

**Marvels Lane Primary School**  
**Relationships, Health and Sex Education (RHSE) Policy**



June 2021

## Rationale

At Marvels Primary School, we promote personal well-being and development through a comprehensive Personal, Social, Health and Economic (PSHE) education programme. PSHE education is the curriculum subject that gives young people the knowledge, understanding, attitudes and practical skills to live safe, healthy, productive lives and meet their full potential.

At Marvels Lane, we want our young people to grow up into confident, healthy, safe and informed young people, who can make positive life choices and make valuable contributions to society. A caring and supportive Relationships, Health and Sex Education (RHSE) curriculum must support young people in developing self-confidence to prepare for the physical and the emotional changes they will encounter as they grow into adults.

Young people need reassurance about their self-image, behaviour, feelings and relationships. They also need knowledge appropriate to their levels of maturity. In order to place the biological aspects of sex education covered in the Science curriculum into a moral and social context, we need to provide a broader, balanced RHSE programme of study. In the teaching of RHSE, the role of the school is supportive and complementary to the role of the parents, and a partnership needs to be entered into with parents. This policy has been written so that parents, carers and staff are clear about the statutory requirements regarding RHSE, so that pupils receive their educational entitlement.

## Aims

The aims of Relationships, Health and Sex Education (RHSE) at our school, which complement those of the Science National Curriculum in KS1 and KS2, are:

- To help pupils develop feelings of self-respect, confidence, empathy and self-esteem to value themselves and others
- To create a positive culture around issues of sexuality and to understand about the range of relationships, including the importance of family for the care and support of children
- To provide a framework in which sensitive discussions can take place to develop confidence in talking, listening and thinking about feelings and relationships
- To be able to use the correct vocabulary to name parts of the body and describe how their bodies work
- To be prepare pupils for puberty, and give them an understanding of sexual health and the importance of health and hygiene
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations and be able to protect themselves and ask for help and support
- To help pupils understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Pupils will be taught about the nature and importance of secure relationships for family life and bringing up children, understanding that there are strong and mutually supportive relationships outside of marriage. We try to ensure that no stigma is placed on children based on their home circumstances.

RHSE should contribute to promoting the spiritual, moral, cultural, mental and physical development of pupils at school and within society, thus preparing them for the responsibilities and experiences of adult life. We view the partnership of home and school as vital in providing a context.

High quality RHSE curriculum is every child's right, no matter what their level of need or ability. We ensure RHSE is inclusive and meets the needs of all our pupils, including those with special educational needs and disabilities (SEND). Relationships Education should be a priority for pupils, especially those with social, emotional and mental health needs or learning disabilities. With RHSE at the heart of the school's PSHE curriculum it has the power to respond to these challenges, so it is essential that RHSE is a developmental programme of teaching for all, across all years. Introducing consistent vocabulary in relation to toileting and personal care, with euphemisms avoided, and also taking everyday opportunities to teach about consent and personal space will benefit all pupils. There are clear links between RHSE and safeguarding, equality, anti-bullying and behaviour policies, and our school values. The Equalities Act advises schools to be aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Schools are reminded that the Equalities Act allows them to take positive action where pupils with SEND may experience disadvantage because of their 'protected characteristic'; this is why RHSE is so important for all children.

## Statutory Requirements

As a maintained primary school we must provide Relationships and Health education to all pupils as per section 34 of the [Children and Social work act 2017](#).

However, we are not required to provide sex education (RSE) but we are required to teach the elements of sex education contained in the Science curriculum.

At Marvels Lane we will teach RSE and therefore must have regard to [guidance](#) issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

At Marvels Lane Primary School, we teach Relationships, Health and Sex Education (RHSE) as set out in this policy.

## Definition

Relationships, Health and Sex Education (RHSE) is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

The curriculum involves a combination of sharing information, and exploring issues and values. We hope to prevent and remove prejudice, fostering gender equality and LGBT+ equality.

**RHSE is not about the promotion of sexual activity.**

In light of the new Relationships and Health Education statutory guidance set out by the DFE, Marvels Lane will adapt their existing PHSE curriculum to incorporate and implement the guidance into their curriculum from Summer 2021.

**The PHSE curriculum**

The statutory guidance will be comprehensively covered by learning opportunities across four core themes: Relationships Education (RE), Health Education (HE), Living in the Wider World, Relationships and Sex Education (RSE). While the first two are statutory in primary schools, the theme, Living In the Wider World as a whole, remains vitally important for pupils’ personal development and economic wellbeing and underpin and supports the RHE curriculum requirements. Learning from one area may often be related to learning from another area and whilst this framework distinguishes four separate core themes, there will be extensive overlap.

<b>Relationships Education</b> Statutory Requirements	<b>Health Education</b> Statutory Requirements	<b>Sex Education</b> Non-statutory
<b>Living In The Wider World</b> Non – Statutory Requirements		

Our curriculum is set out as per Appendix 1 but we need to adapt it as and when necessary. We have developed a curriculum taking into account the age, needs and feelings of pupils. They build in developmental progression by revisiting themes year on year, building on and extending prior learning.

