



STUDFALL INFANT ACADEMY

Relationships and Sex Education Policy September 2023

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Contents

1. Values and Ethos
2. Aims
3. Statutory Requirements
4. Definition
5. Curriculum Design
6. Delivery of RSE
7. Roles and Responsibilities
8. Parents' right to withdraw
9. Safeguarding
10. Training
11. Monitoring Arrangements
12. Assessment

Appendices

Appendix 1: EYFS Curriculum Map

Appendix 2: PSHE Association Programmes of Study KS1 to KS5

By the end of primary school pupils should know

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

Appendix 5: Roadmap to RSE

Appendix 6: Right to Withdrawal - DfE Summary

1. Values and Ethos

- We believe relationships and sex education is important for Studfall Infant Academy because it will help our children to value positive relationships and have the confidence and strength of character to identify and lead a healthy lifestyle.
- We view the partnership of home and school as vital in providing the context of open discussion, honesty and support.

The intended outcomes of the programmes of study are that pupils will:

- ✓ Know and understand, how as individuals our bodies change as we get older.
- ✓ Understand they have the right to be safe.
- ✓ Understand they have a responsibility to be a responsible, valued member of Studfall Infant Academy.
- ✓ Develop the skills needed to lead a healthy lifestyle.
- ✓ Develop the attributes of positive relationships.

2. Aims

The aims of Relationships and Sex Education (RSE) 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;
- Support the academy ethos of nurturing a caring community.

3. Statutory Requirements & Legislation

Studfall Infant Academy follows the revised Department for Education statutory guidance that states from September 2020 all primary and secondary schools must deliver relationships education. In implementation of the RSE curriculum the requirements and scope from the DfE are:

Relationships Education	Relationships and Sex Education	Health Education
All schools providing primary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All schools providing secondary education, including all-through schools and middle schools (includes schools as set out in the Summary section).	All maintained schools including schools with a sixth form, academies, free schools, non-maintained special schools and alternative provision, including pupil referral units.
		The statutory requirement to provide Health Education does not apply to independent schools – PSHE is already compulsory as independent schools must meet the Independent School Standards as set out in the Education (Independent School Standards) Regulations 2014. Independent schools, however, may find the principles in the guidance on Health Education helpful in planning an age-appropriate curriculum.
The statutory requirements do not apply to sixth form colleges, 16-19 academies or Further Education (FE) colleges ⁷ , although we would encourage them to support students by offering these subjects. These settings may find the principles helpful, especially in supporting pupils in the transition to FE.		

<i>Policies for mandatory subjects</i>		<i>Policy for non-mandatory subjects</i>
For primary education⁹	For secondary education	For primary schools that may choose to teach sex education
Define Relationships Education	Define Relationships and Sex Education	Define any sex education they choose to teach other than that covered in the science curriculum.
Set out the subject content, how it is taught and who is responsible for teaching it.		
Describe how the subject is monitored and evaluated.		
Include information to clarify why parents <i>do not</i> have a right to withdraw their child.	Include information about a parent's right to request that their child be excused from sex education within RSE only.	Include information about a parent's right to request that their child be excused.

Documents that inform the school's RSE policy include:

- Education Act (1996)
- Learning and Skills Act (2000)
- Education and Inspections Act (2006)
- Equality Act (2010)
- Locally Agreed RE Syllabus in line with SACRE Guidelines
- Supplementary Guidance SRE for the 21st Century
- Keeping Children Safe in Education – Statutory safeguarding guidance

*As an academy we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

4. Definition

RSE teaches children and young people how to be safe and healthy. It teaches them how to manage their academic, personal and social lives in a positive way. RSE involves a combination of sharing information, exploring issues and values. RSE is not about the promotion of sexual activity or lifestyles.

Relationships Education: the focus is on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. 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). **See Appendix 2 for content mapping from the PSHE Association.**

Health Education: the focus is on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental wellbeing is a normal part of daily life, in the same way as physical health. **See Appendix 2 for content mapping from the PSHE Association.**

Sex Education: the focus is on teaching children the facts about puberty (preparing boys and girls for the changes that adolescence brings) and reproduction (how a baby is conceived and born). Parents have the right to withdraw a pupil from sex education lessons up to three months before the 16th birthday of the pupil when the child can choose to opt in.

