

Michaelchurch Escley Primary and Pre School



Relationships, Sex and Health Education Policy

Date Reviewed:	February 2025
Reviewed by:	Staff/Govs/SLT
Approved by:	Curriculum Gov Mtg 11.03.25
Policy to be reviewed by:	February 2026

Introduction

Michaelchurch Escley Primary School considers that Relationships, Sex and Health Education (RSHE) to be an integral part of the Personal, Social and Health Education (PSHE) curriculum and as such is taught alongside PSHE subjects. We also recognise that RSHE topics have strong links with Science and RE subjects, however there is the potential for RSHE related topics and discussions to arise in all subjects taught in school. When this occurs, teaching staff will support and guide discussions with sensitivity. In line with our school motto 'Be Curious'. We encourage all children to ask questions and be inquisitive about RSHE, as we do in all other subjects.

We offer pupils a carefully considered and planned RSHE programme, which includes human development, relationships, sexuality and family life, within a safe and nurturing environment. Teaching staff will also ensure that the programme is delivered in a manner appropriate to pupils' level of maturity and experiences.

At Michaelchurch Escley Primary School we teach RSHE as set out in this policy, which reflects the requirements of the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education](#) (Sept 2021).

Aims

Relationship, sex and health education is lifelong learning about physical, moral and emotional development. Our aim is to enable our pupils to respect themselves and others, so that they can move confidently from childhood through adolescence and into adulthood. At Michaelchurch we aim to stress the values of loving relationships, mutual respect, and care.

The aims of RSHE at our school are to:

- Provide a framework in which sensitive discussions can take place
- To be able to name parts of the body and describe how their bodies work
- To 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
- To have the confidence and self-esteem to value themselves and others
- To understand about the range of relationships, including the importance of family for the care and support of children
- To develop confidence in talking, listening and thinking about feelings and relationships
- To understand the consequences of their actions and behave responsibly within relationships
- To be able to recognise unsafe situations, be able to protect themselves and ask for help and support
- To understand the role the media plays in forming attitudes
- To understand how safe routines can reduce the spread of viruses

Statutory requirements

As a maintained primary school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017 and teach all elements of the science curriculum within the National Curriculum.

In teaching RSHE we must have regard to guidance issued by the Secretary of State as outlined in section 403 of the Education Act 1996.

Definition

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

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

RSHE is not about the promotion of sexual activity.

Curriculum

Our curriculum follows the statutory programme set out in the Relationships Education, Relationships and Sex Education (RSE) and Health Education guidance. Because we believe it is very important to provide our children with some sex education (as recommended in the statutory guidance), we will also teach some elements of non-statutory RSHE subjects. This lesson content is in Oak Class and forms part of the Safety and the Changing Body unit, which is exclusively taught to Year 6 students. Parents have the statutory right to withdraw their child from this lesson if they choose.

We have developed the curriculum in consultation with parents, pupils and staff, taking into account the age, needs and feelings of pupils.

Delivery of RSHE

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum e.g. family compositions and the birth of babies, reproduction in plants and the production of seeds and reproduction in animals including humans. Aspects of RSHE relating to beliefs and ceremonies are included in religious education (RE).

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

As with all subjects teachers plan to deliver topics on a two year rolling cycle to ensure comprehensive and complete coverage of the objectives.

All RSHE classes are taught with both boys and girls present. We strongly believe it is beneficial for children to learn about topics of relationships, sex and health in mixed classes so they can develop an understanding of the views of children of the opposite sex.

The RSHE/PSHE curriculum is adapted for SEND pupils through differentiated teaching, accessible resources, and inclusive strategies, ensuring all learners can engage meaningfully and develop essential life skills.

Foundation Stage

Our pupils begin their Relationship and Sex Education as soon as they enter our school. Children are encouraged to form good relationships with adults and their peers. In addition, they develop an awareness of their own views and feelings and are encouraged to be sensitive to the feelings of others. As part of their Understanding of the World curriculum the children learn about similarities and differences between themselves and others, and among families, communities and traditions.

In addition, the routines of good hygiene are reinforced on a daily basis.