**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

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).

**Health and Well-Being** education focuses on teaching the characteristics of good physical health and mental well-being, both being essential parts of daily life, including:

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

**Sex** education (see Appendix 2) will focus on:

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

### **Science Curriculum**

Early Years Foundation Stage children learn about life cycles. Through on-going personal, social and emotional development they develop the skills to form relationships and think about relationships with others.

In Key Stage 1 children learn:

- That animals including humans, move, feed, grow and use their senses and reproduce
- To recognise and compare the main external parts of the bodies of humans
- That humans and animals can reproduce offspring and these grow into adults
- To recognise similarities and differences between themselves and others
- To treat others with sensitivity

In Key Stage 2 children learn:

- About the life processes common to humans and other animals including nutrition, growth and reproduction
- About the main stages of the human life cycle

### **Delivery of RSE**

RHSE is taught within and supported by Marvels Lane's Personal, Social, Health and Economic education (PSHE) curriculum. Biological aspects of RHSE are taught within the Science curriculum, and other aspects are included in religious education (RE).

Pupils will receive some stand-alone sex education sessions.

Sex education is currently taught using some resources from The Christopher Winter Project and also using the Channel 4 Living and Growing DVD resources (See Appendix 2).

From the start of Key Stage 1, children are taught the correct anatomical name for all parts of the body, including external genitalia. Using this vocabulary is important for all children as it helps build a positive body image and opens the door for an honest, open dialogue on any questions they have about their bodies.

From Year 4 onwards, we place a particular emphasis on RSE, as many children experience puberty from this age. We teach the children about puberty and about the parts of the body and how they work. We also explain

what will happen to their bodies during puberty and how to keep themselves safe. They will also be taught about what to do when they don't feel safe (including an age appropriate understanding of FGM). All questions from children are answered with sensitivity and care. By the end of KS2, we ensure that both boys and girls understand puberty (including menstruation and how it affects women) and know how a baby is conceived, develops and is born.

We have developed the curriculum in consultation with parents, staff and governors, taking into account the age, needs and feelings of pupils, and by following government guidance\*. 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.

\*[https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment\\_data/file/805781/Relationships\\_Education\\_Relationships\\_and\\_Sex\\_Education\\_RHSE\\_and\\_Health\\_Education.pdf](https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RHSE_and_Health_Education.pdf)

## Right to Withdraw

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

Parents/Carers **do not** have the right to withdraw their children from **Relationships or Health** education; however, they do have the right to withdraw their children from the non-statutory elements of sex education within RHSE that fall outside of the statutory Health or Science curriculum objectives.

Parents/Carers are encouraged to discuss their concerns with a member of the Senior Leadership Team before deciding to withdraw their child from Sex education lessons (see appendix 4).

All class teachers have the responsibility for teaching RHSE in our school. We will also invite in health care professionals to support our teaching where appropriate. Staff do not have the right to opt out of teaching RHSE. Staff who have concerns about teaching RHSE are encouraged to discuss this with the head teacher.

## Training

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

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

Appendix 1: PSHE Curriculum Overview

	Relationships		Health and wellbeing		Living in the wider world	
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
<b>Year 1</b>	What is the same and different about us?	Who is special to us?	What helps us stay healthy?	What can we do with money?	Who helps to keep us safe?	How can we look after each other and the world?
<b>Year 2</b>	What makes a good friend?	What is bullying?	What jobs do people do?	What helps us to stay safe?	What helps us grow and stay healthy?	How do we recognise our feelings?
<b>Year 3</b>	How can we be a good friend?	What keeps us safe?	What are families like?	What makes a community?	Why should we eat well and look after our teeth?	Why should we keep active and sleep well?
<b>Year 4</b>	What strengths, skills and interests do we have?	How do we treat each other with respect?	How can we manage our feelings?	How will we grow and change?	How can our choices make a difference to others and the environment?	How can we manage risk in different places?
<b>Year 5</b>	What makes up a person's identity?	What decisions can people make with money?	How can we help in an accident or emergency?	How can friends communicate safely?	How can drugs common to everyday life affect health?	What jobs would we like?
<b>Year 6</b>	How can we keep healthy as we grow?		How can the media influence people?		What will change as we become more independent? How do friendships change as we grow?	