5. Curriculum Design

The curriculum for RSE is set out in line with this policy. Parents will be kept informed as per DfE expectations.

Our RSE curriculum takes 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 inappropriately.

The RSE programme is an integral part of whole school PSHE provision and will cover: Health and Well Being, Relationships and Living in the Wider World.

It:

- is inclusive of equality and diversity and enables all pupils to engage with it providing pupils with knowledge and awareness from a broad spectrum of society as a whole.
- will meet the needs, or be adapted for, those children with protected characteristics through teaching which respects and acknowledges all pupils.
- supports the demographic of the locality with staff and leaders being acutely aware of common issues and needs of our pupils.
- fosters gender equality and LGBT + equality by respecting the views and feelings of all and promoting an understanding of equality through openness and respect.
- will be planned and delivered through both direct teaching time each week and also across the curriculum with the core values being modelled and embedded through daily routines. The curriculum acknowledges the range of ages and takes into account content when considering the age of the pupils it will be shared with.
- will be taught through a range of teaching methods and interactive activities.
- Will ensure that learning about relationships and sex education will link to/complement learning in science and SMSC.

At Studfall Infant Academy, RSE is taught as an integral part of our PSHE curriculum.

Studfall Academy PSHE & Citizenship – Long Term Plan – KS1

UNITS						
Year group	Term 1	Term 2	Term 3	Term 4	Term 5	Term 6
1	Relationships: TEAM	Relationships: Be Yourself	Health & Well-being: It's my body	Living in the wider world: Money Matters	Living in the wider world: Britain	Health & Well-being: Aiming High
2	Health & Well-being: Think Positive	Health & Well-being: Safety First	Relationships: VIPs	Living in the wider world: Respecting Rights	Living in the wider world: One World	Relationships: Growing up

- Twinkl units are used as a basis for planning for KS1; Oak National Academy resources are linked where appropriate and other schemes are accessed, e.g Jigsaw, where relevant.

Oak National Academy programme, for EYFS and KS1.

Key stage	Unit title	Length of unit
EYFS	New beginnings	5 lessons
KS1	*Me, you and us!	6 lessons

Key stage	Unit title	Length of unit
EYFS	Staying safe	5 lessons
KS1	*Forever friends Happy Families	4 lessons 4 lessons

Key stage	Unit title	Length of unit
EYFS	Food glorious food	7 lessons
KS1	*I know my rights!	6 lessons

Key stage	Unit title	Length of unit
EYFS	Squeaky clean	6 lessons
KS1	*Healthy isn't a goal; it's a lifestyle	5 lessons

Key stage	Unit title	Length of unit
EYFS	Circle of love	3 lessons
	Circle of trust	3 lessons
KS1	*Stop the spread	4 lessons
	*It's OK not to be OK	5 lessons

Key stage	Unit title	Length of unit
EYFS	Circle of life	4 lessons
	Same and different	7 lessons
KS1	*Stop, think, stay safe!	5 lessons

6. Delivery of RSE

RSE is explicitly taught within the PSHE curriculum, with biological aspects of RSE taught within the Science and P.E curriculum, and other aspects in R.E lessons. At least 1 hour of taught PSHE per week is timetabled. RSE will also be included within assemblies, circle time, story time and addressed during special celebrations and themes over the school year.

7. Roles and Responsibilities

The Trust

The Trust has a set of activities that will monitor the quality and effectiveness of the RSE policy and curriculum at Studfall Infant Academy. The Curriculum Assurance Board will be key to the monitoring of this policy and will develop additional support or guidance to academies if required.

Studfall Infant Academy

The Principal is responsible for ensuring that RSE is taught consistently across Studfall Infant Academy, and for managing requests to withdraw pupils from non-statutory/non-science components of Sex Education. The Principal is responsible for ensuring policy and practice are adhered to and that all information is made accessible to all parents and carers.

