Durham Diocesan MAT
Policy for Relationships, Sex Education and Health Education

Vision Statement

"Every child matters and no child is ever left behind..."

"Let the little children come to me, and do not stop them;

for it is to such as these that the kingdom of God belongs."

Luke 18:15-17

Holy Trinity C of E

Statement of Intent

1. At Holy Trinity C of E Primary School, we understand our responsibility to deliver a high-quality, age appropriate and evidence -based relationships, sex and health curriculum for all of our pupils. This policy sets out the framework for our relationships, sex and health curriculum providing clarity on how it is informed and delivered, In developing this policy we have followed the principles in the Church of England Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE) (Appendix 1)

2. The school is committed to making reasonable adjustments wherever possible to promote accessibility and inclusivity of the curriculum. The school understands that pupils with SEND or other needs (such as those with social, emotional or mental health needs) are entitled to learn about relationships, sex and health education and the programme will be designed to be inclusive of all pupils.

Legal Framework

3. This policy has been developed with regard to legislation and statutory guidance including, but not limited to, the following:-

- Section 80A of the Education Act 2002
- Children and Social Work Act 2017
- The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019
- Equality Act 2010
- DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education'
- DfE (2013) 'Science programmes of study: key stages 1 and 2'

4. This policy works in conjunction with the following policies:
- Safeguarding
- Behaviour
- SEND
- Equal Opportunities
- Anti-bullying
- Mental Health and Well-being
- Pupil Confidentiality
- Inclusion
- Social, Moral and Cultural
- Spirituality

5. **Definitions**

For the purposes of this policy **"Relationships and sex education"** is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online, as well as developing an understanding of human sexuality.

For the purpose of this policy **"Health education"** is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

6. Roles and Responsibilities

6.1 The Academy Council is responsible for:

- Ensuring all pupils make progress in achieving the expected educational outcomes.
- Ensuring the curriculum is well led, effectively managed and well planned.
- Evaluating the quality of provision through regular and effective self-evaluation.
- Ensuring teaching is delivered in ways that are accessible to all pupils with SEND.
- Providing clear information for parents on subject content and their rights to request that their children are withdrawn.

- Making sure the subjects are resourced, staffed and timetabled in a way that ensures the school can fulfil its legal obligations.
- Ensuring the religious ethos of the school is maintained and developed through the subjects.

6.2 The Head teacher is responsible for:

- The overall implementation of this policy.
- Ensuring staff are suitably trained to deliver the subjects.
- Ensuring that parents are fully informed of this policy.
- Reviewing requests from parents to withdraw their children from the subjects.
- Discussing requests for withdrawal with parents.
- Organising alternative education for pupils, where necessary, that is appropriate and purposeful.
- Reporting to the governing board on the effectiveness of this policy.
- Reviewing this policy on an annual basis.

6.3 The relationships, sex and health education subject leader is responsible for:

- Overseeing the delivery of the subjects.
- Ensuring the subjects are age-appropriate and high-quality.
- Ensuring teachers are provided with adequate resources to support teaching of the subjects.
- Ensuring the school meets its statutory requirements in relation to the relationships, sex and health curriculum.
- Ensuring the relationships, sex and health curriculum is inclusive and accessible for all pupils.
- Working with other subject leaders to ensure the relationships, sex and health curriculum complements, but does not duplicate, the content covered in the national curriculum.
- Monitoring and evaluating the effectiveness of the subjects and providing reports to the headteacher.

6.4 The appropriate teachers are responsible for:

- Delivering a high-quality and age-appropriate relationships, sex and health curriculum in line with statutory requirements.
- Using a variety of teaching methods and resources to provide an engaging curriculum that meets the needs of all pupils.
- Ensuring they do not express personal views or beliefs when delivering the programme.
- Modelling positive attitudes to relationships, sex and health education.
- Responding to any safeguarding concerns in line with the Child Protection and Safeguarding Policy.
- Acting in accordance with planning, monitoring and assessment requirements for the subjects.
- Liaising with the SENCO to identify and respond to individual needs of pupils with SEND.
- Liaising with the School Nurse, where appropriate, to support the delivery of the curriculum.
- Working with the relationships, sex and health education subject leader to evaluate the quality of provision.

6.5 Teachers and teaching assistants are trained in line with 6.4 and will deliver relationships, sex and health education.

6.6 The SENCO is responsible for:

- Advising teaching staff how best to identify and support pupils' individual needs.
- Advising staff on the use of TAs in order to meet pupils' individual needs.
- Determining interventions and accessibility to the correct intervention and resources.

7. Curriculum organisation

7.1 Our curriculum intent states that at Holy Trinity C of E Primary School, the curriculum is specifically tailored to meet the needs of all children in order to prepare them fully for the future lives they are going to lead. We believe that the curriculum we offer should fire children's imaginations and be challenging yet enable all to experience success, regardless of their ability or interests. It should promote in children a self- belief and confidence which will enable them to reach their full potential; building resilience across subject areas and life skills- becoming stronger together (2 Corinthians 1.8).

7.2 The delivery of the relationships education and health education coincide with one another and will be delivered as part of the school's PSHE curriculum.

7.3 The relationships and health curriculum has been organised in line with the statutory requirements outlined in the DfE (2019) 'Relationships, Education, Relationships and Sex Education (RSE) and Health Education' guidance

7.4 The relationships and health curriculum takes into account the views of teachers, pupils and parents. We are dedicated to ensuring our curriculum meets the needs of the whole-school community.

7.5 The relationships and health curriculum is informed by issues in the school and wider community to ensure it is tailored to pupil's wider needs and we have consulted with parents, pupils and staff on the development of this policy in line with section 12 of this policy.

7.6 Any parent, teacher or pupil wishing to provide feedback about the curriculum can do so at any time during the academic year by contacting the Head Teacher.

7.7 When organising the Curriculum the religious backgrounds of all pupils will be considered, so that the topics that are covered are taught appropriately.

7.8 An overview of Relationships Education and what pupils will know by the end of primary school is at Appendix 2. An overview of Health Education and what pupils will know by the end of primary school is at Appendix 3.

7.9 The school is free to determine within the statutory curriculum content outlined in Appendix 2 what pupils are taught during each year group and the school always considers the age and development of pupils when deciding what will be taught in each year group. A summary of the content that will be taught during each Year Group is outlined at Appendix 4.

8. Sex Education

8.1 The DfE recommends that *all* primary schools should have a sex education programme in place. This should be tailored to the age, and physical and emotional maturity of pupils, and should ensure that boys and girls are prepared for the changes that adolescence brings, drawing on knowledge of the human life cycle.

8.2 All pupils must be taught the aspects of sex education outlined in the primary science curriculum – this includes teaching about the main external parts of the human body, how it changes as it grows from birth to old age, including puberty, and the reproductive process in some plants and animals.

8.3 At our school, we teach pupils sex education beyond what is required of the science curriculum.

8.4 Parents are consulted on the organisation and delivery of our sex education curriculum in accordance with section 6 and section 12 of this policy and are given the opportunity to feedback on what should be taught through sex education.

8.5 The age and development of pupils is always considered when delivering sex education.

8.6 A summary of the content that is currently taught during each Year Group is outlined at Appendix 5.

9. Resources and Delivery of Curriculum

9.1 We will teach the curriculum to reflect the requirements set out in law, particularly the Equalities Act 2010, so that pupils understand what the law does, and does not, allow, and the wider implications of decisions they make.

9.2 At the point we consider it appropriate to teach pupils about LGBTQ+, we will ensure that this content is fully integrated into the relationships, sex and health curriculum, rather than delivered as a stand -alone lesson.

9.3 Pupils will be taught about LGBTQ+ from Early Years onwards and formally in Upper Key Stage 2; however, we will always consider the development and maturity of pupils before teaching this topic.

