



# Relationships Education, Relationships and Sex Education and Health Education Policy

Date	Revised amendment details	By whom
May 2021	Draft Policy issued for consultation	School
June 2021	Policy approved	School and Ops Group
June 2021	Approved Policy made available on school website	School
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## Related Policies & Documents

- The TEFAT Relationships and Health Education Policy April 2021
- Relationships Education, Relationships and Sex Education (RSE) and Health Education [statutory guidance 2020](#).
- Statutory [guidance](#) for Relationships Education.
- Statutory [guidance](#) for physical health and mental wellbeing.
- Specific guidance for pupils with SEND [SEND Code of practice 0 - 25](#)
- [Keeping Children Safe in Education \(statutory guidance\)](#)
- [Equality Act 2010 and schools](#)
- [Mental Health and Behaviour in schools \(advice for schools\)](#)
- [Sexual violence and sexual harrasment between children in schools \(advice for schools\)](#)

### 1. Policy aims and scope

- To ensure parents, pupils and staff are aware and understand the different components of the Relationships Education, Relationships and Sex Education and Health Education curriculum and how/why it is taught
- To deliver a curriculum that is relevant, appropriate and tailored to the needs of our pupils within a framework that is inclusive and meets the needs of all children with regard to gender, sexuality and diversity
- To provide pupils with an understanding of safe, consensual and respectful relationships with their peers and wider community whilst developing essential life skills including decision-making. This should also include an understanding of how safe relationships can support mental health and well-being

### 2. Relationships Education (RE), Relationships and Sex Education (RSE) and Health Education (HE) Definition

- 2.1. Relationships Education and Relationships and Sex Education are concerned with lifelong learning about an individual's physical, moral, emotional, social and cultural development. It is about understanding stable, safe and loving relationships, such as marriage and civil partnerships. It also involves learning about non-exploitative relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity. These essential life skills teach pupils how to build and maintain positive and respectful relationships with peers and the wider community as well as online and in person.

Relationships and Sex Education does not promote sexual orientation or sexual activity. It does cover attitudes and values; personal and social skills; and knowledge

and understanding. It is an essential part of keeping children safe in education, especially as they make the transition to secondary school and into adulthood.

- 2.2. It is expected that Relationships Education and where appropriate, Relationships and Sex Education, will be taught as an integrated aspect of Personal, Social and Health Education (PSHE). Age-appropriate Relationship Education teaching is essential to keeping pupils safe and healthy, inside and outside the school gates. A comprehensive Relationships Education programme can have a positive impact on people's health and well-being and their ability to achieve, and can play a crucial part in meeting these obligations. A good PSHE education provides children with both the knowledge and skills to manage their lives, stay safe, make the right decisions and thrive as individuals and members of society. It provides children with opportunities to develop skills and qualities such as resilience, leadership, communication, empathy and perseverance.

### **3. Roles and responsibilities**

#### **3.1. The Trust will ensure that:**

- The Trust wide Relationships and Health Education Policy is up to date, accurately reflects statutory requirements and is made available to all stakeholders via the Trust website
- Relationships and Health Education is appropriately taught and accessible for all pupils, taking into account the age and religious backgrounds of all pupils, so as to ensure that the topics outlined in the statutory guidance are appropriately handled
- All schools work closely with parents when planning and delivering these subjects; ensuring that parents are consulted, know what will be taught and when, and clearly communicate where parents / carers have the right to request withdrawal

#### **3.2. The Principal will:**

- Ensure the effective delivery and overall implementation of this policy
- Ensure staff are comfortable, knowledgeable and aptly trained to deliver the curriculum
- Ensure that the school owned policy and appropriate teaching materials are developed, shared and implemented in line with this policy and mindful of the needs of vulnerable cohorts
- Ensure that all teaching and support materials are informed by current best practice including the PSHE Association Guidance [here](#) and [linked resources](#)
- Inform parents/carers about the school's programme for Relationships and Health Education including provision made for sex education through consultation materials, events and the school's website
- Seek to form a consultative partnership with parents/carers to ensure that there is a clear understanding of the school owned policy and to address any concerns they may have
- Use their discretion and respond appropriately when considering requests from parents / carers for their children to be withdrawn from any non-statutory elements of sex education to which they object. The request will be accepted where the withdrawal does not cut across those elements of sex education which form part of the science curriculum

