



# Relationships and Sex Education Policy

**Future Academies (Primary)**

Written by:	Executive Vice-Principal	Date:	DRAFT
Next review due by:	TBC		

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## **Contents**

<b>Aims .....</b>	<b>3</b>
<b>Statutory requirements .....</b>	<b>3</b>
<b>Policy development .....</b>	<b>3</b>
<b>Definition .....</b>	<b>4</b>
<b>Curriculum.....</b>	<b>4</b>
<b>Delivery of Relationships Education .....</b>	<b>4</b>
<b>Parents' right to withdraw.....</b>	<b>5</b>
<b>Roles and responsibilities .....</b>	<b>6</b>
<b>Training.....</b>	<b>6</b>
<b>Monitoring arrangements .....</b>	<b>7</b>
<b>Appendix 1: PSHCE Curriculum Map .....</b>	<b>8</b>
<b>Appendix 2: Relationships Education .....</b>	<b>10</b>
<b>Appendix 3: Health Education .....</b>	<b>7</b>
<b>Appendix 4: Parent form: withdrawal from sex education within RSE .....</b>	<b>10</b>

## Aims

The aims of Relationships and Sex Education (RSE) at Future Academies' primaries schools are to:

- Help pupils to live happy, safe, healthy lives by teaching them the fundamental building blocks and characteristics of healthy relationships
- Equip pupils with the knowledge to stay safe, including how to recognise unhealthy relationships and how to seek help and support
- Develop pupils' confidence and feelings of self-respect and empathy
- Ensure pupils understand correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of the changing adolescent body and the importance of health and hygiene
- Provide a framework in which sensitive discussions can take place

Relationships Education and Sex Education are taught in line with the Trust's values of knowledge, aspiration and respect.

## Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, require all schools to deliver Relationships Education (in primary schools) and Relationships and Sex Education (in secondary Schools) from September 2020. Health Education is compulsory in all schools except independent schools.

We teach RSE as set out in this policy.

### Purpose of RSE policy:

All schools must have an up-to-date RSE policy which is made available for inspection and to parents. The policy must:

- Give clear guidance to staff and outside visitors about the content, organisation and approach to teaching RSE
- Give information to parents about what is taught and when
- Give parents and carers information about their involvement with RSE
- Give a clear statement on what the Trust aims to achieve from RSE and why it thinks RSE is important
- Clarify the content and the manner in which RSE is delivered

## Policy development

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

1. **Review** – a member of staff pulled together all relevant information, including national and local guidance
2. **Staff consultation** – all school staff were given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties were invited to review the policy
4. **Pupil consultation** – pupils were given the opportunity to comment on RSE

5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

## **Definition**

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

RSE involves a combination of teaching factual information and exploring attitudes and values.

RSE is not about the promotion of sexual activity.

Relationships education is taught alongside Health Education, which involves learning about the characteristics of good physical health and mental wellbeing. Health education includes learning the key facts about puberty and the changing adolescent body so that pupils are prepared for the changes that occur.

## **Curriculum**

Our curriculum is set out in Appendix 1.

We have developed the curriculum in line with statutory guidance and in consultation with parents, pupils and staff, taking into account the age and needs of pupils. The curriculum may need to be adapted as necessary to ensure it is responsive to issues as they arise and meets the needs and maturity of our pupils, and to ensure that any gaps in knowledge or understanding that are identified are addressed.

Pupils' questions will be answered by teachers honestly but without referring to personal experience. Teachers are encouraged to answer pupils' questions clearly and factually so that they do not seek information online. Answers will endeavour to reflect different sides of an argument if the topic is one of debate.

Pupils who have been withdrawn from RSE lessons may still ask questions to staff. These questions will be answered with the same guidance as above. All pupils will be encouraged to speak with their parents/carers regarding the conversation.

There will be opportunities for pupils to raise anonymous questions in some lessons. These questions will be answered during lesson time and pupils are also encouraged to speak with their teacher discretely after the lesson if they wish. If a pupil discloses information which is of concern, teachers will follow the procedures as set out in the Safeguarding Policy.

## **Delivery of Relationships Education**

In Future Academies' primary schools, Relationships Education is taught as part of personal, social, health, citizenship and economic (PSHCE) education, typically by form tutors. PSHCE lessons also include teaching about physical and mental health, hygiene and financial literacy. The knowledge, values and character traits are further developed across other areas of school life.

According to the statutory guidance (Department for Education, 2019), 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

All aspects of PSHCE, including Relationships Education, are taught in accordance with the ‘Eight Habits of Effective Classroom Practice’ with a focus on creating a calm, respectful classroom culture. Teachers will ensure that the content is accessible to all pupils, including those with SEND, taking advice from the SENDCo and other colleagues where appropriate. All teaching will comply with the relevant legislation, including the Equality Act 2010.