9.4 Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately to the pupil's age.

9.5 The school ensures that all teaching resources and materials are appropriate for the age and maturity of pupils, their religious backgrounds and sensitive to their needs.

9.6 We consult with parents, and at all points of delivery of this programme will provide examples of the resources that we plan to use as we want to reassure parents and enable them to continue the conversations started in class at home.

9.7 Inappropriate videos, images etc will not be used and resources will be selected with sensitivity given to the age, developmental stage and cultural background of pupils.

9.8 Any resources or materials used to support learning will be formally assessed by the relationships, sex and health education subject leader before use to ensure they are appropriate for the age and

maturity of pupils. We are currently using a scheme called Jigsaw and use SEAL, Thrive and ELSA to support RSHE. Other resources and books also support their learning.

10. External Partners

10.1 External partners may be invited to assist from time to time with the delivery of this programme and will be required to comply with this policy. The school will ensure that the teaching delivered by the external partner fits with the planned curriculum and this policy. The use of external partners is to enhance curriculum rather than as a replacement for the teachers delivering the curriculum.

10.2 Before delivery of the session the school will discuss the partner's lesson plan and any materials the partner intends to use and ensure that the content is age appropriate for the pupils and meets pupil's needs.

10.3 The school will ensure any external partner complies with the Child Protection and Safeguarding Policy.

11. Links with other curriculum areas

The school seeks to draw links between Relationships, sex and health education and other curriculum subjects wherever possible. Relationships, sex and health education will be linked to the following subjects in particular:-

- Science – pupils learn about the main external parts of the body and changes to the body as it grows from birth to old age, including puberty.

- Computing and ICT – pupils learn about e-safety, including how to use technology safely, responsibly, respectfully and securely, how to keep personal information private and how to access help and support.

- PE – pupils explore various physical activities, are physically active for sustained periods of time, engage in competitive sport and understand how exercise can lead to healthier lifestyles.

- Citizenship – pupils learn about the requirements of the law, their responsibilities and the possible consequences of their actions.

- PSHE – pupils learn about respect and difference, values and characteristics of individuals, in the local context and wider community

12. Consultation with parents and carers

12.1 We understand the important role parents and carers play in enhancing their children's understanding of relationships, sex and health. We also understand how important parents' views are in shaping the curriculum.

12.2 The school works closely with parents by establishing open communication. Due to the current circumstances regarding COVID-19, all parents and carers will be consulted in the development and delivery of the curriculum via email and/or letter asking for comments.

12.3 Parents are carers are provided with the following information via our school, and DDMAT, websites:

- The content of the relationships, sex and health curriculum
- The delivery of the relationships, sex and health curriculum, including what is taught in each year group
- The legalities surrounding withdrawing their child from the subjects
- The resources that will be used to support the curriculum

13. Right to withdraw from sex education (See appendix 6)

13.1 Relationships and health education are statutory in primary school and parents do not have the right to withdraw their child from these subjects.

13.2 Parents have the right to request that their child be withdrawn from some or all of sex education delivered (other than what must be taught as part of the statutory science curriculum). The head teacher will discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. The headteacher will document this process to ensure a record is kept.

13.3 The head teacher may discuss with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This includes social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher

13.4 Once those discussions have taken place, the Headteacher will respect the parents' request to withdraw the child except where in respect of content that must be taught as part of the science curriculum. (Please see request form in Appendix 6)

13.5 This process is the same for pupils with SEND. However, there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

13.6 The head teacher will not grant a request to withdraw a pupil from any sex education delivered as part of the science curriculum.

13.7 If a pupil is withdrawn from sex education, the pupil will receive appropriate, purposeful education during the period of withdrawal.

13.8 Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

14. Staff training
14.1 All staff members will receive appropriate training to ensure they are up-to-date with the relationship, sex and health education programme and any associated issues.

14.2 Members of staff responsible for teaching the subjects will undergo further training to ensure they are fully equipped to teach the subjects effectively.

14.3 Training of staff will also be scheduled around any updated guidance on the programme and any new developments.

15. Bullying and Confidentiality

15.1 The school has a zero- tolerance approach to bullying. Any bullying incidents arising out of the relationships, sex and health education, such as those relating to sexual orientation, will be dealt with as seriously as any other bullying incidents in school in accordance with the Behaviour Policy.

15.2 Confidentiality within the classroom is an important aspect of relationships, sex and health education and teachers should respect the confidentiality of pupils as far as possible. Pupils will be informed of the duty of confidentiality and will be made aware of what action may be taken if they choose to report a concern or make a disclosure.

15.3 If a teacher has any suspicion of inappropriate behaviour or potential abuse, or if any reports are made during lessons as a result of the content of the curriculum this will be reported to the Designated Safeguarding Lead and this will be dealt with in line with the Child Protection and Safeguarding Policy.

16. Monitoring and evaluating the policy

16.1 This policy will be monitored and reviewed on an annual basis by the relationships, sex and health education subject leader and headteacher.

16.2 This policy will also be reviewed in light of any changes to statutory guidance, feedback from parents, staff or pupils, and issues in the school or local area that may need addressing.

The local Academy Council is responsible for approving this policy.

Any changes made to this policy will be communicated to all staff, parents and, where necessary, pupils.

Policy Agreed by Governors	
Review Date	
Link Governor	

Appendix 1

A CHARTER FOR FAITH SENSITIVE AND INCLUSIVE RELATIONSHIPS EDUCATION, RELATIONSHIPS AND SEX EDUCATION (RSE) AND HEALTH EDUCATION (RSHE)[1]

In The Durham Diocesan MAT we seek to provide Relationships Education, Relationships and Sex Education (RSE) and Health Education (RSHE), which will enable all pupils to flourish.

We commit:

1. **To work in partnership with parents and carers**. This will involve dialogue with parents and carers through all stages of policy development as well as discussing the resources used to teach their children and how they can contribute at home. It must, however, be recognised that the law specifies that what is taught and how it is taught is ultimately a decision for the school.

2. **That RSHE will be delivered professionally and as an identifiable part of PSHE**. It will be led, resourced and reported to parents in the same way as any other subject. There will be a planned programme delivered in a carefully sequenced way. Staff will receive regular training in RSHE and PSHE. Any expert visitors or trainers invited into the school to enhance and supplement the programme will be expected to respect the schools published policy for RSHE.

3. **That RSHE will be delivered in a way that affords dignity and shows respect to all who make up our diverse community.** It will not discriminate against any of the protected characteristics in the Equality Act[2] and will be sensitive to the faith and beliefs of those in the wider school community. RSHE will seek to explain fairly the tenets and varying interpretations of religious communities on matters of sex and relationships and teach these viewpoints with respect. It will value the importance of faithfulness as the underpinning and backdrop for relationships. It will encourage pupils to develop the skills needed to disagree without being disagreeable, to appreciate the lived experience of other people and to live well together.

4. **That RSHE will seek to build resilience in our pupils to help them form healthy relationships, to keep themselves safe and resist the harmful influence of pornography in all its forms**. It will give pupils opportunities to reflect on values and influences including their peers, the media, the internet, faith and culture that may have shaped their attitudes to gender, relationships and sex. It will promote the development of the wisdom and skills our pupils need to make their own informed decisions.

5. **That RSHE will promote healthy resilient relationships set in the context of character and virtue development**. It will reflect the vision and associated values of the school, promote reverence for the gift of human sexuality and encourage relationships that are hopeful and aspirational. Based on the school's values it will seek to develop character within a moral

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[1] RSHE is used to indicate either Relationships Education, Relationships and Sex Education and Health Education as determined by the school context since, after consultation with parents and carers primary schools may decide to include elements of sex education in their curriculum.