Key Stages 1 and 2

Relationship, Sex and Health Education contributes to the foundation of PSHE by enabling all pupils to:

- develop confidence in talking, listening and thinking about feelings and relationships
- name body parts and describe how their bodies work
- protect themselves and ask for help and support
- be prepared for puberty

Acorn Class

Topics taught in years 1 and 2 include:

- about growing and changing, growing from young to old
- correct names for the main parts of the body, including penis, breasts, nipples, anus, vagina
- similarities and differences between boys and girls
- what makes them unique
- change and loss associated with events such as, starting school, a new baby brother/sister
- feelings associated with change or loss
- keeping safe including in different situations
- make real and informed choices; what influences our choices; choices influence the way we look and feel
- different kinds of feelings that are good and not so good and the vocabulary we can use to describe feelings
- how we can use simple strategies to manage feelings
- importance of taking care of personal hygiene and their own health

Sapling Class

Objectives taught in years 3 and 4 include:

- to extend the vocabulary of body parts to include (but not exclusively) rectum, testicles, vulva.
- the importance of keeping good hygiene
- describing intensity of feelings to others and managing complex emotions
- different types of relationships and what makes a healthy relationship (friendship)
- maintaining positive relationships
- who is responsible for their health and wellbeing, and who to ask for advice
- recognise a wider range of feelings in others, responding to feelings
- using strategies to resolve disputes (negotiation and compromise), resolving differences
- different types of relationships
- jealousy, love and loss; memories of loved ones
- conflicting feelings experiences at the same time

Oak Class

Objectives taught in years 5 and 6 include:

- to further extend the vocabulary of body parts to include (but not exclusively) urethra, scrotum, uterus, cervix, labia, scrotum
- to know how male and female bodies change during puberty
- human reproduction, to know how sex happens and when it forms part of a happy and healthy relationship
- importance of good hygiene
- describing intensity of feelings to others and managing complex emotions
- different types of relationships; what makes a healthy relationship and maintaining positive relationships
- who is responsible for their health and wellbeing; to ask for advice
- what makes a healthy and happy relationship?
- different relationships; what makes positive, healthy relationships
- recognise when relationships are unhealthy
- Committed, loving relationships (including marriage, civil partnership)

For more information about our RSHE curriculum, see Appendix 1 and 2.

Places where Relationship and Sex Education is found in the science curriculum

National Curriculum Science. Year 1: Pupils should be taught to “identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.”

Year 2: Pupils should be taught to “notice that animals, including humans, have offspring which grow into adults.”

Year 5: Pupils should be taught to “describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird”, “describe the life process of reproduction in some plants and animals” (this includes humans), “describe the changes as humans develop to old age.”

Year 6: Pupils should be taught to “describe how living things are classified into broad groups according to common observable characteristics and based on similarities and differences, including microorganisms, plants and animals”, “recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function”, “recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents.”

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

Roles and responsibilities

Governors

The governing body (delegated to curriculum governors) will approve the RSHE policy, and hold the head teacher to account for its implementation.

Headteacher

The head teacher is responsible for ensuring that RSHE is taught consistently across the school and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section - Right to Withdraw).

Staff

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- 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 RSHE

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

All class teachers are responsible for teaching RSHE in school.

Pupils

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

Parents' Right to Withdraw

Parents have the right to withdraw their child(ren) from the non-statutory elements of Relationships and Sex Education within RSHE.

Parents cannot withdraw their child(ren) from science lessons about reproduction.

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

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

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

Evaluating and monitoring

Curriculum

The delivery of RSHE is monitored by the PSHE/RSHE lead through:

- lesson observations
- monitoring of planning and curriculum coverage
- collection of representative pieces of work
- interviews with pupils

Pupil

Pupils' development in RSHE is monitored by the class teacher and is monitored in several ways:

- Early Years and Foundaton Stage (EYFS) pupils are monitored and assessed using our internal assessment system Tapestry
- Evidence of progress for all age groups is gathered from class discussions, including small group and one-to-one discussions
- Evidence of progress for EYFS, KS1 and KS2 is gathered from written and illustrated work, which is then teacher assessed. This evidence can be found on Tapestry for EYFS, or whole class PSHE/RSHE books for Acorn, Sapling Classes and Oak Classes.
- No testing or formal assessment of RSHE takes place, including in Year 6

When children ask questions

As a school we encourage our children to ask questions to deepen their knowledge and understanding. Sometimes children will ask adults or other children challenging questions within or out with lessons relating to the topics covered by the RSHE curriculum.

In the classroom

When this arises in class the teacher will use their knowledge of the class to decide which of the following strategies is appropriate:

- Answer the question in class but adapt the depth of detail with which to answer the question according to the children in the class
- Inform the class of the question and give the children a choice of whether they wish to know the answer or not
- Give the answer to a small group of children only
- If the question is asked by only one child the teacher will offer to answer it 1:1 after the lesson has ended.

Outside the classroom

When child led conversations and questions relating to RSHE arise outside the classroom, staff will use one or more of the following strategies:

- Intervene in a conversation to correct misconceptions and misinformation
- Ensure that the class teacher is aware of the conversation
- The class teacher will support the children's developing understanding of RSHE topics through individual discussions with the children involved
- The class teacher will plan additional class discussions, circle time or RSHE lessons to support learning of RSHE topics
- Encourage older children to write down any worries or questions they may have and post them in the Worry Box and our Emotional Literacy Support Assistant (ELSA) - Mrs Lane - will respond to these

- Younger children will be supported to communicate any worries or questions by their class teacher and when necessary additional support will be provided by our ELSA.

