



## Relationships and Sex Education Policy

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## 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

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

## 2. Rationale

At Kings Furlong Junior School, we believe that sex and relationship education involves lifelong learning about physical, moral and emotional development. It is about understanding the importance of family life within stable and loving relationships, including marriage, and respect, love and care. It is also about the teaching of puberty and conception. It is not about the promotion of sexual orientation or sexual activity.

At Kings Furlong Junior School, sex and relationship education has three main elements:

- attitudes and values
  - learning the importance of values and individual conscience and moral considerations;
  - learning the value of family life, marriage, and stable and loving relationships for the nurture of children and how that can look in different ways;
  - learning the value of respect, love and care;
  - exploring, considering and understanding moral dilemmas; and
  - developing critical thinking as part of decision-making.
- personal and social skills
  - learning to manage emotions and relationships confidently and sensitively;
  - developing self-respect and empathy for others;
  - learning to make choices based on an understanding of difference and with an absence of prejudice;
  - developing an appreciation of the consequences of choices made;
  - managing conflict; and
  - learning how to recognise and avoid exploitation and abuse.
- knowledge and understanding
  - learning and understanding physical development at appropriate stages;
  - understanding human sexuality, reproduction, sexual health, emotions and relationships;

We believe that, although factual information about sex-related issues is important, there should also be a significant focus on the qualities of relationships in life and on personal rights and responsibilities. This is achieved through exploring values and moral issues and developing communication and decision-making skills.

Specifically, we aim to:

- Develop an atmosphere of trust and understanding in which to work.
- Tackle sex education within a moral framework and in the context of family life.
- Recognise skills needed for strong caring relationships between friends and family.
- Combat ignorance and increase understanding.
- Reduce guilt and anxiety.
- Promote responsible behaviour.
- Combat exploitation.
- Encourage openness about sexual matters.
- Promote the ability of the individual to make informed decisions.
- Promote respect for oneself and for others.
- Facilitate communication on sexual matters.
- Develop educational skills for future parents and carers.
- Develop a parent partnership of learning by offering a preview of any video materials to the parents.

This is achieved through:

A programme of sex and relationship education which not only includes biological facts and Information, but also seeks to develop skills to form caring and loving relationships which the children will need as they reach sexual maturity.

### **3. Definition**

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

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

RSE is not about the promotion of sexual activity.

### **4. Statutory requirements**

As a maintained primary school we must provide relationships education to all pupils as per guidance from the Department for Education issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

Although we are not required to provide sex education, we do need to teach the elements of sex education contained in the science curriculum.

The teaching of RSE focuses on relationships, as well as the physical and emotional changes that occur from baby to adulthood.

In teaching RSE, we must have regard to [guidance](#) issued by the secretary of state as outlined in section 80A of the Education Act 2002 and Section 403 of the [Education Act 1996](#).

At Kings Furlong Junior School, we teach RSE as set out in this policy.

## 5. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to review the draft policy and ask any questions
4. Ratification – once amendments were made, the policy was shared with governors and ratified

## 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online and where necessary will discuss this with parents.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

Through PSHE, children are provided with opportunities to develop their skills in building and maintaining relationships. These opportunities are planned in a cross-curricular manner, ensuring they are taught in relevant and contextual ways, which match the year group topic, or are at appropriate timings of that half term. Therefore, although the timings of units may not be the same from year to year, all units will be covered across the year.

In addition to this, the following activities take place:

- Part of the sex education programme is delivered through the Science curriculum as Life and Living Processes. Other elements are covered through PSHE e.g. identifying the differences between a child and an adult and understanding the concept of male and female.
- In year 5, to prepare children for reaching puberty, children take part in activities such as quizzes and sorting games related to upcoming bodily changes. As well as discussing the physical changes that occur during puberty, children also develop an understanding of any emotional changes.
- In year 6, children revise and extend the year 5 work as well as learn about how a baby is conceived. In addition, they focus on how to manage change and how to build and sustain different relationships.
- During the series of lessons, children are given opportunities to ask questions openly or anonymously.
- Where relevant, NSPCC assemblies may be held to support the curriculum.

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

For more information about our RSE curriculum, see Appendices 1 and 2.

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, LGBTQ+ 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).

## **7. Roles and responsibilities**

Each teacher is responsible for delivering sex education, and teachers will work together to plan and teach the topics where appropriate or desired.