Parents and carers do not have the right to withdraw their children from Relationships Education.

## Sex Education

Primary schools are not required to deliver Sex Education but the Department for Education recommends that they do so, to ensure that pupils are prepared for the changes that adolescence brings. Future Academies provides Sex Education in Years 5 and 6, tailored to the physical and emotional maturity of pupils. This includes teaching how babies are conceived and born, from a scientific perspective.

Further information is contained in the appendices.

### Parents’ right to withdraw

We are committed to working with parents and carers. Parents and carers are invited to contact the school directly with any queries or concerns. The resources used are also available on request.

Parents and carers have a right to withdraw their children from the non-statutory components of Sex Education. This does not include content covered within the national curriculum for science, nor does it include content taught as part of Relationships and Health Education. This is summarised in the table below.

Requests to withdrawal from non-statutory components of Sex Education should be put in writing using the form found in **Appendix 4** of this policy and addressed to the Head of School.

Alternative work will be given to pupils who are withdrawn from Sex Education.

Curriculum content in sex education and related areas	Right to withdraw
The basic parts of the human body	Parents and carers <b>do not</b> have the right to withdraw their children from this part of the curriculum. This is because this content is part of the national curriculum for science.
The process of reproduction ( <i>in outline terms, without specific reference to the human body</i> )	Parents and carers <b>do not</b> have the right to withdraw their children from this part of the curriculum. This is because this content is part of the national curriculum for science.
The process of reproduction in humans: how a baby is conceived and born	Parents and carers <b>do</b> have the right to withdraw their children from this part of the curriculum. This is because the content is not part of the national curriculum for science, and it is not part of the statutory content for relationships education or health education.

The changes as humans develop to old age	Parents and carers <b>do not</b> have the right to withdraw their children from this part of the curriculum. This is because this content is part of the national curriculum for science.
Key facts about puberty and the changing adolescent body, including physical and emotional changes	Parents and carers <b>do not</b> have the right to withdraw their children from this part of the curriculum. This is because this content is part of the statutory content for health education.
Menstrual wellbeing, including the key facts about the menstrual cycle	Parents and carers <b>do not</b> have the right to withdraw their children from this part of the curriculum. This is because this content is part of the statutory content for health education.

## Roles and responsibilities

### The Local Governing Board

The Governing Board will approve the RSE policy, and hold the Head of School to account for its implementation.

### The Head of School

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

### 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
- Ensuring pupils who are withdrawn from the non-statutory components of RSE have appropriate work

RSE is typically taught by class teachers. Staff do not have the right to opt out of teaching RSE. However, staff who have concerns about teaching RSE are encouraged to discuss this with the Head of School and support will be provided.

### Pupils

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

## Training

Staff are trained on the delivery of RSE as part of our continuing professional development calendar.

The Heads of School may also invite visitors from outside the school, such as school nurses and other professionals, to provide support and training to staff teaching RSE where appropriate and/or to deliver sessions.

## **Monitoring arrangements**

The delivery of RSE is monitored by Heads of School through learning walks and discussions with pupils.

Pupils' progress and learning in RSE is monitored by class teachers.

This policy will be reviewed by the Head of School annually. At each review, the policy will be approved by the governing body.

## Appendix 1: PSHCE Curriculum Map

### Relationships and sex education curriculum map

YEAR GROUP	RSE SESSION TOPICS AND CONTENT						
EYFS	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2	
	Respecting Ourselves and Others	Relationships and Feelings	People who have Changed the World	Being Safe	Staying Healthy	Our Diverse Community	
KS1 and KS2	(The 'Induction' period is taught in the first weeks of autumn 1. This is followed by phase 1, then by phase 2 and so on. We have left flexibility to allow us to address issues in our school, local, national and international communities. The teaching below is in addition to teaching through whole-school events, such as Anti-Bullying Week and Internet Safety Day.)						
		INDUCTION	PHASE 1	PHASE 2	PHASE 3	PHASE 4	PHASE 5
Year 1	Rules and Routines for a Happy and Successful Year	Respecting Ourselves and Others	Being the Best We Can Be	Feelings	Relationships	Staying Healthy	Staying Safe
Year 2	Rules and Routines for a Happy and Successful Year	Respecting Ourselves and Others	Relationships and Feelings	Growing Up	Staying Healthy	Staying Safe	Our Diverse Community
Year 3	Rules and Routines for a Happy and Successful Year	Friendships and Privacy	The Government, Democracy and the Rule of Law	People who have Changed the World	Courtesy	Staying Safe	Growing Up and Careers
Year 4	Rules and Routines for a Happy and Successful Year	Feelings, Disagreements and Goals	Public Services <i>(as for Year 3 in 2021-22)</i>	People who have Changed the World	Communicating	Healthy Eating	Our Diverse Community