- The nominated person for PSHE is responsible for development of the curriculum and monitoring of the curriculum across Studfall Infant Academy.
- It will be taught by teachers in each year group.
- Teachers will receive RSE training as appropriate.

The Principal should also ensure that there has been consultation with Studfall Infant Academy community and parents/carers on the policy and curriculum for RSE in line with the guidance from the DfE. Studfall Infant Academy should ensure this also published on the website.

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/non-science components of Sex Education

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 Principal. All class teachers are responsible for teaching RSE. The trust would expect the Principal to honour appropriate requests for withdrawal (request form can be found in **Appendix 4**) and meet with parents to discuss these in line with the DfE guidance as summarised in **Appendix 6**.

Pupils

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

8. Safeguarding

- Teachers should be aware of the academy confidentiality policy.
- Teachers are aware that effective RSE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.
- Teachers will consult with the designated safeguarding leads who will follow academy policy for safeguarding.
- Visitors/external agencies which support the delivery of RSE will be required to adhere to academy safeguarding policies, confidentiality and the RSE policy.

9. Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE. See Appendix 6 for DfE guidance on this issue.

Studfall Infant Academy will be clear in our curriculum mapping which aspects are 'Relationships Education' and which are 'Health Education' to support parents in decisions over withdrawal.

Requests for withdrawal should be put in writing using the form found in **Appendix 4** of this policy and addressed to the Principal.

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

10. Training

Staff are to be trained on the delivery of RSE.

The Principal may also invite visitors from outside the school, such as school nurses or sexual health professionals, to provide support and training to staff teaching RSE where this is appropriate and age related.

11. Monitoring Arrangements

The delivery of RSE is monitored in Studfall Infant Academy through:

- Lesson observations, learning walks, planning scrutiny and book monitoring;
- Pupils' development and progress in RSE is monitored by class teachers as part of our internal assessment systems.

The implementation of this policy is monitored by the Trust through:

- ✓ Assurance activities to ensure statutory arrangements are in place in Studfall Infant Academy.
- ✓ Assurance activities to ensure policies are being implemented and the RSE curriculum is of sufficient quality.
- ✓ This policy will be reviewed by the Curriculum Assurance Board annually and the Board will lead the development of any amendments to the policy.

12. Assessment

There are many reasons why it is important that learning in RS education is assessed, including:

- Pupils need opportunities to reflect on their learning and its implications for their lives.
- Teachers need to know that learning has taken place, and be able to demonstrate progress and identify future learning needs.
- Assessment increases pupils' motivation and improves learning, as their raised awareness of their progress illustrates the value of this learning.
- Assessment allows the leadership team, parents, governors and school inspectors to see RS education's impact on pupils and whole school outcomes, such as Ofsted judgements on personal development, safeguarding, spiritual, moral, social and cultural (SMSC) development and the promotion of fundamental British values.
- Without assessment, all a school can do is describe its RSE provision, not show its impact.
- The DfE also states in the statutory guidance for Relationships, Sex and Health education that "schools should have the same high expectations of the quality of pupils' work in these subjects as for other curriculum areas" — therefore assessment for and of learning should be central to any RS education provision.

At Greenwood Academies Trust:

Assessment in RSE will take the approach where adults will allow time for pupils to reflect and ask questions to qualify their thinking. These discussions will support teachers into how follow up lessons will be planned in order to meet the needs of the children.

- Pupils will have opportunities to review and reflect on their learning through; discussion, written work and artwork.
- Pupil voice will be influential in adapting and amending planned learning activities by adults providing time for pupils to discuss and share their thoughts and feelings and adults responding to pupil needs through follow up work either whole class, small group or 1:1.
- Parents will be informed of pupil understanding via parent consultations and written reports.

