 7	Drugs, alcohol and tobacco - understanding the influence others can have on us <i>(includes cigarettes and alcohol)</i>

Health and wellbeing

Lesson 1	Relaxation - yoga
Lesson 2	The importance of rest
Lesson 3	Embracing failure

Lesson 4	Going for goals
Citizenship	
Lesson 1	Breaking the law
Lesson 2	Rights and responsibilities
Lesson 3	Protecting the planet
Lesson 4	Contributing to the community
Lesson 5	Pressure groups
Lesson 6	Parliament
Economic wellbeing	
Lesson 1	Borrowing
Lesson 2	Income and expenditure
Lesson 3	Risks with money
Lesson 4	Prioritising spending
Lesson 5	Stereotypes in the workplace
Transition	
Lesson 1	Transition lesson

YEAR 5/YEAR 6

Family and relationships

Lesson 1	Introduction to RSE and setting ground rules
Lesson 2	Respect - how this can we gained and lost
Lesson 3	Developing respectful relationships
Lesson 4	Challenging stereotypes
Lesson 5	Different types of stereotyping
Lesson 6	Resolving conflict - negotiation and compromise
Lesson 7	Change and loss - the emotions relating to grief

Safety and the changing body

Lesson 1	The risks associated with alcohol
Lesson 2	Critical digital consumers
Lesson 3	Social media
Lesson 4	Physical and emotional changes of puberty (Year 6 only, boys and girls separate) <i>(vocabulary: cervix, ovary, fallopian tube, uterus, vagina, vulva, clitoris, labia, penis, bladder, testicle, scrotum, sperm duct, breasts, nipples)</i>
Lesson 5	Conception <i>(parents/carers have the right to withdraw their child from this lesson)</i> (Year 6 only, boys and girls separate) <i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse)</i>
Lesson 6	Pregnancy and birth <i>(parents/carers have the right to withdraw their child from this lesson)</i> (Year 6 only, boys and girls separate) <i>(vocabulary: sperm, egg, erection, fertilise, conception, sexual intercourse, relationship, pregnancy, commitment, baby, love, care)</i>
Lesson 7	First Aid - choking
Lesson 8	Basic life support

Health and wellbeing

Lesson 1	What can I be? - setting long term goals
Lesson 2	Relaxation - mindfulness
Lesson 3	Taking responsibility for my health
Lesson 4	Resilience toolbox
Lesson 5	The facts about immunisation

Lesson 6	Physical health concerns - where to get help
Citizenship	
Lesson 1	Human rights
Lesson 2	Food choices and the environment
Lesson 3	Caring for others
Lesson 4	Prejudice and discrimination
Lesson 5	Valuing diversity
Lesson 6	National democracy
Economic wellbeing	
Lesson 1	Attitudes to money
Lesson 2	Keeping money safe
Lesson 3	Gambling
Lesson 4	What jobs are available?
Lesson 5	Career routes
Transition	
Lesson 1	Transition lesson

Appendix 4: Parent form: withdrawal from sex education within RSE

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