Year 5	Rules and Routines for a Happy and Successful Year	Friendships and Privacy	How we can Change the World <i>(as for Year 3 in 2021-22)</i>	Financial Literacy	First Aid	Staying Physically and Mentally Healthy	Growing Up and Changes (including Reproduction and Adolescence)
Year 6	Rules and Routines for a Happy and Successful Year	Feelings, Disagreements and Goals	The Media and Social Media	Current Me and Future Me	People who have Changed the World	Staying Physically and Mentally Healthy	Changes and Getting Ready for Secondary School

## Appendix 2: Relationships Education

The table below indicates when children cover the core content identified in the statutory guidance. Children are exposed to many topics or ideas far more frequently outside formal teaching.

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability [EYFS Autumn 2, Y1 Phase 3, Y2 Phase 1]</li> <li>• The characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives [EYFS Autumn 2, Y1 Phase 3, Y2 Phase 1]</li> <li>• That others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care [EYFS Autumn 2, Y1 Phase 3, Y2 Phase 1]</li> <li>• That stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up [EYFS Autumn 2, Y1 Phase 3, Y2 Phase 1]</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong [Y3 Phase 5]               <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 [EYFS Induction, Y1 Induction, Y1 Phase 3, Y2 Induction, Y2 Phase 1, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> </ul> </li> </ul>

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends [EYFS Autumn 2, Y1 Induction, Y1 Phase 3, Y2 Phase 1, Y3 Induction, Y5 Induction]</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties [EYFS Autumn 2, Y1 Induction, Y1 Phase 3, Y2 Phase 1, Y3 Induction, Y5 Induction]</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded [EYFS Autumn 2, Y2 Phase 1, Y3 Induction, Y5 Induction]</li> <li>• That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right [EYFS Autumn 2, Y1 Phase 3, Y2 Phase 1, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction] <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 [EYFS Autumn 2, Y1 Induction, Y1 Phase 3, Y2 Phase 1, Y3 Induction, Y5 Induction]</li> </ul> </li> </ul>
Respectful relationships	<ul style="list-style-type: none"> <li>• The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs [EYFS Autumn 1, EYFS Summer 2, Y1 Induction, Y2 Phase 5, Y3 Phase 3, Y4 Phase 5, Y5 Induction]</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships [EYFS Autumn 1, Y1 Induction, Y1 Phase 3, Y3 Phase 3]</li> <li>• The conventions of courtesy and manners [EYFS Induction, Y1 Induction, Y2 Induction, Y3 Induction, Y3 Phase 3, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• The importance of self-respect and how this links to their own happiness [EYFS Autumn 2, Y1 Induction, Y2 Induction]</li> <li>• That in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority [EYFS Induction, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult) and how to get help [This is discussed often in schools; Anti-Bullying Week (every year), reinforced regularly; Y6 Autumn 1]</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive [Y6 Phase 1, Y6 Phase 2] <ul style="list-style-type: none"> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults [EYFS Induction, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> </ul> </li> </ul>

TOPIC	PUPILS SHOULD KNOW
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not [Internet Safety Day (each year); Y2 Phase 4, Y3 Induction, Y5 Induction, Y6 Phase 1]</li> <li>• That the same principles apply to online relationships as to face-to face relationships, including the importance of respect for others online including when we are anonymous [Internet Safety Day (each year); Y3 Induction, Y5 Induction, Y6 Phase 1]</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them [Internet Safety Day (each year); Y2 Phase 4, Y3 Induction, Y5 Induction, Y6 Phase 1]</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met [Internet Safety Day (each year); Y3 Induction, Y5 Induction, Y6 Phase 1]</li> <li>• How information and data is shared and used online [Y6 Phase 1]</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) [EYFS Autumn 2, Y1 Induction, Y1 Phase 3, Y2 Phase 1, Y3 Induction, Y3 Phase 4, Y5 Induction]</li> <li>• About the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe [EYFS Spring 2/Summer 1, Y1 Phase 3, Y3 Phase 4, Y5 Phase 4, Y6 Phase 1]</li> <li>• That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact [EYFS Spring 2/Summer 1, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know [EYFS Spring 2/Summer 1, Y1 Phase 5, Y3 Induction, Y5 Induction, Y6 Induction]</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult [EYFS Induction, EYFS Spring 2/Summer 1, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard [EYFS Induction, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so [EYFS Induction, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• Where to get advice e.g. family, school and/or other sources [EYFS Induction, Y1 Induction, Y2 Induction, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> </ul>

### Appendix 3: Health Education

The table below indicates when children cover the core content identified in the statutory guidance. Children are exposed to many topics or ideas far more frequently outside formal teaching.