### **3.3. The staff will:**

- Implement the scheme of work in line with the overall values of the Trust and the academy
- Participate in any relevant training necessary to successfully deliver the curriculum
- Identify and notify the Principal of any materials they would consider inappropriate
- Respond appropriately to those pupils whose parents wish them to be withdrawn from aspects of the curriculum

### **3.4. The parents / carers will:**

- Actively engage with any consultation to ensure they are aware of the importance of Relationships and Health Education in supporting the development of their child but to also voice any concerns/feedback they might have
- To work in partnership with the school to have a joined up approach to discussing these topics with their children outside of school

The school may also utilise external agencies with specific expertise to enhance elements of teaching, where this is the case:

- Any teaching materials used will be agreed prior to teaching and agreed by the responsible member of staff
- External visitors will always be accompanied by a member of staff
- Be DBS checked
- Be aware of this policy and the values of the school
- Liaise with appropriate co-ordinator or teacher to consider the needs of the cohort

## **4. Relationships Education and Relationships and Sex Education Provision**

- 4.1. The curriculum content is set out as per Appendices 1, 2, 3 and 4
- 4.2. The policy and programme has been developed in consultation with parents, pupils and staff, taking into account the age, needs and feelings of the cohort and community. The consultation aimed to gather the thoughts and opinions of those affected by the delivery of the curriculum. Whilst these views will be heard and taken into consideration, the school will make the final decision on the delivery of provision.
- 4.3. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so pupils are fully informed and don't seek answers online where they may find incorrect or unsuitable material.
- 4.4. Relationships Education, RSE and Health Education is planned carefully so that it is accessible for all pupils and with particular consideration for the needs of pupils with special educational needs and disabilities (SEND). High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. Pupils with

SEND can be more vulnerable to exploitation and abuse, therefore delivery will consider the level of need, previous negative experiences and any other individual concerns.

- 4.5. Relationships Education and RSE can also be particularly important subjects for some pupils, for example those with Social, Emotional and Mental Health needs or learning disabilities. Such factors should be taken into consideration in designing and teaching these subjects. There may be a need to tailor content and teaching to meet the specific needs of pupils at different developmental stages. As with all teaching for these subjects, we ensure that our teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.
- 4.6. The delivery of Relationships Education is pivotal to ensuring we, as a school, fulfill our safeguarding obligations, pupils will learn how to recognise and differentiate between appropriate and inappropriate behaviours and relationships. By pupils understanding the meaning of consensual and mutual relationships as well as characteristics of abusive relationships, this may expose potential safeguarding concerns. Where safeguarding or child protection concerns arise, staff will follow the necessary procedure in escalating the issue.
- 4.7. The teaching of Relationships Education will consider the Equality Act 2010 which will allow pupils to understand how they should treat one another and celebrate diversity. The curriculum is inclusive for all pupils and those in the community with protected characteristics. Age-appropriate conversations are likely to reduce discrimination and further understanding of different lifestyle choices. Pupils will not be asked to discuss their own views or personal experience, however they may choose to share their own experiences.

## **5. Delivery of Relationships Education and Relationships and Sex Education**

- 5.1. RE is taught within the Personal, Social, Health Education (PSHE) curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in Relationships Education (RE). Other aspects of the school curriculum may also include Religious Education.
- 5.2. Pupils might also receive stand-alone sex education sessions delivered by an appropriate professional from an organisation such as the NSPCC or Local Authority Health Education Unit
- 5.3. Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:
  - Families and people who care for me
  - Caring friendships
  - Respectful relationships

- Online relationships
- Being safe
- Sex education (With focus on preparing boys and girls for the changes that adolescence brings and how a baby is conceived and born.

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

- 5.4. Relationships Education is discussed in a safe and non-judgemental space where children and adults feel respected. To ensure this, pupils will learn appropriate language, managing personal questions and how to find correct answers they are looking for.
- 5.5. Where Sex Education is discussed, content will be tailored to the physical and emotional maturity of the cohort and developed throughout the course of education in age-appropriate way.
- 5.6. Jigsaw PSHE scheme will be used to deliver the curriculum. These resources are updated regularly in accordance to the changing needs of the curriculum and in line with DFE guidance.
- 5.7. Jigsaw uses a structured approach to lessons where children are able to discuss if they wish to, and pass on anything which may make them feel uncomfortable. They have opportunities to ask questions via an anonymous post box and are taught to be respectful during all lessons, following the Jigsaw Charter rules for class discussion.