[2] The protected characteristics are age, disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership and pregnancy and maternity.

framework based on virtues such as honesty, integrity, self-control, courage, humility, kindness, forgiveness, generosity and a sense of justice but does not seek to teach only one moral position.

6. **That RSHE will be based on honest and medically accurate information from reliable sources of information, including about the law and legal rights**. It will distinguish between different types of knowledge and opinions so that pupils can learn about their bodies and sexual and reproductive health as appropriate to their age and maturity.

7. **To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities.** It will ensure that lessons and any resources used will be accessible and sensitive to the learning needs of the individual child. We acknowledge the potential vulnerability of pupils who have special needs and disabilities (SEND) and recognise the possibilities and rights of SEND pupils to high quality relationships and sex education.

8. **To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.** It will discuss real life issues relating to the age and stage of pupils, including friendships, families, faith, consent, relationship abuse, exploitation and safe relationships online. This will be carefully targeted and age appropriate based on a teacher judgment about pupil readiness for this information in consultation with parents and carers.

Appendix 2

Relationships education overview

Families and people who care for me
By the end of primary school, pupils will know:

17. That families are important for them growing up because they can give love, security and stability.
18. 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.
19. 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.
20. 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.
21. That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
22. 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
By the end of primary school, pupils will know:

23. How important friendships are in making us feel happy and secure, and how people choose and make friends.
24. The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
25. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
26. That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
27. How to recognise who to trust and who not to trust.
28. How to judge when a friendship is making them feel unhappy or uncomfortable.
29. How to manage conflict.
30. How to manage different situations and how to seek help from others if needed.

Respectful relationships
By the end of primary school, pupils will know:

31. The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
32. Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
33. The conventions of courtesy and manners.

34. The importance of self-respect and how this links to their own happiness.
35. That in school and 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.
36. About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
37. What a stereotype is, and how they can be unfair, negative or destructive.
38. The importance of permission-seeking and giving in relationships with friends, peers and adults.

Online relationships

By the end of primary school, pupils will know:

39. That people sometimes behave differently online, including pretending to be someone they are not.
40. That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous.
41. The rules and principles for keeping safe online.
42. How to recognise harmful content and contact online, and how to report these.
43. How to critically consider their online friendships and sources of information.
44. The risks associated with people they have never met.
45. How information and data is shared and used online.

Being safe

By the end of primary school, pupils will know:

46. What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
47. About the concept of privacy and the implications of it for both children and adults.
48. That it is not always right to keep secrets if they relate to being safe.
49. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
50. How to respond safely and appropriately to adults they may encounter (in all contexts, including online) who they do not know.
51. How to recognise and report feelings of being unsafe or feeling bad about any adult.
52. How to ask for advice or help for themselves and others, and to keep trying until they are heard.
53. How to report concerns or abuse, and the vocabulary and confidence needed to do so.
54. Where to seek advice, for example, from their family, their school and other sources.

Appendix 3
Health education overview

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

Mental wellbeing

By the end of primary school pupils will know:

55. That mental wellbeing is a normal part of daily life, in the same way as physical health.
56. That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
57. The scale of emotions that humans experience in response to different experiences and situations.
58. 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.
59. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
60. The benefits of physical exercise, time outdoors, community participation, and voluntary and service-based activity on mental wellbeing and happiness.
61. Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests.
62. How isolation and loneliness can affect children and that it is very important they discuss their feelings with an adult and seek support.
63. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.
64. Where and how to seek support (including recognising the triggers for seeking support), extending to who in school they should speak to if they are worried about themselves or others.
65. That it is common to experience mental ill health and, for the 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

By the end of primary school, pupils will know:

66. That for most people, the internet is an integral part of life and has many benefits.
67. About the benefits of rationing time spent online.
68. The risks of excessive time spent on electronic devices.
69. The impact of positive and negative content online on their own and others' mental and physical wellbeing.
70. How to consider the effect of their online actions on others.
71. How to recognise and display respectful behaviour online.
72. The importance of keeping personal information private.
73. Why social media, some computer games and online gaming, for example, are age-restricted.
74. 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.

75.   How to be a discerning consumer of information online, including understanding that information (inclusive of that from search engines) is ranked, selected and targeted.
76.   Where and how to report concerns and get support with issues online.

Physical health and fitness

By the end of primary school, pupils will know:

77.   The characteristics and mental and physical benefits of an active lifestyle.
78.   The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to school, a daily active mile, or other forms of regular, vigorous exercise.
79.   The risks associated with an inactive lifestyle, including obesity.
80.   How and when to seek support, including which adults to speak to in school if they are worried about their health.

Healthy eating

By the end of primary school, pupils will know:

81.   What constitutes a healthy diet, including an understanding of calories and other nutritional content.
82.   The principles of planning and preparing a range of healthy meals.
83.   The characteristics of a poor diet and risks associated with unhealthy eating, including obesity, and other behaviours, e.g. the impact of alcohol on diet or health.

Drugs alcohol and tobacco

By the end of primary school, pupils will know:

84.   The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

By the end of primary school, pupils will know:

85.   How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
86.   About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
87.   The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
88.   About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
89.   About personal hygiene and germs including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
90.   The facts and science relating to immunisation and vaccination.

Basic first aid

By the end of primary school, pupils will know:

91. How to make a clear and efficient call to emergency services if necessary.
92. Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

Changing adolescent body

By the end of primary school, pupils will know:

93. Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
94. About menstrual wellbeing and key facts relating to the menstrual cycle.

Appendix 4 Outline of Relationships Education per year group. The school plans a progressive curriculum, topics are built upon prior knowledge taught in previous years as they progress through school to provide a smooth transition to secondary school. A summary of the content that is currently taught during each Year Group is as follows:-

Relationship Education	Families and people who care for me
	SIAMS Evaluation ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)*
By the end of primary school pupils should know:	• 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.

Phase	Key knowledge	Vocabulary
Year 1 & 2	1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 2. the role these different people play in children's lives and how they care for them 3. what it means to be a family and how families are different, e.g. single parents, same-sex parents, etc. 4. about the importance of telling someone — and how to tell them — if they are worried about something in their family	Family, Difference, Similarities, Belonging Parents, carers, grandparents, uncles, aunties, nieces, nephews, cousins, Godparents Special, Relationship, Important Cooperate

Year 3 & 4	5. to recognise and respect that there are different types of families, including single parents, same-sex parents, step-parents, blended families, foster and adoptive parents 6. that being part of a family provides support, stability and love 7. about the positive aspects of being part of a family, such as spending time together and caring for each other 8. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 9. to identify if/when something in a family might make someone upset or worried 10. what to do and whom to tell if family relationships are making them feel unhappy or unsafe	Family, Loving, Caring, Safe, Respect, Connected, Difference, Similarities, Special, Family, Conflict, Solve it together, Solutions, Resolve, Responsibilities, Stereotype Personal, Unique, Characteristics Parents, Change, Attraction Pressure Personal Comfortable Special Love, Appreciation Symbol Care
Year 5 & 6	11. what it means to be attracted to someone and different kinds of loving relationships 12. that people who love each other can be of any gender, ethnicity or faith 13. the difference between gender identity and sexual orientation and everyone's right to be loved 14. about the qualities of healthy relationships that help individuals flourish 15. ways in which couples show their love and commitment to one another, including those who are not married or who live apart 16. what marriage and civil partnership mean e.g. a legal declaration of commitment made by two adults 17. that people have the right to choose whom they marry or whether to get married 18. that to force anyone into marriage is illegal 19. how and where to report forced marriage or ask for help if they are worried	Grown up, Adult, Lifestyle, Culture, Society Attraction, Relationship, Pressure, Love, Feelings, Achievement
Resources including literature	• Jigsaw -Relationships and Changing Me / PowerPoint with families / family cards – animals / Planet Zarg PowerPoint • SEAL resources: relationships (blue set of resources) It explores feelings within the context of our important relationships including family and friends. The theme aims to develop knowledge, understanding and skills in three key social and emotional aspects of learning: self-awareness, managing feelings and empathy. In addition, there is a focus throughout the theme on helping children understand the feelings associated with an experience that we all need to cope with at some time: that of loss – whether of a favourite possession, a friend, a family home, or a loved one. • www.positivepenguins.com - lesson plans exploring feelings and emotions.	