TOPIC	PUPILS SHOULD KNOW
Mental wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health. [Y1 Phase 4, Y2 Phase 3, Y5 Phase 4]</li> <li>• that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. [EYFS Autumn 1, EYFS Autumn 2, Y1 Phase 2, Y2 Phase 1, Y4 Induction, Y6 Induction]</li> <li>• how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. [EYFS Autumn 1, EYFS Autumn 2, Y1 Phase 2, Y2 Phase 1, Y4 Induction, Y6 Induction]</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. [EYFS Autumn 1, EYFS Autumn 2, Y1 Phase 2, Y2 Phase 1, Y4 Induction, Y6 Induction]</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. [EYFS Summer 1, Y1 Phase 4, Y2 Phase 3, Y5 Phase 4, Y6 Phase 4]</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. [EYFS Autumn 2, Y1 Phase 4, Y2 Phase 3, Y5 Phase 4, Y6 Phase 4]</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. [This is covered through the RSE work on friendships, especially in Y2 Phase 1]</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. [This is discussed often in classes; Anti-Bullying Week (every year), reinforced regularly; Y6 Autumn 1]</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). [EYFS Induction, Y1 Induction, Y1 Phase 3, Y2 Induction, Y2 Phase 1, Y3 Induction, Y4 Induction, Y5 Induction, Y6 Induction]</li> <li>• it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. [Y5 Phase 4; Y6 Phase 4]</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Internet safety and harms	<ul style="list-style-type: none"> <li>• that for most people the internet is an integral part of life and has many benefits. [Internet Safety Day; Y6 Phase 1]</li> <li>• about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. [Internet Safety Day; Y6 Phase 1, Y6 Phase 4]</li> <li>• how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. [Internet Safety Day; through work on respectful relationships as part of RSE; through work on privacy as part of RSE]</li> <li>• why social media, some computer games and online gaming, for example, are age restricted. [Internet Safety Day; Y6 Phase 1]</li> <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. [Internet Safety Day; Y6 Phase 1]</li> <li>• how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. [Internet Safety Day; Y6 Phase 1]</li> </ul>
Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle. [through PE; Y1 Phase 4, Y2 Phase 3, Y5 Phase 4; Y6 Phase 4]</li> <li>• the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. [through PE; Y1 Phase 4, Y2 Phase 3, Y5 Phase 4; Y6 Phase 4]</li> <li>• the risks associated with an inactive lifestyle (including obesity). [through PE; Y1 Phase 4, Y2 Phase 3, Y5 Phase 4; Y6 Phase 4]</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health. [through PE; EYFS Autumn 1; Y1 Phase 4, Y2 Phase 3, Y5 Phase 4; Y6 Phase 4]</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content). [through science; EYFS summer 1; Y1 Phase 4, Y2 Phase 3, Y4 Phase 4; Y5 Phase 4; Y6 Phase 4]</li> <li>• the principles of planning and preparing a range of healthy meals. [Y4 Phase 4]</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health). [through science; Y1 Phase 4, Y2 Phase 3, Y4 Phase 4; Y5 Phase 4; Y6 Phase 4]</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. [Y5 Phase 4]</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. [Y1 Phase 4, Y2 Phase 3, Y5 Phase 4, Y6 Phase 4]</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. [EYFS summer 1; Y1 Phase 5, Y2 Phase 4, Y3 Phase 4]</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. [Y1 Phase 4, Y2 Phase 3, Y5 Phase 3, Y6 Phase 4]</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. [Y1 Phase 4, Y2 Phase 3, Y5 Phase 3, Y6 Phase 4]</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. [EYFS summer 1; Y5 science; Y1 Phase 4, Y2 Phase 3, Y5 Phase 3, Y6 Phase 4]</li> <li>• the facts and science relating to allergies, immunisation and vaccination [Y5 science; Y5 Phase 3]</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary. [Y3 Phase 4, Y5 Phase 3]</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries. [Y5 Phase 3]</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. [Y5 Phase 5]</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle. [Y5 Phase 5]</li> </ul>

#### Appendix 4: Parent form: withdrawal from sex education within RSE

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	