A variety of sources and resources are used to deliver the programme of study. These include:

- Visiting speakers (e.g. the School Nurse)
- Library books
- Teacher's guides (recommended by Hampshire PHSE advisory team)

If visiting speakers are invited in, it is the responsibility of the Head Teacher and Governors to ensure that the visitors are aware of the school's policy and that their contributions are in keeping

with this policy. The content of visitors' talks should be pre-discussed with the Head Teacher and the Class Teacher so that a Service Level Agreement can be filled in.

### Dealing with sensitive Issues

Governors and teachers are in agreement that teachers should answer all children's questions relating to relationships and sex education in an open and factual way, taking into consideration the family background, culture, religious beliefs, and pupils' differing experiences. The Governors expect teachers to use their professional judgement and discretion when faced with, or answering, questions, which they deem to be of a sensitive nature, for example homosexuality, contraception or sexually transmitted diseases.

The following ground rules have been established.

- Teachers should not enter into discussions about personal issues and lifestyles.
- No one (child or adult) has to answer a personal question.
- Nobody is forced to take part in discussion.
- In discussion, teachers promote the knowledge and use of 'accepted' names of body parts.
- Meanings of words are explained in a sensible and factual way.
- Teachers protect pupils' privacy by depersonalising discussions.
- As with all questions, teachers attempt to answer factually and without bias and follow statutory guidance.
- The teacher uses his/her professional judgement as to whether to answer the question(s) immediately, or at a later stage or whether to address the answer to an individual, group or to the whole class.

If in doubt, it may be appropriate to discuss the matter and how to respond to it with the Head teacher and or parents. Therefore, this policy should be read in conjunction with our child protection and confidentiality policy.

### **7.1 The governing body**

The governing body will approve the RSE policy, and hold the Head teacher to account for its implementation.

### **7.2 The Head teacher**

The Head teacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

### **7.3 Staff**

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress

- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

Staff do not have the right to opt out of teaching RSE. Staff who have concerns about teaching RSE are encouraged to discuss this with the Head teacher.

#### **7.4 Pupils**

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

#### **8. Parents' right to withdraw**

At Kings Furlong Junior School, we believe that parents play the key role in:

- teaching their children about sex and relationships;
- maintaining the culture and ethos of the family;
- helping their children cope with the emotional and physical aspects of growing up;
- preparing them for the challenges and responsibilities that sexual maturity brings.

To support and compliment the role of parents we inform all parents of forthcoming sex and relationship work, and offer the opportunity to view and discuss all content.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head teacher.

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

#### **9. Training**

When necessary, the Head teacher will invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored by Amanda Westaway (HT) and Sue Dunn (DHT) through learning walks, book and planning moderation. Both the PSHE lead, Louise Steadman and the Science lead, Jessica Workman, will also monitor the implementation of this policy as part of their role as subject leader.

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

This policy will be reviewed by PSHE and Science leads every two years unless there is a change in legislation. At every review, the policy will be approved by the governing body and the Head teacher.

Appendix 1: Curriculum map

KFJS Relationships and Sex Education Curriculum Map

Term		Year 3	Year 4	Year 5	Year 6
Autumn	A1	<p><b>Families and friendships</b></p> <p>Importance of family and friendships in order to feel happy and secure.</p>	<p><b>Families and friendships</b></p> <p>Characteristics of healthy family life and importance of spending time together.</p> <p>If family is making you unhappy and how to seek help.</p> <p>(Otters Vs Badgers)</p>	<p><b>Families and friendships</b></p> <p>Families can look different from their own but be respectful</p> <p>Healthy friendships are positive and welcoming and don't exclude others.</p> <p>(Julian is a mermaid)</p>	<p><b>Families and friendships</b></p> <p>Stable, caring relationships are the heart of happy family.</p> <p>Marriage represents a formal and legal commitment of two people.</p> <p>How to recognise relationships that are less positive</p> <p>(A day in the life of Marlon Bundo)</p>
	A2	<p><b>Wellbeing</b></p> <p>How to recognise feelings and talk about own and others.</p> <p>Understanding those emotions and how to help themselves.</p> <p>(Ruby's worries)</p>	<p><b>Respecting each other</b></p> <p>Practical steps to take in order to improve or support respectful relationships.</p> <p>To treat others with the respect and in turn get respect back.</p> <p>Manners</p>	<p><b>Belonging</b></p> <p>What is neurodiversity?</p> <p>(Wonderfully wired brains)</p> <p>A new topic we have included within our school curriculum to meet the needs of our children.</p>	<p><b>Growing and changing</b></p> <p>Sex education</p> <p>(NSPCC)</p>
Spring	Sp 1	<p><b>Respecting each other</b></p> <p>Bullying – the different types of bullying that can happen and the impact that can</p>	<p><b>Belonging</b></p> <p>Characteristics of healthy relationships that lead to happiness, kindness and</p>	<p><b>Respecting each other</b></p> <p>The importance of respecting boundaries, permission-seeking and giving in relationships with friends,</p>	<p><b>Respecting each other</b></p> <p>What is a stereotype and how to challenge this?</p>