13. References and Sources

The following have been referenced during the development of this policy:

- The PSHE Association for the POS and Overview Documents
- Lincolnshire LA
- Beacon Primary Academy (Policy into Practice) in line with policy development across the East Coast Cluster
- Department for Education guidance for Relationships Education, Relationships and Sex Education (RSE) and Health Education
- Equalities Act 2010
- Keeping Children Safe in Education
- Early Years Foundation Stage – Early Learning Goals and Development Matters

Appendix 1: Curriculum Map for Early Years

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Personal Development	Sense of Self	Show likes and preferences	Able to choose what they prefer from a range of activities or resources	Begin to understand that their choices can be different or the same as their peers	Begin to be able to explain why they like or dislike something	Know that their preferences should be respected by others	See themselves as a valuable individual	Links directly to KS1 PSHE curriculum. Cross curricular links: Spoken Language Listen and respond appropriately to adults and their peers
	Self-care (Links to Physical Development)	Use gestures, gaze and talk to achieve a goal i.e. a drink	Will show a desire to do things themselves i.e. put on a coat, wash hands, get a resource	Will accept help but only for the part they cannot do themselves for e.g. reach something, fastenings.	Completes most self-care tasks with minimal adult support	Can complete new activities without needing adult support	Manage own basic hygiene and personal needs Understand the importance of healthy choices	Ask relevant questions to extend their understanding and knowledge Use relevant articulate and justify answers, arguments and opinions give well-structured descriptions, explanations and narratives for different purposes, including for expressing feelings
	Independence	Shows an awareness of how to complete tasks	Rejects help which can lead to tantrums, refusals and frustration	Will select and use activities and resources and accepts or asks for help if needed.	Will attempt activities including something new without needing the support or encouragement of an adult	Achieve own goal rather than one suggested	Has own ideas with an understanding or ability of how it can be achieved	Maintain attention and participate actively in collaborative conversations, consider and evaluate different viewpoints, attending to and building on the contributions of others
	Self-Confidence	Knows that they are in a safe and secure environment	Is willing to try new things	Shows more confidence in new social situations for e.g. exploring local neighbourhood & visitors	Build and develop their own ideas, testing and considering other possibilities	Begins to extend themselves beyond their usual play	Show resilience and perseverance in the face of challenge	

Skills		Nursery Progression			Reception Progression			Links to KS1 Curriculum
Development	Making Friendships	Shows an interest in other children and/or their play	Engages with others through gestures, gaze and talk	Plays alongside other children	Plays with one or more children in shared play but may dip in and out	Plays with one or more children, extending and elaborating play ideas	Understands who their friends are and what they need to do to sustain that friendship	<p>Science Asking simple questions and recognising that they can be answered in different ways</p> <p>Art To use drawing, painting and sculpture to develop and share their ideas, experiences and imagination</p>
	Relationships with Adults	Manage transitions from parent to key person	Play with increasing confidence on their own and with other children, because they know their key person is nearby and available	Has a positive relationship with key worker but can play and engage without needing direct support	Adjusts to new adults in a new setting, possibly choosing one or two they prefer	Becomes more confident when engaging with other adults in the setting	Can engage with all/most adults in the setting appropriately including visitors	
	Conflict and Resolution	Know that they have an opinion and ideas	Understands not everyone will always agree	Use an adult to support conflict and to find a mutual resolution	Begin to talk with their friends about what is fair and why. Adult support will probably be needed to encourage a resolution	Be able to talk about the problem behind the conflict and suggest a resolution with support of an adult	Be able to talk through conflicts independently and begin to create resolutions independently	
	Rules and Routines	Understands boundaries	Begins to follow rules and routines but uses other children or adults for prompts	Begins to predict routines	Increasingly follows rules and routines without needing a reminder	Will follow rules and routines consistently and is able to support/encourage other children if needed, e.g. making space in a line	Understands the purpose of rules and routines and therefore does not need an adult to follow them	

The development of positive relationships is a key strand that runs through every area of learning in the early years. These skills link into the 3 Early Learning Goals that reference personal and social education. There is a specific learning intention about families. This contributes to the early learning goal: *showing sensitivity to others needs and feelings*.