- https://www.theproudtrust.org/resources/resource-downloads/glossary/ - The Proud Trust Glossary, gives an easy to read list of some of the most common identities and terms used, when talking about sexual orientation and gender identity.

- Love has no labels video https://www.youtube.com/watch?v=PnDgZuGIhHs

- https://www.stonewall.org.uk/best-practice-toolkits-and-resources-0 - free downloadable resources, toolkits and posters. Stonewall helps to tackle homophobic, bi-phobic and transphobic bullying in education. See website for resources to help create a safe and inclusive school setting for all.

- https://www.pshe-association.org.uk/curriculum-and-resources/resources/adoptables-schools-toolkit-coram-life-education - A resource exploring issues adopted young people may experience at school, and raising awareness of these challenges amongst students and staff. (KS2)

- http://www.agendaonline.co.uk – A resource for practitioners who want to empower children (Age 7-11) to make positive relationships in their schools and communities. Can be used to develop inclusive, relevant and rights respecting relationships and sexuality education.

Relationship Education	Caring Friendships	
	SIAMS Evaluation Schedule **Strand 4: Community and Living Well Together** *How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.* *To what extent does your school's Christian vision and associated values underpin relationships at all levels in the school community, enabling pupils to disagree well and to practice forgiveness and reconciliation?*	
By the end of primary school pupils should know:	• 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.	
Phase	Key knowledge	Vocabulary
Year 1 & 2	1. about people who care for them, e.g. parents, siblings, grandparents, relatives, friends, teachers 2. the role these different people play in children's lives and how they care for them 3. how to be a good friend, e.g. kindness, listening, honesty 4. about different ways that people meet and make friends 5. strategies for positive play with friends, e.g. joining in, including others, etc. 6. about what causes arguments between friends 7. how to positively resolve arguments between friends 8. how to recognise, and ask for help, when they are feeling lonely or unhappy or to help someone else	Family, Belong, Different, Same, Friends, Friendship, Qualities, Praise, Caring, Sharing, Kind, Team Work, Achieve, Working Together. Diversity, Difference, Fairness, Kindness, Conflict, Points of View, Likes/Dislikes, Problem Solving
Year 3 & 4	9. about the different ways that people can care for each other e.g. giving encouragement or support in times of difficulty 10. about the features of positive healthy friendships such as mutual respect, trust and sharing	Fairness, Choices, Feelings, Friendship, Conflict Solution, Problem Solving, Relationships, Happiness,

	interests 11. strategies to build positive friendships 12. how to seek support with relationships if they feel lonely or excluded	ncluded, Welcome, Valued, Team, Accept Differences, Conflict, Negotiate, Compromise, Trust, Loyalty, Empathy, Forgiveness.
Year 5 & 6	13. what makes a healthy friendship and how they make people feel included 14. strategies to help someone feel included 15. about peer influence and how it can make people feel or behave 16. the impact of the need for peer approval in different situations, including online 17. strategies to manage peer influence and the need for peer approval e.g. exit strategies, assertive communication 18. that it is common for friendships to experience challenges 19. strategies to positively resolve disputes and reconcile differences in friendships 20. that friendships can change over time and the benefits of having new and different types of friends 21. how to recognise if a friendship is making them feel unsafe, worried, or uncomfortable 22. when and how to seek support in relation to friendships 23. to compare the features of a healthy and un-healthy friendship 24. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong 25. what consent means and how to seek and give/not give permission in different situations	Rights, Responsibility, Consequences, Choices, Cooperation, Collaboration, Debate, Motivation, Respect, Pressure, Risky, Safe, Vulnerable Secure, Participation, Rights Responsibility, Collaboration, Empathy, Behaviour, Choices, Consequences, Democracy, Decisions,
Resources including literature	Jigsaw - Being Me in My World, Celebrating Differences, Dreams and Goals, Healthy Me, Relationships https://metrocharity.org.uk/ https://www.pshe-association.org.uk/curriculum-and-resources/resources/premier-league-primary-stars	

Relationship Education	Respectful Relationships
	SIAMS Evaluation *Strand 5: Dignity and Respect* *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)*

| By the end of primary school pupils should know: | • 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. |

Phase	Key knowledge	Vocabulary
Year 1 & 2	1. 1.what kind and unkind behaviour mean in and out school 2. how kind and unkind behaviour can make people feel 3. about what respect means 4. about class rules, being polite to others, sharing and taking turns 5. about the things they have in common with their friends, classmates, and other people 6. how friends can have both similarities and differences 7. how to play and work cooperatively in different groups and situations 8. how to share their ideas and listen to others, take part in discussions, and give reasons for their views	Same, Different, Change, Proud Respect, Support, Stereotypes Trust, Honesty, Reliable, Acceptable, Unacceptable, Comfortable, Uncomfortable, Resilience,

Year 3 & 4	9. to recognise respectful behaviours e.g. helping or including others, being responsible 10. how to model respectful behaviour in different situations e.g. at home, at school, online 11. the importance of self-respect and their right to be treated respectfully by others 12. what it means to treat others, and be treated, politely 13. the ways in which people show respect and courtesy in different cultures and in wider society 14. to recognise differences between people such as gender, race, faith 15. to recognise what they have in common with others e.g. shared values, likes and dislikes, aspirations 16. about the importance of respecting the differences and similarities between people 17. a vocabulary to sensitively discuss difference and include everyone	Caring, Safe, Difference, Special, Conflict, Solution, Resolve, Bystanding, Bullying, Gay, Unkind Feelings, Tell, Value, Worries, Consequences, Hurtful, Praise Welcomed, Valued, Team, Cooperation, Assertive, Agree, Disagree, Pressure
Year 5 & 6	18. to recognise that everyone should be treated equally 19. why it is important to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own 20. what discrimination means and different types of discrimination e.g. racism, sexism, homophobia 21. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment 22. the impact of discrimination on individuals, groups and wider society 23. ways to safely challenge discrimination 24. how to report discrimination online 25. about the link between values and behaviour and how to be a positive role model 26. how to discuss issues respectfully 27. how to listen to and respect other points of view 28. how to constructively challenge points of view they disagree with 29. ways to participate effectively in discussions online and manage conflict or disagreements	Appreciation, Challenge, Rights, Responsibility, Consequences, Similarity, Differences, Culture. Rights, Empathy, Consequences, Collaboration, Cooperation, Responsibilities, Normal, Disability, Empathy, Diversity, Bullying, Power, Control, Pressure, Assertiveness
Resources including literature	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching# https://plprimarystars.com/resources Premier League Primary Stars-KS2 Behaviour/relationships Do the right thing Premier League Primary Stars KS2 PSHE Developing values https://www.alzheimers.org.uk/get-involved/dementia-friendly-communities/dementia-teaching-resources Jigsaw – Being Me, Celebrating Difference, Dreams and Goals, Relationships and Changing Me	