Appendix 2: RSE Programme of Study

Programme of Study for Sex Education at Marvels Lane Primary School		
KS1	<b>Year 1</b>	<b>Year 2</b>
	<ul style="list-style-type: none"> <li>To know human bodies have similar parts</li> <li>To know that animals and humans grow and change as they get older</li> <li>To know the names and main parts of the body</li> </ul>	<b>Video UNIT 1 Programme 3: Growing up</b> <ul style="list-style-type: none"> <li>To know human bodies have similar parts</li> <li>To know that animals, including humans, produce young and these grow into children and new adults</li> <li>To know that we grow and change as do all living things</li> </ul>
Lower KS2	<b>Year 3</b>	<b>Year 4</b>
	<b>Video UNIT 1 Programme 1: Differences</b> <b>Programme 2: How did I get here</b> <ul style="list-style-type: none"> <li>To know the basic biology of human reproduction</li> <li>To know how our bodies change as we grow</li> <li>To know the correct terminology for the parts of the body (including the differences between male and female)</li> <li>To consider the needs of a baby before and after birth</li> </ul>	<b>Video UNIT 2 Programme 4: Changes</b> <ul style="list-style-type: none"> <li>To introduce the pupils to the physical and emotional changes that occur during puberty</li> <li>To consider some of the changes over which we have no control and the choices we can make concerning those we do have control</li> <li>To know and be assured that emotional changes are a normal part of puberty</li> <li>To recognise the different risks in different situations and how to behave responsibly, judging what kind of physical contact is acceptable or unacceptable</li> </ul>

Upper KS2	Year 5	Year 6
	<p><b>Video UNIT 2 Programme 5:</b> How babies are made  <b>Programme 6:</b> How babies are born  <b>Programme 7:</b> Girl Talk  <b>Programme 8:</b> Boy Talk</p> <ul style="list-style-type: none"> <li>● To know the basic biology of human reproduction</li> <li>● To know the correct terminology for the male and female reproductive organs</li> <li>● To look at the nature of friendship and how it can change at puberty</li> <li>● To develop an understanding of a sexual relationship as an expression of a couple's affection in a committed relationship</li> <li>● To know that it takes 9 months for a fertilised egg to develop into a baby</li> <li>● To be able to describe physical and emotional changes that takes place as boys and girls go through puberty</li> <li>● To know and be reassured that emotional changes are a normal part of puberty</li> <li>● To address concerns and worries of both sexes</li> <li>● To understand what puberty involves and reassure pupils that they will all develop at different times and rates and that this is normal.</li> <li>● To make boys more aware of the changes that occur as girls become young women and make girls more aware of the changes that occur as boys become young men.</li> <li>● To be aware of the skills needed for parenting and appreciate the responsibilities that the parents have for their baby, in that human young are dependent for a relatively long time.</li> <li>● To appreciate the effect a new baby has on a family, to know individuals and families can get help and support</li> </ul>	<p><b>Video UNIT 1 Programme 9:</b> Let's talk about sex</p> <ul style="list-style-type: none"> <li>● To consider how sex is portrayed in the media and to consider sexual stereotyping</li> <li>● To understand the importance of making decisions for themselves and not succumbing to pressure from others</li> <li>● That people have different kinds of relationships in their lives including romantic or intimate relationships</li> <li>● That adults can choose to be part of a committed relationship or not, including marriage and civil partnership</li> <li>● To be aware of FGM and ideas around forced marriage (if appropriate)</li> <li>● <b>How puberty relates to growing from childhood to adulthood</b> (consolidation of Year 5 learning)</li> <li>● About the reproductive organs and process – how babies are made and born and how they need to be cared for (consolidation of Year 5 learning)</li> <li>● To know it is possible to prevent fertilisation (if appropriate)</li> <li>● To know that safe routines can protect their sexual health (if appropriate)</li> </ul>

**Highlighted** – statutory as part of the Science or new Health Curriculum

Appendix 3: The new DFE guidance for Relationships Education (RE) and Health Education (HE) and how it looks at a Key Stage level

# RELATIONSHIPS EDUCATION

## Families And People Who Care For Me

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<ul style="list-style-type: none"> <li>That families are important for children growing up because they can give love, security and stability.</li> </ul>	<b>R2.</b> To identify the people who love and care for them and what they do to make them feel cared for.	<b>R6.</b> That a feature of positive family life is caring relationships; about the different ways in which people care for one another.
<ul style="list-style-type: none"> <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> </ul>	<b>R1.</b> About the roles of different people (e.g. acquaintances, friends and relatives) play in our lives. <b>R4.</b> To identify common features of family life.	<b>R8.</b> To recognise other shared characteristics of healthy family life, including commitment, care, spending time together; being there for each other in times of difficulty.
<ul style="list-style-type: none"> <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> </ul>	<b>H22.</b> To recognise they ways in which we are all unique. <b>R3.</b> About different types of families including those that may be different to their own.	<b>R2.</b> That people may be attracted to someone emotionally, romantically or sexually; that people may be attracted to someone of the same sex or different sex to them; that gender and sexual orientation are different. <b>R7.</b> To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
<ul style="list-style-type: none"> <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> </ul>	<b>R3.</b> About different types of families including those that may be different to their own.	<b>R1.</b> To recognise that there are different types of relationships (e.g. friendships, family relationships, romantic relationships, online relationships). <b>R6.</b> That a feature of positive family life is caring relationships; about the different ways in which people care for one another. <b>R7.</b> To recognise and respect that there are different types of family structure (including single parents, same-sex parents, step-parents, blended families, foster parents); that families of all types can give family members love, security and stability.
<ul style="list-style-type: none"> <li>That marriage* represents a formal and legally recognised commitment of two</li> </ul>	<b>R4.</b> To identify common features of family life.	<b>R3.</b> About marriage and civil partnership as a legal declaration of commitment made by two adults who love and care for each other, which is intended to be lifelong.