Learning Intention

To recognise that all families are different

Learning Outcomes

Identify different members of the families

Understand how members of a family can help each other

Resources

Picture books and pictures of children's own families



Appendix 2: Primary Expectations – from the PSHE Assoc

RELATIONSHIPS EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Families and people who care for me	<ul style="list-style-type: none"> that families are important for children growing up because they can give love, security and stability. 	R2	R6
	<ul style="list-style-type: none"> 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. 	R1, R4	R8
	<ul style="list-style-type: none"> 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. 	H22, R3	R2, R7
	<ul style="list-style-type: none"> that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children's security as they grow up. 	R3	R1, R6, R7
	<ul style="list-style-type: none"> that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong. 	R4	R3, R5
	<ul style="list-style-type: none"> how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. 	R5	R4, R9
Caring friendships	<ul style="list-style-type: none"> how important friendships are in making us feel happy and secure, and how people choose and make friends. 	R6	R10
	<ul style="list-style-type: none"> the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. 	R6	R11
	<ul style="list-style-type: none"> that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. 	R7	R13, R14
	<ul style="list-style-type: none"> 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. 	R8	R16
	<ul style="list-style-type: none"> 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. 	R9	R18

Respectful relationships	<ul style="list-style-type: none"> the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 	H22, R23, L4, L6	R32, R33, L6
	<ul style="list-style-type: none"> practical steps they can take in a range of different contexts to improve or support respectful relationships. 	R6, R8	R33, R34
	<ul style="list-style-type: none"> the conventions of courtesy and manners. 	R22	R33
	<ul style="list-style-type: none"> the importance of self-respect and how this links to their own happiness. 	H21, H23, R22	R31
	<ul style="list-style-type: none"> that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. 	R22, H22	R31
	<ul style="list-style-type: none"> about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help. 	R10, R11, R12	R19, R20, R28
	<ul style="list-style-type: none"> what a stereotype is, and how stereotypes can be unfair, negative or destructive. 	L4	R21, L7, L8, L9
	<ul style="list-style-type: none"> the importance of permission-seeking and giving in relationships with friends, peers and adults. 	R15, R17	R22, R26
Online relationships	<ul style="list-style-type: none"> that people sometimes behave differently online, including by pretending to be someone they are not. 	R14	R23
	<ul style="list-style-type: none"> that the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online including when we are anonymous. 	R12	R24, R30, R31
	<ul style="list-style-type: none"> the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. 	R20	R24, R29
	<ul style="list-style-type: none"> how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. 	R15	R24
	<ul style="list-style-type: none"> how information and data is shared and used online. 	H34	L13, L14

Being safe	<ul style="list-style-type: none"> what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) 	R17	R22
	<ul style="list-style-type: none"> 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. 	R13, R18	R27
	<ul style="list-style-type: none"> that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. 	R13	H45, R25
	<ul style="list-style-type: none"> how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. 	R14, R15, R19	R24
	<ul style="list-style-type: none"> how to recognise and report feelings of being unsafe or feeling bad about any adult. 	R20	R29
	<ul style="list-style-type: none"> how to ask for advice or help for themselves or others, and to keep trying until they are heard. 	R20	R29
	<ul style="list-style-type: none"> how to report concerns or abuse, and the vocabulary and confidence needed to do so. 	R20	R29, H45
	<ul style="list-style-type: none"> where to get advice e.g. family, school and/or other sources. 	R20	R29

HEALTH EDUCATION (PRIMARY)

By the end of primary school: Pupils should know:		KS1	KS2
Mental wellbeing	<ul style="list-style-type: none"> that mental wellbeing is a normal part of daily life, in the same way as physical health. 	H1	H15
	<ul style="list-style-type: none"> 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. 	H11, H12, H13, H14	H17
	<ul style="list-style-type: none"> how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. 	H15, H16	H19
	<ul style="list-style-type: none"> how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. 	H18, H19	H20, H21
	<ul style="list-style-type: none"> the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. 	H17	H16
	<ul style="list-style-type: none"> simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. 	H18, H20, H24	H16,
	<ul style="list-style-type: none"> isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. 	H24, H27, R7	H24, R13
	<ul style="list-style-type: none"> that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. 	R10, R11	R19
	<ul style="list-style-type: none"> 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). 	H19, R12	H21, R20
	<ul style="list-style-type: none"> 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. 	H24	H22