Relationship Education	Online Relationships	
By the end of primary school pupils should know:	• 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.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. basic rules for keeping safe online 2. whom to tell if they see something online that makes them feel unhappy, worried, or scared	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact
Year 3 & 4	3. how to recognise risks online such as harmful content or contact 4. how people may behave differently online including pretending to be someone they are not 5. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online 6. how to communicate respectfully with friends when using digital devices 7. how knowing someone online differs from knowing someone face to face and that there are risks in communicating with someone they don't know 8. what to do or whom to tell if they are worried about any contact online 9. What is appropriate to share with friends, classmates, family and wider social groups including online 10. about what privacy and personal boundaries are, including online 11. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision 12. that bullying and hurtful behaviour is unacceptable in any situation	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, password, protect, concern, SMART, danger, online personas, unwanted, digital, device

	13. about the effects and consequences of bullying for the people involved	
	14. about bullying online, and the similarities and differences to face-to-face bullying	
Year 5 & 6	26. strategies to respond to pressure from friends including online	Safe, respect, responsible, e-safety, online, personal, private, information, acceptable, unacceptable, worry, help, content, contact, cyberbullying, password, protect, concern, SMART, danger, online personas, unwanted, digital, device, screen time, digital footprint, social media, restrictions, sharing, sensibly
	27. how to assess the risk of different online 'challenges' and 'dares'	
	28. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable	
	29. how to get advice and report concerns about personal safety, including online	
	30. ways to participate effectively in discussions online and manage conflict or disagreements	
	31. to identify online bullying and discrimination of groups or individuals e.g. trolling and harassment	
	32. how to report discrimination online	
	33. the impact of the need for peer approval in different situations, including online	
	34. how to model respectful behaviour in different situations e.g. at home, at school, online	
Resources including literature	ThinkUKnow – Jessie and Friends/Lee and Kim Jigsaw Safety Online Communities- Online safety statement game Online Safety Video - Hectors World TES- Online Internet Safety Lesson Plan and Resources- sorting cards safe and not safe on the internet Twinkl – Online safety Powerpoints Twinkl- Buddy the dog internet safety Lee and Kim – Animal Adventure – ThinkUKnow SID's song Google: Internet Legends/Safety Tips Comic Book Capers WebWise – My Selfie in the Wider World It's Up To Us Saferinternet.org.uk – SMART resources ChildNet – Only a Game, What is reliable?, The Smart Crew Digizen – Digital Values CEOP – Cyber Café UK Safer Internet Centre BBC – Lonely Princess/It's Personal resources/Do you know how to stay safe? DfE – Advice for schools 2014	

Relationship Education	Being safe
	SIAMS Evaluation ***Strand 5: Dignity and Respect*** *How well the school's Christian vision creates an environment that embraces difference where all pupils, whatever their background or ability, can flourish because all are treated with dignity and respect.* *In creating a school environment built on dignity and respect, the school must evaluate:* *a) How well does your school's Christian vision and associated values uphold dignity and value all God's Children*, ensuring through its policy and practice the protection of all members of the school community?* *b) How well does the whole curriculum provides opportunities for all pupils to understand, respect and celebrate difference and diversity?* *c) Does the school have an approach to relationships and sex education (RSE) that ensures children are able to cherish themselves and others as unique and wonderfully made, and to form healthy relationships where they respect and offer dignity to others. (From 2020 onward)*

| By the end of primary school pupils should know: | • 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. |

Phase	Key knowledge	Vocabulary
Year 1 & 2	1. how rules keep us safe 2. about situations when someone's body or feelings might be hurt and whom to go to for help 3. about what it means to keep something private, including parts of the body that are private 4. to identify different types of touch and how they make people feel (e.g. hugs, tickling, kisses and punches) 5. how to respond if being touched makes them feel uncomfortable or unsafe 6. when it is important to ask for permission to touch others 7. how to ask for and give/not give permission 8. how to recognise hurtful behaviour, including online	Safe, Special, Calm, Like, Dislike, Confidentiality, Greeting , Touch, Feel, Texture Good secret, Worry secret, Telling, Adult, Trust, Honesty, Reliability, Private, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable.

		9. what to do and whom to tell if they see or experience hurtful behaviour, including online	
		10. about what bullying is and different types of bullying	
		11. how someone may feel if they are being bullied	
		12. about the difference between happy surprises and secrets that make them feel uncomfortable or worried, and how to get help	
		13. how to resist pressure to do something that feels uncomfortable or unsafe 14. how to ask for help if they feel unsafe or worried and what vocabulary to use 15. how to recognise risk in everyday situations, e.g. road, water and rail safety, medicines	
		16. how to help keep themselves safe in familiar and unfamiliar environments, such as in school, online and 'out and about'	
		17. to identify potential unsafe situations, who is responsible for keeping them safe in these situations, and steps they can take to avoid or remove themselves from danger	
Year 3 & 4		18. What is appropriate to share with friends, classmates, family and wider social groups including online	Safe Scared, Strategy, Anxious, Advice, Harmful Risk, Feeling, Attraction, Pressure, Peers, Personal, Comfortable, Appreciation, Care, Anxiety, Fear, Assertive, Believe, Right, Wrong
		19. about what privacy and personal boundaries are, including online	
		20. basic strategies to help keep themselves safe online e.g. passwords, using trusted sites and adult supervision	
		21. that bullying and hurtful behaviour is unacceptable in any situation	
		22. about the effects and consequences of bullying for the people involved	
		23. about bullying online, and the similarities and differences to face-to-face bullying 24. what to do and whom to tell if they see or experience bullying or hurtful behaviour 25. to differentiate between playful teasing, hurtful behaviour and bullying, including online	
		26. how to respond if they witness or experience hurtful behaviour or bullying, including online	
		27. recognise the difference between 'playful dares' and dares which put someone under pressure, at risk, or make them feel uncomfortable	
		28. how to manage pressures associated with dares	
		29. when it is right to keep or break a confidence or share a secret	

		30. how to recognise risks online such as harmful content or contact	
		31. how people may behave differently online including pretending to be someone they are not	
		32. how to report concerns and seek help if worried or uncomfortable about someone's behaviour, including online	
		33. how to identify typical hazards at home and in school	
		34. how to predict, assess and manage risk in everyday situations e.g. crossing the road, running in the playground, in the kitchen	
		35. about fire safety at home including the need for smoke alarms	
		36. the importance of following safety rules from parents and other adults	
		37. how to help keep themselves safe in the local environment or unfamiliar places, including road, rail, water and firework safety	
Year 5 & 6		38. to identify what physical touch is acceptable, unacceptable, wanted or unwanted in different situations	Direct, Indirect, Cyberbullying, Respect, Body Image, Being Responsibly, Age Limit, Rights, Choice, Irresponsible Choice, Risks, Grooming, Trolled, Gambling, Consequences, Power, Struggle, Control, Harassment, Exploited, Criminal, Illegal, Assertive, Authority,
		39. how to ask for, give and not give permission for physical contact	
		40. how it feels in a person's mind and body when they are uncomfortable	
		41. that it is never someone's fault if they have experienced unacceptable contact	
		42. how to respond to unwanted or unacceptable physical contact	
		43. that no one should ask them to keep a secret that makes them feel uncomfortable or try to persuade them to keep a secret they are worried about	
		44. whom to tell if they are concerned about unwanted physical contact	
		45. to compare the features of a healthy and unhealthy friendship	
		46. about the shared responsibility if someone is put under pressure to do something dangerous and something goes wrong	
		47. strategies to respond to pressure from friends including online	
		48. how to assess the risk of different online 'challenges' and 'dares'	
		49. how to recognise and respond to pressure from others to do something unsafe or that makes them feel worried or uncomfortable	
		50. how to get advice and report concerns about personal safety, including online	
		51. what consent means and how to seek and give/not give permission in different situations	

	52. to identify when situations are becoming risky, unsafe or an emergency 53. to identify occasions where they can help take responsibility for their own safety 54. to differentiate between positive risk taking (e.g. trying a challenging new sport) and dangerous behaviour 55. that female genital mutilation (FGM) is against British law[1] 56. what to do and whom to tell if they think they or someone they know might be at risk of FGM	
Resources including literature	https://learning.nspcc.org.uk/research-resources/schools/pants-teaching https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/jessie-friends https://www.pshe-association.org.uk/curriculum-and-resources/resources/nspcc-share-aware-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/google-and-parent-zone-ks2-internet-safety https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme https://www.pshe-association.org.uk/curriculum-and-resources/resources/play-share Jigsaw- Being Me In My World, Celebrating Differences, Relationships, Changing Me Smartie The Penguin	

Physical health and mental wellbeing	Mental Wellbeing
	SIAMS Evaluation Schedule
	Strand 4: Community and Living Well Together
	How well the school's Christian vision promotes social and cultural development through the practice of forgiveness and reconciliation that encourages good mental health, and enables all to flourish and live well together.
	How well do leaders ensure there is support for good mental health in children and adults and a sense of belonging that embraces and celebrates difference?