people to each other which is intended to be lifelong. <i>*DFE references marriage as marriage and civil partnership</i>		<b>R5.</b> That people who love and care for each other can be in a committed relationship (e.g. marriage), living together, but also live apart.
<ul style="list-style-type: none"> <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>	<b>R5.</b> That it is important to tell someone (such as a teacher) if something about their family makes them unhappy or worried.	<b>R4.</b> That forcing anyone to marry against their will is a crime; that help and support is available to people who are worried about this for themselves or others. <b>R9.</b> How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice.

## Caring Friendships

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS1
<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> </ul>	<b>R6.</b> About how people make friends and what makes a good friendship.	<b>R10.</b> About the importance of friendships; strategies for building positive friendships; how positive friendships support wellbeing.
<ul style="list-style-type: none"> <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> </ul>	<b>R6.</b> About how people make friends and what makes a good friendship.	<b>R11.</b> What constitutes a positive, healthy friendship (e.g. mutual respect, truthfulness, loyalty, kindness, generosity, sharing interests and experiences, support with problems and difficulties); that the same principles apply to online friendships as to face-to-face relationships.
<ul style="list-style-type: none"> <li>That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</li> </ul>	<b>R7.</b> About how to recognise when they or someone else feels lonely and what to do about it.	<b>R13.</b> The importance of seeking support if feeling lonely or excluded. <b>R14.</b> That healthy friendships make people feel included; recognise when others may feel lonely or excluded; strategies for how to include them.
<ul style="list-style-type: none"> <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> </ul>	<b>R8.</b> Simple strategies to resolve arguments between friends positively	<b>R16.</b> How friendships can change over time, about making new friends and the benefits for having different types of friends.
<ul style="list-style-type: none"> <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>	<b>R9.</b> How to ask for help if a friendship is making them feel unhappy.	<b>R18.</b> To recognise if a friendship (online and offline) is making them feel unsafe or uncomfortable; how to manage this and ask for help if necessary.

## Respectful Relationships

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS1
<ul style="list-style-type: none"> <li>The importance of respecting others, even when they are very different from them (eg: physically, in character, personality, or</li> </ul>	<b>H22.</b> To recognise the ways in which we are all unique. <b>R23.</b> To recognise the ways in which they are the same and different to others.	<b>R32.</b> About respecting the differences and similarities between people and recognising what they have in common with others e.g. physically, in personality or background.

backgrounds) or make different choices or have different preferences and beliefs.	<b>L4.</b> About different groups they belong to. <b>L6.</b> To recognise the ways they are the same as, and different to, other people.	<b>R33.</b> To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. <b>L6.</b> About the different groups that make up their community; what living in a community means.
<ul style="list-style-type: none"> <li>Practical steps they can take in a range of different contexts to improve or support respectful relationships.</li> </ul>	<b>R6.</b> About how people make friends and what makes a good friendship. <b>R8.</b> Simple strategies to resolve arguments between friends positively	<b>R33.</b> To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own. <b>R34.</b> How to discuss and debate topical issues, respect other people's point of view and constructively challenge those who they disagree with.
<ul style="list-style-type: none"> <li>The conventions of curtesy and manners.</li> </ul>	<b>R22.</b> About how to treat themselves and others with respect; how to be polite and courteous.	<b>R33.</b> To listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyle are different to their own.
<ul style="list-style-type: none"> <li>The importance of self-respect and how this links into their own happiness.</li> </ul>	<b>H21.</b> To recognise what makes them special. <b>H23.</b> To identify what they are good at, what they like and dislike. <b>R22.</b> About how to treat themselves and others with respect; how to be polite and courteous.	<b>R31.</b> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
<ul style="list-style-type: none"> <li>That in school and in wider society that they can be treated with respect by others, and in turn they should show respect to others, including those in positions of authority.</li> </ul>	<b>R22.</b> About how to treat themselves and others with respect; how to be polite and courteous.H22	<b>R31.</b> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.
<ul style="list-style-type: none"> <li>About different types of bullying (including cyber bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help.</li> </ul>	<b>R10.</b> That bodies and feelings can be hurt by words and actions; that people can say hurtful things online. <b>R11.</b> About how people may feel if they experience hurtful behaviour or bullying. <b>R12.</b> That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.	<b>R19.</b> About the impact of bullying, including offline and online, and the consequences of hurtful behaviour. <b>R20.</b> Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. <b>R28.</b> How to recognise pressure from others to do something unsafe or that makes them feel uncomfortable and strategies for managing this.
<ul style="list-style-type: none"> <li>What a stereotype is, and how stereotypes can be unfair, negative or destructive.</li> </ul>	<b>L4.</b> About different groups they belong to.	<b>R21.</b> About discrimination: what it means and how to challenge it. <b>L7.</b> To value the different contributions that people and groups make to the community. <b>L8.</b> About diversity: what it means; the benefits of living in a diverse community; about valuing diversity within communities.
<ul style="list-style-type: none"> <li>The importance of permission-seeking and giving in relationships with friends, peers and adults.</li> </ul>	<b>R15.</b> How to respond safely to adults they don't know. <b>R17.</b> About knowing there are situations when they should ask for permission and also when permission should be sought.	<b>R22.</b> About privacy and personal boundaries; what is appropriate in friendship and wider relationships (including online); <b>R26:</b> about seeking and giving permission (consent) in different situations.
<b>Online Relationships</b>		
By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<ul style="list-style-type: none"> <li>That sometimes people behave differently online, including by pretending to be someone they are not.</li> </ul>	<b>R14.</b> That sometimes people may behave differently online, including by pretending to be someone they are not.	<b>R23.</b> About why someone might behave differently online, including pretending to be someone they are not; strategies for recognising risks, harmful content and contact; how to report concerns.