Internet safety and harms	<ul style="list-style-type: none"> that for most people the internet is an integral part of life and has many benefits. 	L7, L8	L11
	<ul style="list-style-type: none"> 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. 	H9	H13
	<ul style="list-style-type: none"> 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. 	R10, R12	R30, L11, L15
	<ul style="list-style-type: none"> why social media, some computer games and online gaming, for example, are age restricted. 	H28	H37, L23
	<ul style="list-style-type: none"> 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. 	H34	H37, R20, L11,
	<ul style="list-style-type: none"> how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. 	L9	L12, L13, L14, L16
	<ul style="list-style-type: none"> where and how to report concerns and get support with issues online. 	H34	H42
Physical health and fitness	<ul style="list-style-type: none"> the characteristics and mental and physical benefits of an active lifestyle. 	H1	H7
	<ul style="list-style-type: none"> 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. 	H3	H7
	<ul style="list-style-type: none"> the risks associated with an inactive lifestyle (including obesity). 	H3	H4, H7
	<ul style="list-style-type: none"> how and when to seek support including which adults to speak to in school if they are worried about their health. 	H10	H14
Healthy eating	<ul style="list-style-type: none"> what constitutes a healthy diet (including understanding calories and other nutritional content). 	H2, H3	H1, H6
	<ul style="list-style-type: none"> the principles of planning and preparing a range of healthy meals. 	H2	H6
	<ul style="list-style-type: none"> 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). 	H2	H2, H3, H6

Drugs, alcohol and tobacco	<ul style="list-style-type: none"> the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. 	H37	H46, H47, H48
Health and prevention	<ul style="list-style-type: none"> how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. 		H5
	<ul style="list-style-type: none"> about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. 	H8	H12
	<ul style="list-style-type: none"> the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. 	H4	H8
	<ul style="list-style-type: none"> about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. 	H7	H11
	<ul style="list-style-type: none"> about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. 	H5	H9, H40
	<ul style="list-style-type: none"> the facts and science relating to allergies, immunisation and vaccination. 	H6	H10
Basic first aid	<ul style="list-style-type: none"> how to make a clear and efficient call to emergency services if necessary. 	H35, H36	H44
	<ul style="list-style-type: none"> concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	H35, H37	H43
Changing adolescent body	<ul style="list-style-type: none"> key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. 	H25, H26	H30, H31, H32, H34
	<ul style="list-style-type: none"> about menstrual wellbeing including the key facts about the menstrual cycle. 		H30, H31

Appendix 4: Parent Form

TO BE COMPLETED BY PARENTS			
Studfall Infant Academy		Withdrawal from Relationships & Sex Education	
Name of child		Class	
Name of parent		Date	