## **6. Health Education Curriculum and Delivery**

- 6.1. The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health is.
- 6.2. This starts with pupils being taught about the benefits and importance of:
  - Daily exercise, good nutrition and sufficient sleep, and giving pupils the language and knowledge to understand the normal range of emotions that everyone experiences. This should enable pupils to articulate how they are feeling, develop the language to talk about their bodies, health and emotions and judge whether what they are feeling and how they are behaving is appropriate and proportionate for the situations that they experience.

- Teachers should go on to talk about the steps pupils can take to protect and support their own and others' health and wellbeing, including simple self-care techniques, personal hygiene, prevention of health and wellbeing problems and basic first aid.
- Emphasis should be given to the positive two-way relationship between good physical health and good mental wellbeing, and the benefits to mental wellbeing of physical exercise and time spent outdoors.
- The benefits of hobbies, interests and participation in their own communities. This teaching should make clear that people are social beings and that spending time with others, taking opportunities to consider the needs of others and practising service to others, including in organised and structured activities and groups (for example the scouts or girl guide movements), are beneficial for health and wellbeing.
- The benefits of rationing time spent online and the risks of excessive use of electronic devices. In later primary school, pupils should be taught why social media, computer games and online gaming have age restrictions and should be equipped to manage common difficulties encountered online.
- A firm foundation in the benefits and characteristics of good health and wellbeing will enable teachers to talk about isolation, loneliness, unhappiness, bullying and the negative impact of poor health and wellbeing.

## 7. Communicating with parents and carers

- 7.1. The delivery of Relationships Education is best delivered when supported by parents, this constructive communication allows Eyrescroft School and parents to develop a shared set of values which allows for joined up conversations and the dispelling of myths around certain topics.
- 7.2. Parents are first and foremost the first to educate their children on certain Relationship Education topics. Therefore, communication between Eyrescroft School and parents can allow parents to best understand how they can support and continue their children's learning at home, ultimately benefiting the development of pupils. This will be done through:
- Sharing information about the curriculum through various channels (website, newsletter etc.)
  - Keeping parents up to date with upcoming topics and activities regarding Relationships Education
  - Providing or signposting resources and other information for parents to address needs and also to build confidence to have difficult conversations
- 7.3. In order to have a joined up approach, parents will be asked to work together with Eyrescroft School in a consultative approach, to express their concerns or share feedback. The outcomes of the consultation will be taken into account when making the final decision, however, parents can not exercise a veto against the schools final decision. Eyrescroft School has the final say on what is delivered and will always act

in the best interest of the schools and its pupils.

- 7.4. Where surveys are used and submitted, the school will not accept anonymous submissions. Any survey submission demonstrating significant concerns should be followed up with further conversation.
- 7.5. Our school utilises an open door approach, therefore parents should feel comfortable discussing any concerns or queries they might have in regard to the curriculum at any stage. Parents are invited to view the curriculum materials prior to it being taught and discuss anything they want to know more about with the Principal/PSHE Lead.

## 8. Parent/Carer right to withdraw pupils

- 8.1. Parents **do not** have the right to withdraw their children from mandatory Relationships Education or Health Education delivered as part of PSHE.
- 8.2. Parents **do** have the right to request to withdraw their children from the non-statutory components of sex education within Relationships and Sex Education. This does not include aspects which are taught within Science or other areas as part of the national curriculum.
- 8.3. Requests for withdrawal should be put in writing using the form found in **Appendix 5** of this policy and addressed to the Principal. The process should be documented and kept on record.
- 8.4. Before granting the right to withdraw, it is recommended that the Principal and parents discuss the reasons for requesting withdrawal and discuss the benefits of the topics as well as the detrimental impact of removing them. Pupils may also discuss topics outside of the classroom which may provide incorrect information to children removed from the session.
- 8.5. The school has a responsibility to provide alternative work for pupils who are withdrawn from these elements.
- 8.6. For pupils with SEND, the process for withdrawal remains the same. However, the Principal will consider the specific circumstances and needs of the pupil on a case by case basis.