<ul style="list-style-type: none"> <li>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> </ul>	<p><b>R12.</b> That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not acceptable; how to report bullying; the importance of telling a trusted adult.</p>	<p><b>R24.</b> How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.  <b>R30.</b> That personal behaviour can affect other people; to recognise and model respectful behaviour online.  <b>R31.</b> To recognise the importance of self-respect and how this can affect their thoughts and feelings about themselves; that everyone, including them, should expect to be treated politely and with respect by others (including when online and/or anonymous) in school and in wider society; strategies to improve or support courteous, respectful relationships.</p>
<ul style="list-style-type: none"> <li>The rules and principles of keeping safe online. How to recognise risks, harmful content and contact, and how to reports them.</li> </ul>	<p><b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard.</p>	<p><b>R24.</b> How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.  <b>R29.</b> Where to get advice and report concerns if worries about their own or someone else’s personal safety (including online).</p>
<ul style="list-style-type: none"> <li>How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have not met.</li> </ul>	<p><b>R15.</b> How to respond safely to adults they don’t know.</p>	<p><b>R24.</b> How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>
<ul style="list-style-type: none"> <li>How information is used and shared online.</li> </ul>	<p><b>H34.</b> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.</p>	<p><b>L13.</b> About some of the different ways information and data is shared and used online; including for commercial purposes.  <b>L14.</b> About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information.</p>

## Being Safe

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<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> </ul>	<p><b>R17.</b> About knowing there are situations when they should ask for permission and also when permission should be sought.</p>	<p><b>R22.</b> About privacy and personal boundaries; what is appropriate in friendship and wider relationships (including online);</p>
<ul style="list-style-type: none"> <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> </ul>	<p><b>R13.</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.  <b>R18.</b> About the importance of not keeping adults secrets (only happy surprises that others will find out about eventually).</p>	<p><b>R27.</b> About keeping something confidential or secret, when this should (e.g. a surprise birthday that others will find out about) or should not be agreed to, and when it is right to break a confidence or share a secret.</p>
<ul style="list-style-type: none"> <li>That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</li> </ul>	<p><b>R13.</b> To recognise that some things are private and the importance of respecting privacy; that parts of their body covered by underwear are private.</p>	<p><b>H43.</b> About what is meant by first aid: basic techniques for dealing with common injuries.  <b>R25.</b> Recognise different types of physical contact; what is acceptable and unacceptable; strategies to respond to unwanted physical contact.</p>
<ul style="list-style-type: none"> <li>How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know.</li> </ul>	<p><b>R14.</b> That sometimes people may behave differently online, including by pretending to be someone they are not.  <b>R15.</b> How to respond safely to adults they don’t know.  <b>R19.</b> Basic techniques for resisting pressure to do something they don’t want to do and which make them feel unsafe.</p>	<p><b>R24.</b> How to respond safely and appropriately to adults they may encounter (in all contexts including online) whom they do not know.</p>

<ul style="list-style-type: none"> <li>How to recognise and report feelings of being unsafe or feeling bad about any adult.</li> </ul>	<b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard.	<b>R29.</b> Where to get advice and report concerns if worries about their own or someone else’s personal safety (including online).
<ul style="list-style-type: none"> <li>How to ask for advice or help for themselves or others, and to keep trying until they are heard.</li> </ul>	<b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard.	<b>R29.</b> Where to get advice and report concerns if worries about their own or someone else’s personal safety (including online).
<ul style="list-style-type: none"> <li>How to report concerns or abuse, and the vocabulary and confidence needed to do so.</li> </ul>	<b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard.	<b>R29.</b> Where to get advice and report concerns if worries about their own or someone else’s personal safety (including online).
<ul style="list-style-type: none"> <li>Where to get advice e.g. family, school and/or other sources.</li> </ul>	<b>R20.</b> What to do if they feel unsafe or worried for themselves or others; who to ask for help and the vocabulary to use when asking for help; importance of keeping trying until they are heard.	<b>R29.</b> Where to get advice and report concerns if worries about their own or someone else’s personal safety (including online).