		have on someone.	belonging. Supporting them with problems and difficulties (Your body belongs to you)	peers and adults	
	Sp 2	<b>Growing and changing</b> Explore different families and understand the difference between males and females (NSPCC)	<b>Growing and changing</b> Main stage of human lifecycle Basic facts of puberty (NSPCC)	<b>Growing and changing</b> Puberty (NSPCC)	<b>Belonging</b> The importance of respecting others when they are very different from themselves.
Summer	Su 1	<b>Belonging</b> Importance of self-respect and link to their own happiness (Incredible You)	<b>Wellbeing</b> Grief (Storm in a Jar)	<b>Wellbeing</b> Children to judge if what they are feeling and how they are behaving is appropriate? Common to experience mental health and where to get early support to prevent long term issues Where and how to seek support.	<b>Wellbeing</b> How to recognise early signs of physical illness. How and when to seek support in school about health. Safe and unsafe exposure to the sun.
	Su 2	<b>Health and Fitness</b> Importance of general and physical health Healthy diet Sleep	<b>Health and Fitness</b> Planning and preparing healthy meals. What's a poor diet and risks with unhealthy eating? Dental hygiene	<b>Health and Fitness</b> Benefits of physical exercise, time outdoors for wellbeing and happiness Risks associated with inactive lifestyle Facts about legal and illegal harmful substances	<b>Health and Fitness</b> Personal hygiene and germs. Facts and science relating to allergies and vaccinations.

**By the end of primary school:**

<b>Families and people who care for me</b>	Pupils should know <ol style="list-style-type: none"><li>1. that families are important for children growing up because they provide love, security and stability.</li><li>2. the characteristics of healthy family life, including 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>3. 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>4. that stable, caring relationships are at the heart of happy families, and are important for children's security as they grow up.</li><li>5. that marriage<sup>15</sup> represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</li><li>6. 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></ol>
<b>Caring friendships</b>	Pupils should know <ol style="list-style-type: none"><li>1. how important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>2. that through no fault of their own, not every child will have the friends they would like, that most people feel lonely at some point and that there is no shame in feeling lonely or talking about it.</li><li>3. the characteristics of healthy relationships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.</li><li>4. how to recognise relationships that are less positive</li><li>5. that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li></ol>

Appendix 2: By the end of primary school pupils should know

<b>Respectful relationships</b>	<p>6. that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, how to manage conflict, and that resorting to violence is never right.</p> <p>7. how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, how to handle these situations, and how to seek help or advice from others, if needed.</p>
	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. 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>2. practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> <li>3. the conventions of courtesy and manners.</li> <li>4. the importance of self-respect and how this links to their own happiness.</li> <li>5. that they can expect to be treated with respect by others, and that in turn they should show respect to others, including those in positions of authority.</li> <li>6. 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>7. what a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>8. the importance of respecting boundaries, including understanding permission-seeking and giving in relationships with friends, peers and adults.</li> </ol>

Go to

<b>Online relationships</b>	Pupils should know <ol style="list-style-type: none"> <li>1. that people sometimes behave differently online, and that this can lead to dangerous situations. For example, someone pretending to be someone they are not, or an adult presenting as a child, to get another person to do something for them that they don't want to do, or shouldn't do.</li> <li>2. that children should be respectful in online interactions, and the same principles apply to online relationships as to face-to-face relationships, including when we are anonymous.</li> </ol>
	<ol style="list-style-type: none"> <li>3. the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</li> <li>4. 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>5. how information and data is shared and used online, including the risks of sending images and information (without discussing details of sexual imagery).</li> <li>6. about online risks, including that any material someone provides to another has the potential to be circulated online and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.</li> <li>7. that there is a minimum age for joining social media sites (normally age 13) in part to protect children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.</li> <li>8. the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure. This should be covered without discussing details of sexual imagery.</li> <li>9. who to go to for advice and support when they feel worried or concerned about something they have seen or engaged with online. Pupils should understand what they should do if they see something online that makes them feel worried. Pornography should not be referenced in primary education.</li> </ol>