When these questions arise, they can be of a sensitive nature and all staff at Michaelchurch will seek to discuss the topics raised in a sensitive way, using language appropriate for the age of the child(ren) involved. Further, we recognise the heightened importance to involve and inform parents of these incidents, therefore staff will ensure that parents or carers are **always** informed when children have asked and discussed challenging questions. Ideally this will either be in person or by phone (within 24 hours), however, if it is not possible to contact the parent or carer within this time an email will be sent. This email will inform the parent or carer of the nature of the conversation and offer the opportunity for further discussion with a member of staff.

Policy

This policy was created following an extensive consultation period with parents and the school community. It will be reviewed by the staff annually and at every review the policy will be approved by the curriculum governors. It will then be made accessible for all stakeholders to view on the school website.

Equal opportunities

As with all areas of the curriculum within our school, all pupils are given the opportunity to participate in all of these lessons. Pupil needs will be assessed each year.

Links to other Policies

This policy is linked to the following school policies:

Safeguarding Policy

Behaviour Policy

Child on Child Abuse Policy

Equality Policy

Appendix 1 –

What pupils should know by the end of Primary – taken from Relationships Education, Relationships and Sex Education (RSE) and Health Education June 2019

<p>Families and people who care for me</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that families are important for children growing up because they can give love, security and stability • 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 • 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 • 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 • that marriage* represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong • how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
<p>Caring friendships</p>	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how important friendships are in making us feel happy and secure, and how people choose and make friends • the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties • that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded • 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 • 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
<p>Respectful relationships</p>	<p>Pupils should know:</p> <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 • practical steps they can take in a range of different contexts to improve or

	<p>support respectful relationships</p> <ul style="list-style-type: none"> • the conventions of courtesy and manners • the importance of self-respect and how this links to their own happiness • 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 • 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 • what a stereotype is, and how stereotypes can be unfair, negative or destructive • the importance of permission-seeking and giving in relationships with friends, peers and adults
Online relationships	<p>Pupils should know:</p> <ul style="list-style-type: none"> • that people sometimes behave differently online, including by pretending to be someone they are not • 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 • the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them • how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met • how information and data is shared and used online
Being safe	<p>Pupils should know:</p> <ul style="list-style-type: none"> • what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context) • 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 • that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact • how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know • how to recognise and report feelings of being unsafe or feeling bad about any adult • how to ask for advice or help for themselves or others, and to keep trying until they are heard, • how to report concerns or abuse, and the vocabulary and confidence needed to do so • where to get advice, for example family, school or other sources
<p><i>*Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</i></p>	

Appendix 2 –

PSHE/RSE whole school curriculum map

Cycle 1						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Self Regulation: My feelings In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Building relationships: Special relationships In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Managing self: Taking on challenges In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-regulation: Listening and following instructions In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building relationships: My family and friends In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Managing self: My wellbeing In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>
Acorn	<p>Family and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at the conventions of</p>	<p>Health and wellbeing Understanding emotions, identifying our strengths and qualities, learning why we wash our hands and how to do so effectively, learning about the importance of sleep and relaxation for our wellbeing, learning how to stay safe in the sun and deal with allergic</p>	<p>Safety and the changing body Learning how to communicate safely with adults; considering who keeps us safe in our community; learning steps to crossing the road safely; identifying which substances should or should not go in the body; learning how to</p>	<p>Citizenship Considering why we have rules; recognising similarities and differences between ourselves and others; thinking about the groups that we belong to; considering job roles in our community; suggesting ways to improve our school and local environments.</p>	<p>Economic wellbeing Understanding what money is and where it comes from; recognising the difference between needs and wants, learning how to keep cash safe; understanding the purpose of banks and building societies; understanding that skills and interests</p>	<p>Transition An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.</p>