## 9. Monitoring Arrangements

- 9.1. Lessons on sex and relationships education will be observed in the normal programme of monitoring teaching and learning.
- 9.2. Children's views and attitudes should be assessed through the academy's 'pupil voice' processes e.g. via the School Council.
- 9.3. Where changes are made to the policy or the programme, parents will be consulted on those changes



## Appendix 1: Curriculum map

### Relationships and sex education curriculum map

YEAR GROUP	TERM	TOPIC DETAILS
EYFS	Summer Term 2 'Changing Me' part of the Jigsaw Curriculum.	<p>I can name parts of the body.</p> <p>I can tell you some things I can do and foods I can eat to be healthy.</p> <p>I understand that we all grow from babies to adults.</p> <p>I can express how I feel about moving to Year 1.</p> <p>I can talk about my worries and/or the things I am looking forward to about being in Year 1.</p> <p>I can share my memories of the best bits of this year in Reception.</p>
Year 1	Summer Term 2 'Changing Me' part of the Jigsaw Curriculum.	<p>I am starting to understand the life cycles of animals and humans .</p> <p>I can tell you some things about me that have changed and some things about me that have stayed the same.</p> <p>I can tell you how my body has changed since I was a baby.</p> <p>I can identify the parts of the body that make boys different to girls and can use the correct names for these: penis, testicles, vagina, vulva, anus.</p> <p>I understand that every time I learn something new I change a little bit.</p> <p>I can tell you about changes that have happened in my life.</p>
Year 2	Summer Term 2 'Changing Me' part of the Jigsaw Curriculum.	<p>I can recognise cycles of life in nature.</p> <p>I can tell you about the natural process of growing from young to old and understand that this is not in my control.</p> <p>I can recognise how my body has changed since I was a baby and where I am on the continuum from young to old.</p> <p>I can recognise the physical differences between boys and girls, use the correct names for parts of the body (penis, anus, testicles, vagina, vulva) and appreciate that some parts of my body are private.</p> <p>I understand there are different types of touch and can tell you which ones I like and don't like.</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
Year 3	Summer Term 2 'Changing Me' part	<p>I understand that in animals and humans lots of changes happen between conception and growing</p>

	of the Jigsaw Curriculum.	<p>up, and that usually it is the female who has the baby.</p> <p>I understand how babies grow and develop in the mother's uterus. I understand what a baby needs to live and grow.</p> <p>I understand that boys' and girls' bodies need to change so that when they grow up their bodies can make babies I can identify how boys' and girls' bodies change on the outside during this growing up process.</p> <p>I can identify how boys' and girls' bodies change on the inside during the growing up process and can tell you why these changes are necessary so that their bodies can make babies when they grow up.</p> <p>I can start to recognise stereotypical ideas I might have about parenting and family roles.</p> <p>identify what I am looking forward to when I move to my next class.</p>
Year 4	Summer Term 2 'Changing Me' part of the Jigsaw Curriculum.	<p>I understand that some of my personal characteristics have come from my birth parents and that this happens because I am made from the joining of their egg and sperm.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I can correctly label the internal and external parts of male and female bodies that are necessary for making a baby.</p> <p>I know how the circle of change works and can apply it to changes I want to make in my life.</p> <p>I can identify changes that have been and may continue to be outside of my control that I learnt to accept.</p> <p>I can identify what I am looking forward to when I move to a new class</p>
Year 5	Summer Term 2 'Changing Me' part of the Jigsaw Curriculum.	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how a girl's body changes during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how boys' and girls' bodies change during puberty.</p> <p>I understand that sexual intercourse can lead to conception and that is how babies are usually made. I also understand that sometimes people need IVF to help them have a baby.</p>

		<p>I can identify what I am looking forward to about becoming a teenager and understand this brings growing responsibilities (age of consent).</p> <p>I can identify what I am looking forward to when I move to my next class.</p>
Year 6	Summer Term 2 'Changing Me' part of the Jigsaw Curriculum.	<p>I am aware of my own self-image and how my body image fits into that.</p> <p>I can explain how girls' and boys' bodies change during puberty and understand the importance of looking after yourself physically and emotionally.</p> <p>I can describe how a baby develops from conception through the nine months of pregnancy, and how it is born.</p> <p>I understand how being physically attracted to someone changes the nature of the relationship and what that might mean about having a girlfriend/boyfriend.</p> <p>I am aware of the importance of a positive self-esteem and what I can do to develop it.</p> <p>I can identify what I am looking forward to and what worries me about the transition to secondary school /or moving to my next class.</p>

## Appendix 2: Relationships Education

### By the end of primary school pupils should know

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>● That families are important for children growing up because they can give love, security and stability</li> <li>● 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</li> <li>● 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</li> <li>● 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</li> <li>● That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>● How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>● How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>● The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>● That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>● 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</li> <li>● 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</li> </ul>