By the end of primary school pupils should know:	• 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.

Phase	Key knowledge	Vocabulary
Year 1 & 2	1. what it means to be healthy and why it is important 2. about routines and habits for maintaining good mental health 3. how to describe and share a range of feelings 4. ways to feel good, calm down or change their mood e.g. playing outside, listening to music, spending time with others 5. how to manage big feelings including those associated with change, loss and bereavement 6. when and how to ask for help, and how to help others, with their feelings	like, not like, love, happy, sad, angry, upset, scared friendships, relationships, feelings, love, frustrated, obstacles, fair/unfair belong, calm down, steady, problem solve, uncomfortable, comfortable

		worried, nervous, mental health and wellbeing
	7. to recognise what makes them special and unique including their likes, dislikes and what they are good at 8. how to manage and whom to tell when finding things difficult, or when things go wrong 9. how they are the same and different to others 10. about different kinds of feelings 11. how to recognise feelings in themselves and others 12. how feelings can affect how people behave	
Year 3 & 4	13. that regular exercise such as walking or cycling has positive benefits for their mental health 14. about the things that affect feelings both positively and negatively 15. strategies to identify and talk about their feelings 16. about some of the different ways people express feelings e.g. words, actions, body language 17. to recognise how feelings can change overtime and become more or less powerful 18. that everyone is an individual and has unique and valuable contributions to make 19. to recognise how strengths and interests form part of a person's identity 20. how to identify their own personal strengths and interests and what they're proud of (in school, out of school) 21. to recognise common challenges to self -worth e.g. finding school work difficult, friendship issues 22. basic strategies to manage and reframe setbacks e.g. asking for help, focusing on what they can learn from a setback, remembering what they are good at, trying again	Boredom, anticipation, resentment, excitement, frightened, anxious Nervous, belonging, excepted, rejected, left out, hopeful, thoughts, scared

Year 5 & 6	23. that mental health is just as important as physical health and that both need looking after 24. to recognise that anyone can be affected by mental ill-health and that difficulties can be resolved with help and support 25. how to recognise, respect and express their individuality and personal qualities 26. about personal identity and what contributes to it, including race, sex, gender, family, faith, culture, hobbies, likes/dislikes 27. ways to boost their mood and improve emotional wellbeing 28. about the link between participating in interests, hobbies and community groups 29. and mental wellbeing 30. how negative experiences such as being bullied or feeling lonely can affect mental wellbeing 31. positive strategies for managing feelings 32. that there are situations when someone may experience mixed or conflicting feelings 33. how feelings can often be helpful, whilst recognising that they sometimes need to be overcome 34. to recognise that if someone experiences feelings that are not so good (most or all of the time) – help and support is available 35. identify where they and others can ask for help and support with mental wellbeing in and outside school 36. the importance of asking for support from a trusted adult 37. about the changes that may occur in life including death, and how these can cause conflicting feelings 38. that changes can mean people experience feelings of loss or grief 39. about the process of grieving and how grief can be expressed 40. about strategies that can help someone cope with the feelings associated with change or loss 41. to identify how to ask for help and support with loss, grief or other aspects of change	trust, fears, repercussions, apologising, honesty, forgiveness, seeking advice, expressing feelings insecure/secure sore spot over reaction humiliation gossip rumour mixed feelings empathy empathise nervousness Worried secure/insecure anxiety/anxious Petrified terrified
Resources including literature	https://www.thriveapproach.com/ https://www.pshe-association.org.uk/content/guidance-and-lessons-teaching-about-mental-health Mental health and wellbeing lessons (KS1) https://www.minded.org.uk MindEd educational resources on children and young people's mental health https://www.1decision.co.uk/ (5-8) -Keeping/staying healthy / (5-8) -Feelings & emotions https://learning.nspcc.org.uk/research-resources/schools/making-sense-relationships	

https://www.pshe-association.org.uk/curriculum-and-resources/resources/newswise-news-literacy-project-and-resources

https://www.pshe-association.org.uk/curriculum-and-resources/resources/rise-above-schools-teaching-resources

Child Bereavement UK https://www.childbereavementuk.org

Winston's wish https://www.winstonswish.org/coronavirus/
Winston's wish is a charity which has many resources to help us specifically through this challenging time. Winston's Wish supports bereaved children, young people, their families, and the professionals who support them.

At a Loss https://www.ataloss.org
A Christian based organisation. Does not focus specifically on children.
Has a helpful short film to support others who are bereaved https://www.ataloss.org/Pages/FAQs/Category/coronavirus-pandemic

Cruse Bereavement Care https://www.cruse.org.uk/
Informative website with a lot of resources.
- It has specific section for schools and resources, for young people, for parents, for those supporting the bereaved and for understanding bereavement.
- It has a helpful 'page' on what to say
- https://www.cruse.org.uk/get-help/coronavirus/coronavirus-what-say-when-someone-grieving

Hope Again https://www.hopeagain.org.uk/
Hope Again is the youth website of Cruse Bereavement Care. It is a safe place where you can learn from other young people, how to cope with grief, and feel less alone.
Here you will find information about their services, a listening ear from other young people and advice for any young person dealing with the loss of a loved one.
It has personal stories/films and comments in a 'youth helpful' way

Physical health and mental wellbeing	Internet safety and harms	
By the end of primary school pupils should know:	• 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.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. how and why people use the internet 2. the benefits of using the internet and digital devices 3. how people find things out and communicate safely with others online 4. why some things have age restrictions, e.g. TV and film, games, toys or play areas 5. basic rules for keeping safe online 6. whom to tell if they see something online that makes them feel unhappy, worried, or scared 7. the ways in which people can access the internet e.g. phones, tablets, computers 8. to recognise the purpose and value of the internet in everyday life 9. to recognise that some content on the internet is factual and some is for entertainment e.g. news, games, videos 10. that information online might not always be true	
Year 3 & 4	11. how the internet can be used positively for leisure, for school and for work 12. to recognise that images and information online can be altered or adapted and the reasons for why this happens 13. strategies to recognise whether something they see online is true or accurate	

	14. to evaluate whether a game is suitable to play or a website is appropriate for their age-group	
	15. to make safe, reliable choices from search results	
	16. how to report something seen or experienced online that concerns them e.g. images or content that worry them, unkind or inappropriate communication	
	17. that everything shared online has a digital footprint	
	18. that organisations can use personal information to encourage people to buy things	
	19. to recognise what online adverts look like	
	20. to compare content shared for factual purposes and for advertising	
	21. why people might choose to buy or not buy something online e.g. from seeing an advert	
	22. that search results are ordered based on the popularity of the website and that this can affect what information people access	
Year 5 & 6	23. to identify different types of media and their different purposes e.g. to entertain, inform, persuade or advertise	
	24. basic strategies to assess whether content online (e.g. research, news, reviews, blogs) is based on fact, opinion, or is biased	
	25. that some media and online content promote stereotypes	
	26. how to assess which search results are more reliable than others	
	27. to recognise unsafe or suspicious content online	
	28. how devices store and share information	
	29. how to protect personal information online	
	30. about the benefits of safe internet use e.g. learning, connecting and communicating	
	31. how and why images online might be manipulated, altered, or faked	
	32. how to recognise when images might have been altered	
	33. why people choose to communicate through social media and some of the risks and challenges of doing so	