# HEALTH EDUCATION

## Mental Wellbeing

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<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> </ul>	<b>H1.</b> About what keeping healthy means; different ways to keep healthy.	<b>H15.</b> That mental health just like physical health, is part of daily life; the importance of taking care of mental health.
<ul style="list-style-type: none"> <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> </ul>	<b>H11.</b> About different feeling that humans can experience. <b>H12.</b> How to recognise and name different feelings. <b>H13.</b> How feelings can affect people’s bodies and how they behave. <b>H14.</b> How to recognise what others might be feeling.	<b>H17.</b> To recognise that feelings can change over time and range in intensity.
<ul style="list-style-type: none"> <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> </ul>	<b>H15.</b> To recognise that not everyone feels the same at the same time, or feels the same about the same things. <b>H16.</b> About ways of sharing feelings; a range of words to describe feelings.	<b>H19.</b> A varied vocabulary to use when talking about feelings; about how to express feelings in different ways.
<ul style="list-style-type: none"> <li>How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> </ul>	<b>H18.</b> Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don’t feel good. <b>H19.</b> To recognise when they need help with their feelings; that it is important to ask for help with feelings; and how to ask for it.	<b>H20.</b> Strategies to respond to feelings, including intense or conflicting feelings; how to manage and respond to feelings appropriately and proportionately in different situations. <b>H21.</b> To recognise warning signs about mental health and wellbeing and how to seek support for themselves or others.
<ul style="list-style-type: none"> <li>The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> </ul>	<b>H17.</b> About things that make people feel good (e.g. playing outside, doing things they enjoy, spending time with family, getting enough sleep).	<b>H16.</b> About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.

<ul style="list-style-type: none"> <li>Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> </ul>	<p><b>H18.</b> Different things they can do to manage big feelings, to help calm themselves down and/or change their mood when they don't feel good.</p> <p><b>H20.</b> About change and loss (including death); to identify feelings associated with this; to recognise what helps people to feel better.</p> <p><b>H24.</b> How to manage when finding things difficult.</p>	<p><b>H16.</b> About strategies and behaviours that support mental health – including how good quality sleep, physical exercise/time outdoors, being involved in community groups, doing things for others, clubs and activities, hobbies and spending time with family and friends can support mental health and wellbeing.</p>
<ul style="list-style-type: none"> <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> </ul>	<p><b>H24.</b> How to manage when finding things difficult.</p> <p><b>H27.</b> About preparing to move to a new class/year group.</p> <p><b>R7.</b> About how to recognise when they or someone else feels lonely and what to do about it.</p>	<p><b>H24.</b> Problem-solving strategies for dealing with emotions, challenges and change, including the transition to new schools.</p> <p><b>R13.</b> The importance of seeking support if feeling lonely or excluded.</p>
<ul style="list-style-type: none"> <li>That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> </ul>	<p><b>R10.</b> That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p><b>R11.</b> About how people may feel if they experience hurtful behaviour or bullying.</p>	<p><b>R19.</b> The impact of bullying, including offline and online, and the consequences of hurtful behaviour.</p>
<ul style="list-style-type: none"> <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> </ul>	<p><b>H19.</b> To recognise when they need help with their feelings; that it is important to ask for help with feelings; and how to ask for it.<b>R12</b></p>	<p><b>H21.</b> To recognise warning signs about mental health and wellbeing and how to seek support for themselves or others.</p> <p><b>R20.</b> Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support.</p>
<ul style="list-style-type: none"> <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><b>H24.</b> How to manage when finding things difficult.</p>	<p><b>H22.</b> To recognise that anyone can experience mental ill-health and that it is important to discuss feelings with a trusted adult.</p>

## Internet Safety And Harms

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<ul style="list-style-type: none"> <li>That for most people the internet is an integral part of life and has many benefits.</li> </ul>	<p><b>L7.</b> About how the internet and digital devices can be used safely to find things out and to communicate with others.</p> <p><b>L8.</b> About the role of the internet in everyday life.</p>	<p><b>L11.</b> Recognise ways in which the internet and social media can be used both positively and negatively.</p>
<ul style="list-style-type: none"> <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> </ul>	<p><b>H9.</b> About different ways to learn and play; recognising the importance of knowing when to take a break from time online or TV.</p>	<p><b>H13:</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online.</p>
<ul style="list-style-type: none"> <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> </ul>	<p><b>R10.</b> That bodies and feelings can be hurt by words and actions; that people can say hurtful things online.</p> <p><b>R12.</b> That hurtful behaviour (offline and online) including teasing, name-calling, bullying and deliberately excluding others is not</p>	<p><b>R30:</b> that personal behaviour can affect other people; to recognise and model respectful behaviour online.</p> <p><b>L11.</b> Recognise ways in which the internet and social media can be used both positively and negatively. <b>L15.</b> Recognise things appropriate to share</p>