<b>Being safe</b>	Pupils should know <ol style="list-style-type: none"> <li>1. what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources and so on.</li> <li>2. about the concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.</li> <li>3. that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>4. how to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.</li> <li>5. how to recognise and report feelings of being unsafe or feeling bad about any adult.</li> <li>6. how to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> <li>7. how to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> <li>8. where to get advice e.g. family, school and/or other sources.</li> </ol>
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Active

#### Sex Education (Primary)

71. The aim of teaching aspects of sex education in primary is not to prepare pupils for sexual activity in later life. It should only focus on giving pupils the information they need to understand human reproduction and for their own safety. To ensure the content does not go beyond this, schools should take account of the age restrictions set out in the secondary RSHE curriculum tables, which are clear that some topics should not be taught before secondary school.

72. Sex education is not compulsory in primary schools, but the Department recommends that primaries teach sex education in years 5 or 6 (this should be taught no earlier than year 5) in line with what pupils learn about conception and birth as part of the national curriculum for science. The national curriculum for science 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. Schools may also cover human reproduction in the science curriculum, but where they do so, this should be in line with the factual description of conception in the science curriculum.

73. Primary schools should consult parents about the detailed content of anything that is to be taught in sex education. This process should include offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

**Health and wellbeing: Primary**

81. Health education in primary starts with the benefits and importance of daily exercise, good nutrition and sufficient sleep, and supports pupils to develop emotional awareness. Schools should emphasise the relationships between physical health and mental wellbeing, and the benefits of physical exercise and time spent outdoors.

**By the end of primary school:**

<p><b>General wellbeing</b></p>	<p>Pupils should understand</p> <ol style="list-style-type: none"> <li>1. the benefits of physical exercise, time outdoors, and helping others for wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family and hobbies, interests and community participation.</li> <li>2. the importance of promoting general wellbeing and physical health.</li> <li>3. the range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal and affect everyone at different times and are not in themselves a sign of a mental health condition.</li> </ol>
	<ol style="list-style-type: none"> <li>4. how to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>5. how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>6. that isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>7. that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>8. that change and loss, including bereavement, can provoke a range of feelings; that grief is a natural response to bereavement, and everyone grieves differently.</li> <li>9. where and how to seek support (including recognising the triggers for seeking support), including who 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>10. that it is common to experience mental health problems, and early support can help resolve problems.</li> </ol>

<p><b>Online safety and harms</b></p>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. that for many people the internet is an integral part of life and has many benefits as part of a healthy life including meaningful offline relationships.</li> <li>2. 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>3. how to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online,</li> <li>4. the importance of keeping personal information private.</li> <li>5. why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. <b>This should not be taught before year 3.</b></li> <li>6. the risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. <b>This should not be taught before year 3.</b></li> </ol>
	<ol style="list-style-type: none"> <li>7. how to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them.</li> <li>8. that the internet can be a negative place where online abuse, bullying and harassment can take place, which can have a negative impact on wellbeing. <b>In discussing this, care should be taken to avoid exposing children to concepts which may not be appropriate for them.</b></li> <li>9. how to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>10. that they have rights in relation to sharing personal data, privacy and consent.</li> <li>11. where and how to report concerns and get support with issues online.</li> </ol>

<b>Physical health and fitness</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. the characteristics and mental and physical benefits of an active lifestyle.</li> <li>2. 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>3. the risks associated with an inactive lifestyle (including obesity).</li> <li>4. how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>
<b>Healthy eating</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. what constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. the principles of planning and preparing a range of healthy meals.</li> <li>3. 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> </ol>
<b>Drugs, alcohol, tobacco and vaping</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. the facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking.</li> </ol>
<b>Health protection and prevention</b>	<p>Pupils should know</p> <ol style="list-style-type: none"> <li>1. how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>3. the importance of sufficient good quality sleep for health and the impact of poor sleep on weight, mood and ability to learn.</li> <li>4. about dental health and the benefits of good oral hygiene and inter-dental cleaning, including regular check-ups at the dentist.</li> <li>5. about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>6. the facts and science relating to allergies, immunisation and vaccination.</li> </ol>

<b>Personal safety</b>	<p>Pupils should know:</p> <ol style="list-style-type: none"> <li>1. about hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>2. how to recognise risk and keep safe around roads, railways and water, including the water safety code.</li> </ol>
<b>Basic first aid</b>	<p>Pupils should know:</p> <ol style="list-style-type: none"> <li>1. how to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>2. concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ol>

#### Developing bodies

Curriculum content:

1. About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process.
2. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
3. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

### Appendix 3: 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	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>