34. that social media sites have age restrictions and regulations for use

35. the reasons why some media and online content is not appropriate for children

36. how online content can be designed to manipulate people's emotions and encourage them to read or share things

37. about sharing things online, including rules and laws relating to this

38. how to recognise what is appropriate to share online
39. how to report inappropriate online content or contact
40. how to protect personal information online

41. to identify potential risks of personal information being misused

42. strategies for dealing with requests for personal information or images of themselves

43. to identify types of images that are appropriate to share with others and those which might not be appropriate

44. that images or text can be quickly shared with others, even when only sent to one person, and what the impact of this might be

45. what to do if they take, share or come across an image which may upset, hurt or embarrass them or others

46. how to report the misuse of personal information or sharing of upsetting content/ images online

47. about the different age rating systems for social media, T.V, films, games and online gaming

48. why age restrictions are important and how they help people make safe decisions about what to watch, use or play

49. how balancing time online with other activities helps to maintain their health and wellbeing

50. strategies to manage time spent online and foster positive habits e.g. switching phone off at night

51. what to do and whom to tell if they are frightened or worried about something they have seen online
52. how to protect personal information online

Resources including literature	Education for a Connected World is the UK Council for Internet safety (UKCCIS) framework of digital knowledge and skills for different ages and stages. Sexting advice from UKCCIS for schools on preventative education and managing reports of sexting. Thinkuknow is the education programme from National Crime Agency (NCA) and Child Exploitation Online Programme (CEOP), which protects children both online and offline. The site offers materials for parents, teachers and pupils on a wide range of online safety issues and facts about areas such as digital footprints, recognising fake websites and checking URLs.

Physical health and mental wellbeing	Physical health and fitness	
By the end of primary school pupils should know:	• 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.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. what it means to be healthy and why it is important 2. about physical activity and how it keeps people healthy 3. about different types of play, including balancing indoor, outdoor and screen-based play	
Year 3 & 4	4. the positive and negative effects of habits, such as regular exercise on a healthy lifestyle 5. that regular exercise such as walking or cycling has positive benefits for their mental and physical health 6. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally 7. what good physical health means and how to recognise early signs of physical illness	
Year 5 & 6	8. about the benefits of being outdoors and in the sun for physical and mental health 9. identify where they and others can ask for help and support with physical health and fitness in and outside school 10. the importance of asking for support from a trusted adult	
Resources including literature	**1decision-primary-pshe-education-programme** https://www.outdoor-learning.org/	

Physical health and mental wellbeing	Healthy eating	
By the end of primary school pupils should know:	• 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).	
Phase	Key knowledge	Vocabulary
Year 1 & 2	1. what it means to be healthy and why it is important 2. about healthy and unhealthy foods, including sugar intake	Food groups, protein, fat, carbohydrates, vegetables, fruit, calcium, minerals, vitamins, sugar, nutrition Energy, muscles, bones, teeth
Year 3 & 4	3. about the choices that people make in daily life that could affect their health 4. to identify healthy and unhealthy choices (e.g. in relation to food) 5. what can help people to make healthy choices and what might negatively influence them 6. about habits and that sometimes they can be maintained, changed or stopped 7. the positive and negative effects of habits, such as regular exercise or eating too much sugar, on a healthy lifestyle 8. what is meant by a healthy, balanced diet including what foods should be eaten regularly or just occasionally 9. to identify a wide range of factors that maintain a balanced, healthy lifestyle, physically and mentally	
Yr 5 & 6	10. Body image and the risks of risks associated with unhealthy eating	
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme Science national curriculum	

Physical health and mental wellbeing	Drugs, alcohol and tobacco	
By the end of primary school pupils should know:	• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. what it means to be healthy and why it is important 2. how to help keep themselves safe at home in relation to medicines/household products 3. about things that people can put into their body or onto their skin (e.g. medicines and creams) and how these can affect how people feel	
Year 3 & 4	4. the importance of taking medicines correctly and using household products safely 5. to recognise what is meant by a 'drug' 6. that drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) can affect health and wellbeing 7. to identify some of the effects related to different drugs and that all drugs, including medicines, may have side effects 8. to identify some of the risks associated with drugs common to everyday life 9. that for some people using drugs can become a habit which is difficult to break 10. how to ask for help or advice	Drugs, smoking, alcohol, e-cigarette Over the counter and prescription medicines
Year 5 & 6	11. about the risks and effects of different drugs 12. about the laws relating to drugs common to everyday life and illegal drugs 13. to recognise why people choose to use or not use drugs, including nicotine, alcohol and medicines as well as illegal drugs 14. about the organisations where people can get help and support concerning drug use 15. how to ask for help if they have concerns about drug use 16. about mixed messages in the media relating to drug use and how they might influence opinions and decisions	Legal drugs, illegal drugs, pharmacy, prescription, pharmacist, nicotine
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/drug-wise-primary-school-resource-islington	

	https://www.pshe-association.org.uk/curriculum-and-resources/resources/teaching-drug-and-alcohol-education-confidence
	https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17
	National curriculum for Science Year 6

Physical health and mental wellbeing	Health and prevention	
By the end of primary school pupils should know:	• 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.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. what it means to be healthy and why it is important 2. ways to take care of themselves on a daily basis 3. about basic hygiene routines, e.g. hand washing 4. about people who can help them to stay healthy, such as parents, doctors, nurses, dentists, lunch supervisors 5. how to keep safe in the sun 6. the importance of, and routines for, brushing teeth and visiting the dentist 7. about food and drink that affect dental health 8. about routines and habits for maintaining good physical and mental health 9. why sleep and rest are important for growing and keeping healthy 10. that medicines, including vaccinations and immunisations, can help people stay healthy and manage allergies 11. the importance of, and routines for, brushing teeth and visiting the dentist 12. about food and drink that affect dental health	Dentist, toothbrush, toothpaste Sun cream, factor, sun hat Hand washing, bacteria
Year 3 & 4	13. about the choices that people make in daily life that could affect their health 14. to identify healthy and unhealthy choices (e.g. in relation to food, exercise, sleep) 15. what can help people to make healthy choices and what might negatively influence them 16. about habits and that sometimes they can be maintained, changed or stopped 17. that common illnesses can be quickly and easily treated with the right care e.g. visiting the	Dentist, toothbrush, toothpaste, decay, floss

	doctor when necessary	
	18. how to maintain oral hygiene and dental health, including how to brush and floss correctly	
	19. the importance of regular visits to the dentist and the effects of different foods, drinks and substances on dental health	
Year 5 & 6	20. how sleep contributes to a healthy lifestyle	
	21. healthy sleep strategies and how to maintain them	
	22. about the benefits of being outdoors and in the sun for physical and mental health	
	23. how to manage risk in relation to sun exposure, including skin damage and heat stroke	
	24. how medicines can contribute to health and how allergies can be managed	
	25. that some diseases can be prevented by vaccinations and immunisations	
	26. that bacteria and viruses can affect health	
	27. how they can prevent the spread of bacteria and viruses with everyday hygiene routines	
	28. to recognise the shared responsibility of keeping a clean environment	
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/sleep-factor-lesson-plans-powerpoints https://www.pshe-association.org.uk/curriculum-and-resources/resources/1decision-primary-pshe-education-programme	