	acceptable; how to report bullying; the importance of telling a trusted adult.	and things that should not be shared on social media; rules surrounding distribution of images.
<ul style="list-style-type: none"> <li>Why social media, some computer games and online gaming, for example, are age restricted.</li> </ul>	<b>H28.</b> About rules and age restrictions that keep us safe.	<b>H37.</b> Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote safety and wellbeing with references to social media, television programmes, films, games and online gaming. <b>L23.</b> About the risks involved in gambling; different ways money can be won or lost through gambling-related activities and their impact on health, wellbeing and future aspirations.
<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> </ul>	<b>H34.</b> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.	<b>H37.</b> Reasons for following and complying with regulations and restrictions (including age restrictions); how they promote safety and wellbeing with references to social media, television programmes, films, games and online gaming. <b>R20.</b> Strategies to respond to hurtful behaviour experienced or witnessed, offline and online (including teasing, name-calling, bullying, trolling, harassment or the deliberate excluding of others); how to report concerns and get support. <b>L11.</b> Recognise ways in which the internet and social media can be used both positively and negatively.
<ul style="list-style-type: none"> <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> </ul>	<b>L9.</b> That not all information seen online is true.	<b>L12.</b> How to assess the reliability of sources of information online; and how to make safe, reliable choices from search results. <b>H13:</b> about the benefits of the internet; the importance of balancing time online with other activities; strategies for managing time online. <b>L14.</b> About how information on the internet is ranked, selected and targeted at specific individuals and groups; that connected devices can share information. <b>L16.</b> About how text and images in the media and on social media can be manipulated or invented; strategies to evaluate the reliability of sources and identify misinformation.
<ul style="list-style-type: none"> <li>Where and how to report concerns and get support with issues online.</li> </ul>	<b>H34.</b> Basic rules to keep safe online, including what is meant by personal information and what should be kept private; the importance of telling a trusted adult if they come across something that scares them.	<b>H42.</b> About the importance of keeping personal information private; strategies for keeping safe online, including how to manage requests for personal information or images of themselves and others; what to do if frightened or worried by something seen or read online and how to report concerns, inappropriate content or contact.

## Physical Health And Fitness

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<ul style="list-style-type: none"> <li>The characteristics and mental and physical benefits of an active lifestyle.</li> </ul>	<b>H1.</b> About what keeping healthy means; different ways to keep healthy.	<b>H7:</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking and cycling to school, daily active mile); recognise

		opportunities to be physically active and some of the risks associated with an inactive lifestyle.
<ul style="list-style-type: none"> <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> </ul>	<b>H3.</b> About how physical activity helps us stay healthy; and ways to be physically active every day.	<b>H7:</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking and cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
<ul style="list-style-type: none"> <li>The risks associated with an inactive lifestyle (including obesity).</li> </ul>	<b>H3.</b> About how physical activity helps us stay healthy; and ways to be physically active every day.	<b>H4.</b> How to recognise that habits can have both positive and negative effects on a healthy lifestyle. <b>H7:</b> how regular (daily/weekly) exercise benefits mental and physical health (e.g. walking and cycling to school, daily active mile); recognise opportunities to be physically active and some of the risks associated with an inactive lifestyle.
<ul style="list-style-type: none"> <li>How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>	<b>H10.</b> About the people who help us stay physically healthy.	<b>H14.</b> How and when to seek support, including which adults to speak to in and outside school, if they are worried about their health.

## Healthy Eating

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<ul style="list-style-type: none"> <li>What constitutes a healthy diet (including understanding calories and other nutritional content).</li> </ul>	<b>H2.</b> About foods that support good health and the risks of eating too much sugar. <b>H3.</b> About how physical activity helps us stay healthy; and ways to be physically active every day.	<b>H1.</b> How to make informed decisions about health. <b>H6.</b> About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
<ul style="list-style-type: none"> <li>The principles of planning and preparing a range of healthy meals.</li> </ul>	<b>H2.</b> About foods that support good health and the risks of eating too much sugar.	<b>H6.</b> About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.
<ul style="list-style-type: none"> <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>	<b>H2.</b> About foods that support good health and the risks of eating too much sugar.	<b>H2.</b> About the elements of a balanced, healthy lifestyle. <b>H3.</b> About choices that support a healthy lifestyle, and recognise what might influence these. <b>H6.</b> About what constitutes a healthy diet; how to plan healthy meals; benefits to health and wellbeing of eating nutritionally rich foods; risks associated with not eating a healthy diet including obesity and tooth decay.