<p>Respectful relationships</p>	<ul style="list-style-type: none"> <li>● 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</li> <li>● Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>● The conventions of courtesy and manners</li> <li>● The importance of self-respect and how this links to their own happiness</li> <li>● 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</li> <li>● 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</li> <li>● What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>● The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
<p>Online relationships</p>	<ul style="list-style-type: none"> <li>● That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>● 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</li> <li>● The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>● How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>● How information and data is shared and used online</li> </ul>
<p>Being safe</p>	<ul style="list-style-type: none"> <li>● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)</li> <li>● 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</li> <li>● That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>● How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> </ul>

	<ul style="list-style-type: none"><li>● How to recognise and report feelings of being unsafe or feeling bad about any adult</li><li>● How to ask for advice or help for themselves or others, and to keep trying until they are heard</li><li>● How to report concerns or abuse, and the vocabulary and confidence needed to do so</li><li>● Where to get advice e.g. family, school and/or other sources</li></ul>
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## Appendix 3: Health Education

### By the end of primary school pupils should know:

<p>Mental wellbeing</p>	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>● 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.</li> <li>● 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.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>● 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).</li> <li>● 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.</li> </ul>
<p>Internet safety and harms</p>	<ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits.</li> <li>● 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.</li> <li>● 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.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>

	<ul style="list-style-type: none"> <li>● 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.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</li> <li>● where and how to report concerns and get support with issues online</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>● the characteristics and mental and physical benefits of an active lifestyle.</li> <li>● 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.</li> <li>● the risks associated with an inactive lifestyle (including obesity).</li> <li>● how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
Healthy eating Pupils	<ul style="list-style-type: none"> <li>● what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>● the principles of planning and preparing a range of healthy meals.</li> <li>● 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).</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>● the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>● how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>● about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>● the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</li> <li>● about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> <li>● about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>



	<ul style="list-style-type: none"> <li>● the facts and science relating to immunisation and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>● how to make a clear and efficient call to emergency services if necessary.</li> <li>● concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>● key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</li> <li>● about menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>

## Appendix 4: Relationships and Sex Education

The DfE 'continues to recommend that all primary schools should have a sex education programme tailored to the age and physical and emotional maturity of the pupils' ([Relationships Education, 2020](#)).

The Relationships Education content outlined in Appendices 2 and 3 covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction in some plants and animals.

It is important that the transition phase before moving to secondary school supports pupils' ongoing emotional and physical development effectively. Schools should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

At Eyrescroft school, the following areas will be covered with the Relationships and Sex Education offer as part of the PSHE curriculum.

### By the end of primary school pupils will have been taught:

EYFS	<ul style="list-style-type: none"><li>• How we have changed since we were babies.</li></ul>
Year 1	<ul style="list-style-type: none"><li>• Appreciating the parts of the body that make us different and using the correct names for them.</li></ul>
Year 2	<ul style="list-style-type: none"><li>• Where am I on the journey from young to old, and what changes can I be proud of?</li><li>• Differences between boys and girls – how do we feel about them? Which parts of me are private?</li></ul>
Year 3	<ul style="list-style-type: none"><li>• How our bodies need to change so they can make babies when we grow up – outside changes and how we feel about them.</li><li>• How our bodies need to change so they can make babies when we grow up – inside changes and how we feel about them (animations used – shorter version Female and Male Reproductive Systems)</li></ul>
Year 4	<ul style="list-style-type: none"><li>• The choice to have a baby, the parts of men and women that make babies and – in simple terms – how this happens (animations used – the Female Reproductive System)</li><li>• How a girl's body changes so that she can have a baby when she's an adult – including menstruation (animations used – the Female Reproductive System).</li></ul>
Year 5	<ul style="list-style-type: none"><li>• Physical changes and feelings about them – importance of looking after yourself (animations used – the Female Reproductive System)</li></ul>

	<ul style="list-style-type: none"> <li>● Developing understanding of changes for both sexes – reassurance and exploring feelings (animations used – the Male Reproductive System)</li> <li>● Understanding the place of sexual intercourse in a relationship and how it can lead to conception and the wonder of a new life (animations used – the Female and Male Reproductive Systems)</li> </ul>
Year 6	<ul style="list-style-type: none"> <li>● Consolidating understanding of physical and emotional changes and how they affect us (animations used – the Female and Male Reproductive Systems)</li> <li>● A chance to ask questions and reflect (single sex) (animations used – the Female and Male Reproductive Systems)</li> <li>● The story of pregnancy and birth (animations used – the Female and Male Reproductive Systems)</li> </ul>

## Appendix 5: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	Include notes from discussions with parents and agreed actions taken.