Physical health and mental wellbeing	Basic first-aid	
By the end of primary school pupils should know:	• 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.	
Phase	Key knowledge	Vocabulary
Year 1 & 2	1. how to respond if there is an accident and someone is hurt 2. about whose job it is to keep us safe and how to get help in an emergency, including how to dial 999 or 111 and what to say	Emergency, first aid, treatment, accident, danger
Year 3 & 4	3. know to find a responsible adult in an emergency or to dial 999 and what to say to get help. 4. will be able to explain steps on how to get help in an emergency and to give accurate information. 5. to recognise how people, react in an emergency and the importance of following basic emergency procedures 6. will be able to demonstrate know to keep themselves and the injured person safe in an emergency and how to call the emergency services.	Safe, injury, responsive, unresponsive, crisis, safe-area
Year 5 & 6	7. how to deal with common injuries using basic first aid techniques 8. how to respond in an emergency, including when and how to contact different emergency services	first aider, casualty, life-threatening conditions, danger, response, airway, breathing, circulation, responsive, unresponsive, choking cardiopulmonary resuscitation, strain, sprain, dislocation, veins, arteries, bruise, abrasion, laceration, incision, puncture, fracture
Resources including literature	https://www.pshe-association.org.uk/curriculum-and-resources/resources/life-live-it-primary-school-resources-red-cross https://www.sja.org.uk/course-information/training-for-pupils/pupil-first-aid-courses/	

Physical health and mental wellbeing	**Changing adolescent body**	
By the end of primary school pupils should know:	• 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.	
Phase	**Key knowledge**	**Vocabulary**
Year 1 & 2	1. about the human life cycle and how people grow from young to old 2. how our needs and bodies change as we grow up 3. to identify and name the main parts of the body including external genitalia (e.g. vulva, vagina, penis, testicles) 4. about change as people grow up, including new opportunities and responsibilities	*body part, same, different, boy, girl, neck, shoulders, chest, spine, bottom, vagina, vulva, ankles, nostrils, penis, testicles, shins, chin, knees, toes, lips, elbow, fingers, eyebrows, thighs*
Year 5 & 6	5. how to identify external genitalia and reproductive organs 6. about the physical and emotional changes during puberty 7. key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams 8. strategies to manage the changes during puberty including menstruation 9. the importance of personal hygiene routines during puberty including washing regularly and using deodorant 10. how to discuss the challenges of puberty with a trusted adult 11. how to get information, help and advice about puberty 12. identify the links between love, committed relationships and conception 13. that for some people their gender identity does not correspond with their biological sex 14. what sexual intercourse is, and how it can be one part of an intimate relationship between consenting adults 15. how pregnancy occurs i.e. when a sperm meets an egg and the fertilised egg settles into the lining of the womb 16. that pregnancy can be prevented with contraception. Pupils are often aware that sexual intercourse does not always result in a baby and they may already be aware of or have heard about some common methods of contraception (e.g. condoms, the contraceptive pill or avoiding sexual intercourse). A basic understanding of contraception can be taught at primary	*puberty, males, female, moods, emotional changes, menstruation, periods, ovary, vagina, cervix, uterus, fallopian tube, egg, lining of womb, sanitary towel, wet dreams, penis, testicles, scrotum, urethra, prostate gland, seminal vesicle, bladder, semen, sweat, breasts, spots, pubic hair, facial hair, underarm hair, personal hygiene, peer*

	level. This may include basic information about common forms of contraception (for example, condoms and the contraceptive pill) and how these can prevent a baby being made. Schools will need to decide whether this is appropriate for their community and cohorts and consider how to approach this as part of Sex Education. 17. about the responsibilities of being a parent or carer and how having a baby changes someone's life	
Resources including literature	https://www.sexeducationforum.org.uk/resources/teaching-resources https://learning.nspcc.org.uk/research-resources/schools/relationships-health-and-sex-education-resources https://www.pshe-association.org.uk/curriculum-and-resources/resources/medway-public-health-directorate-relationships-and https://campaignresources.phe.gov.uk/schools/topics/rise-above/overview?WT.mc_id=RiseAboveforSchools_PSHEA_EdComs_Resource_listing_Sep17	

Appendix 6

Right to be excused from sex education (commonly referred to as the right to withdraw)

'It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. The Department (of Education) continues to **recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils**. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.' **Statutory guidance, Relationships education (Primary), Updated 25 July 2019**

Parents have the right to request that their child be withdrawn from some or all of sex education delivered as part of statutory RSE. Before granting any such request it would be good practice for the headteacher to discuss the request with parents and, as appropriate, with the child to ensure that their wishes are understood and to clarify the nature and purpose of the curriculum. Schools will want to document this process to ensure a record is kept.

Good practice is also likely to include the headteacher discussing with parents the benefits 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 peers' version of what was said in the classes, rather than what was directly said by the teacher. Although the detrimental effects may be mitigated if the parents propose to deliver sex education to their child at home instead.

Once those discussions have taken place, except in exceptional circumstances, the school should respect the parents' request to withdraw the child.

This process is the same for pupils with SEND. However, there may be exceptional circumstances where the headteacher may want to take a pupil's specific needs arising from their SEND into account when making this decision.

If a pupil is excused from sex education, it is the school's responsibility to ensure that the pupil receives appropriate, purposeful education during the period of withdrawal. **There is no right to withdraw from Relationships Education or Health Education.**

Headteachers **cannot** grant a request to withdraw a pupil from any sex education delivered in primary schools, as part of the science curriculum. This includes:

Key Stage 1 -
Animals, including humans
Statutory requirements
Pupils should be taught to:
- notice that animals, including humans, have offspring which grow into adults
- find out about and describe the basic needs of animals, including humans, for survival (water, food and air)
- describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.

Notes and guidance (non-statutory)

Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.

The following examples might be used: egg, chick, chicken; egg, caterpillar, pupa, butterfly; spawn, tadpole, frog; lamb, sheep. Growing into adults can include reference to baby, toddler, child, teenager, adult.

Pupils might work scientifically by: observing, through video or first-hand observation and measurement, how different animals, including humans, grow; asking questions about what things animals need for survival and what humans need to stay healthy; and suggesting ways to find answers to their questions.

Key Stage 2 -
Living things and their habitats
Statutory requirements
Pupils should be taught to:

- describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- describe the life process of reproduction in some plants and animals.

Animals, including humans
Statutory requirements
Pupils should be taught to:

- describe the changes as humans develop to old age.

Notes and guidance (non-statutory)
Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty.
Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows.

Parent / Carer Form: Withdrawal from Sex Education

To be completed by parents / carers	
Name of child	
Class	
Name of parents / carers	
Reasons for withdrawing from sex education	
Any other information you would like school to consider	
Parents (s) / carer (s) signature	
Date	

To be completed by school	
Agreed actions from the discussion with parents / carers Include notes from the meeting	

Parental Responsibility

Where there is shared parental responsibility, both parties should, where possible, reach a shared agreement to request that their child is withdrawn from sex education.

Either parent can request to withdraw a child from sex education. If there is a disagreement the other parent would need a prohibited steps order.

https://www.gov.uk/government/publications/dealing-with-issues-relating-to-parental-responsibility/understanding-and-dealing-with-issues-relating-to-parental-responsibility

Key effects of a father or second female parent acquiring parental responsibility

When a father or second female parent acquires parental responsibility they:

• can withdraw a child from sex education and religious education classes and make representations to schools concerning the child's education

Prohibited steps order

A prohibited steps order imposes a specific restriction on the exercise of responsibility. This means that no step specified by the court, which a parent could take in meeting his/her parental responsibility, can be taken without the consent of the court.

Example One parent wants to take the child abroad for an extended period or prevent the child from attending a form of religious worship, against the wishes of the other parent.