Reason for withdrawing from sex education

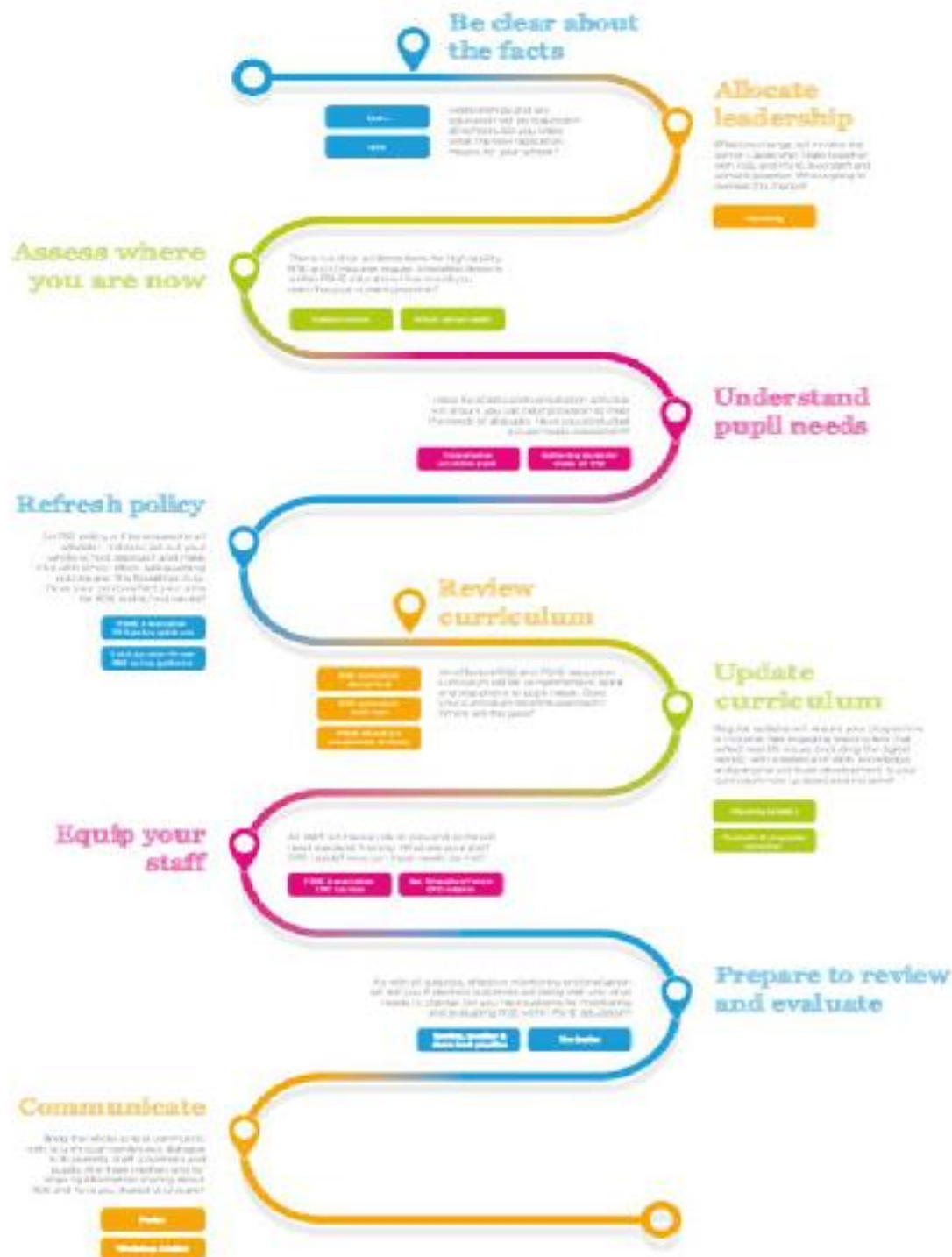
Any other information you would like the school to consider

Parent signature

Agreed actions from discussion with parents

Roadmap to statutory RSE

These 10 steps provide a guide to support school leaders in preparing to provide high quality RSE as an identifiable part of PSHE education. These steps are based on established good practice and evidence. The law requires that Relationships and Sex Education (RSE) is to be taught in all secondary schools in England, and that Relationships Education is to be taught in all primary schools in England. Health Education will also be mandatory in all Government funded schools, which includes control on authority Government Relationships Education, RSE and Health Education guidance and regulations give further detail about the requirements. Schools that are ready to implement the updated guidance from September 2019 are encouraged to do so - September 2020 is proposed as the start date for mandatory provision.



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

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

46. Good practice is also likely to include the head teacher discussing with parents the benefits of receiving this important education and any detrimental effects that withdrawal might have on the child. This could include any social and emotional effects of being excluded, as well as the likelihood of the child hearing their peers' version of what was said in the classes, rather than what was directly said by the teacher (although the school should respect the parents' request to withdraw the child, up to and until three terms before the child turns 16. After that point, if the child wishes to receive sex education rather than be withdrawn, the school should make arrangements to provide the child with sex education during one of those terms.

48. This process is the same for pupils with SEND. However there may be exceptional circumstances where the head teacher may want to take a pupil's specific needs arising from their SEND into account when making this decision. The approach outlined above should be reflected in the school's policy on RSE.

49. Head teachers will automatically grant a request to withdraw a pupil from any sex education delivered in primary schools, other than as part of the science curriculum.

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