## Drugs, Alcohol And Tobacco

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2

<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>	<p><b>H37.</b> About things that people can put into their body and on their skin; how these can affect how people feel.</p>	<p><b>H44.</b> How to respond and react to an emergency situation; how to identify situations that might require the emergency services; know how to contact them and what to say.</p> <p><b>H45.</b> That female genital mutilation (FGM) is against British law, what to do and whom to tell if they think they or someone they know might be at risk.</p> <p><b>H46.</b> About the risks and effects of legal drugs common to everyday life (e.g. cigarettes, e-cigarettes/vaping, alcohol and medicines) and their impact on health; recognise that drug use can become a habit which can be difficult to break.</p> <p><b>H47.</b> To recognise that there are laws surrounding the use of legal drugs and that some drugs are illegal to own, use and give to others.</p> <p><b>H48.</b> About why people choose to use or not to use drugs (including nicotine, alcohol and medicines);</p>
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## Health And Prevention

<p>By the end of primary school: Pupils should know:</p>	Learning Opportunities	
	KS1	KS2
<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> </ul>		<p><b>H5.</b> About what good physical health means; how to recognise early signs of physical illness.</p>
<ul style="list-style-type: none"> <li>About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> </ul>	<p><b>H8.</b> How to keep safe in the sun and protect skin from sun damage.</p>	<p><b>H12:</b> about the benefits of sun exposure and the risks of overexposure; how to keep safe from sun damage and sun/heat stroke and reduce the risk of skin cancer.</p>
<ul style="list-style-type: none"> <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> </ul>	<p><b>H4.</b> About why sleep is important and different ways to rest and relax</p>	<p><b>H8:</b> about how sleep contributes to a healthy lifestyle; routines that support good quality sleep; the effects of lack of sleep on the body, feelings, behaviour and ability to learn.</p>
<ul style="list-style-type: none"> <li>About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</li> </ul>	<p><b>H7.</b> About dental care and visiting the dentist; how to brush teeth correctly food and drink that support dental health.</p>	<p><b>H11:</b> how to maintain good oral hygiene (including correct brushing and flossing); why regular visits to the dentist is essential; the impact of lifestyle choices on dental care (e.g. sugar consumption/acidic drinks such as fruit juices, smoothies and fruit teas; the effects of smoking).</p>
<ul style="list-style-type: none"> <li>About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> </ul>	<p><b>H5.</b> Simple hygiene routines that can stop germs from spreading.</p>	<p><b>H9:</b> that bacteria and viruses can affect health; how everyday hygiene routines can limit the spread of infection; the wider importance of personal hygiene and how to maintain it.</p> <p><b>H40:</b> about the importance of taking medicines correctly and using household products safely, (e.g. following instructions carefully).</p>
<ul style="list-style-type: none"> <li>The facts and science relating to allergies, immunisation and vaccination.</li> </ul>	<p><b>H6.</b> That medicines (including vaccinations and immunisations and those that support allergic reactions) can help people to stay healthy.</p>	<p><b>H10:</b> how medicines, when used responsibly, contribute to health; that some diseases can be prevented by vaccination and immunisations; how allergies can be managed.</p>

## Basic First Aid

<p>By the end of primary school: Pupils should know:</p>	Learning Opportunities	
	KS1	KS2

<ul style="list-style-type: none"> <li>How to make a clear and efficient call to emergency services if necessary.</li> </ul>	<b>H35.</b> About what to do if there is an accident and someone is hurt. <b>H36.</b> How to get help in an emergency (how to dial 999 and what to say).	<b>H44.</b> How to respond and react to an emergency situation; how to identify situations that might require the emergency services; know how to contact them and what to say.
<ul style="list-style-type: none"> <li>Concepts of basic first-aid, for example dealing with common injuries, including head injuries.</li> </ul>	<b>H35.</b> About what to do if there is an accident and someone is hurt. <b>H37.</b> About things that people can put into their body and on their skin; how these can affect how people feel.	<b>H43.</b> What is meant by first aid; basic techniques for dealing with common injuries.

## Changing Adolescent Body

By the end of primary school: Pupils should know:	Learning Opportunities	
	KS1	KS2
<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> </ul>	<b>H25.</b> To name the main parts of the body including external genitalia (e.g. vulva, vagina, penis and testicles). <b>H26.</b> About growing and changing from young to old and how people's needs change.	<b>H30.</b> To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. <b>H31.</b> About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams). <b>H32.</b> About how hygiene routines change during the time of puberty, the importance of keeping clean and how to maintain personal hygiene. <b>H34.</b> About where to get more information, help and advice about growing and changing, especially puberty.
<ul style="list-style-type: none"> <li>About menstrual wellbeing including the key facts about the menstrual cycle.</li> </ul>		<b>H30.</b> To identify the external genitalia and internal reproductive organs in males and females and how the process of puberty relates to human reproduction. <b>H31.</b> About the physical and emotional changes that happen when approaching and during puberty (including menstruation, key facts about the menstrual cycle and menstrual wellbeing, erections and wet dreams).

Appendix 4: Parent form: withdrawal from **sex education** within RHSE

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	