	manners and developing an understanding of self-respect.	reactions, thinking about the people who help to keep us healthy.	call 999; knowing the difference between secrets and surprises; learning about appropriate and inappropriate contact		influence job choices.	
Sapling	<p>Families and relationships Learning about how to deal with friendship issues and identifying bullying and its effects, learning about the issues with stereotyping, considering physical and emotional boundaries and who to trust, thinking about how to support someone who has suffered a bereavement.</p>	<p>Health and wellbeing Learning about how to stay healthy and how our diet affects our bodies and our teeth, identifying our strengths, learning how to celebrate mistakes and develop a growth mindset, considering how we can increase our happiness.</p>	<p>Safety and the changing body Learning about being kind and staying safe online; learning how to identify and deal with cyberbullying; understanding the difference between secrets and surprises; learning how to treat bites and stings; considering who influences our choices; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4).</p>	<p>Citizenship Learning about the importance of reusing and recycling; considering groups in the local community; understanding the role of the local council; understanding why we have rules and the consequences of breaking them; knowing about the rights that children have and human rights in general. *Also include 1 lesson on – refugee/asylum /migration</p>	<p>Economic wellbeing Considering spending decisions; learning about how to create a budget; recognising that money affects how we feel (Y3) and how we feel when money is lost (Y4); exploring jobs available; learning about gender stereotyping in the workplace.</p>	<p>Transition This transition lesson is designed to help pupils with the change that comes from moving year groups. Year 3s consider targets for the following year and Year 4 learn about opportunities and responsibilities that they may face in Y5/6.</p>
Oak	<p>Families and relationships Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>	<p>Health and wellbeing Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; taking precautions while in the sun; healthy meals and ingredients; learning about different emotions and possible ways of dealing with a difficult situation.</p>	<p>Safety and the changing body Learning about online friendships and how to stay safe online; drugs, alcohol and tobacco and the influences that others have on us; how to deal with a choking emergency and understanding puberty and menstruation (Y5) and conception, pregnancy and birth (Y6).</p>	<p>Citizenship Understanding what happens when the law is broken; learning how to recognise and challenge discrimination; understanding the waste hierarchy; recognising the contribution people make to our community; exploring the link between rights and responsibilities; learning how parliament works. *Also include 1 lesson on – refugee/asylum /migration</p>	<p>Economic wellbeing Developing understanding about income and expenditure, borrowing, risks with money and researching different careers and considering the routes into them.</p>	<p>Transition In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school.</p> <p>Year 6 Only: Identity Two lessons for Y6 pupils with presentations and classroom resources on the theme of personal identity and body image.</p>

--	--	--	--	--	--	--

Cycle 2

Cycle 2						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Reception	<p>Self-Regulation: My feelings In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.</p>	<p>Building relationships: Special relationships In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.</p>	<p>Managing self: Taking on challenges In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.</p>	<p>Self-regulation: Listening and following instructions In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.</p>	<p>Building relationships: My family and friends In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.</p>	<p>Managing self: My wellbeing In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.</p>
Acorn	<p>Family and relationships Exploring how families can be different, the characteristics and impact of positive friendships; learning that issues can be overcome, people show feelings differently and that stereotyping is unfair. Looking at conventions of manners and developing an understanding of self-respect</p>	<p>Health and wellbeing Understanding emotions, setting achievable goals and considering how to overcome difficulties, learning about the importance of activity, a healthy diet and relaxation for our wellbeing, learning how to look after our teeth.</p>	<p>Safety and the changing body Learning how to communicate safely with adults; learning steps to crossing the road safely; considering hazards at home; identifying which substances should or should not go in the body; learning what to do when lost; being aware of some of the risks associated with the</p>	<p>Citizenship Considering why we have rules; identifying similarities and differences between ourselves and others; understanding the needs of animals and younger children; beginning to understand how voting gives a democratic decision and how the school council works; learning how to share my opinion on an</p>	<p>Economic wellbeing Understanding what money is and different ways that children and adults get it; recognising the difference between needs and wants; considering why different people make different choices about spending and saving money; exploring banks and building societies; understanding that skills and interests</p>	<p>Transition An end of year transition lesson where Year 1 consider the skills they have developed throughout the year whilst Year 2 ask questions to help them deal with the change ahead.</p>

			internet; learning about appropriate and inappropriate contact	issue.	influence career choices.	
Sapling	<p>Families and relationships Learning about how to navigate relationships with friends and how to respond to any problems. Exploring how families are all different but provide love and support and reflecting on how we might view and communicate with others.</p>	<p>Health and wellbeing Learning how to look after our teeth, practising visualisation as a way to relax, considering our strengths and future career options, learning how to break down barriers to help us achieve a goal, identifying a range of emotions and understanding the term 'mental health.'</p>	<p>Safety and the changing body Learning how to spot fake emails; understanding the purpose of age restrictions online; evaluating online searches; considering the risks of smoking and the influences that affect our choices; learning how to deal with someone having an asthma attack; learning about road safety and how to call the emergency services (Y3); thinking about how our bodies change as we go through puberty (Y4).</p>	<p>Citizenship Learning about the importance of reusing and recycling; considering community groups in the local area; learning about the role of the local council; understanding the value of diversity in a community; understanding their rights as a child; considering different ways to support charities. *Also include 1 lesson on – refugee/asylum /migration</p>	<p>Economic wellbeing Introduction to creating a budget and learning about: the emotional impact of money, the spending choices that we make and why and thinking about potential jobs and careers</p>	<p>Transition This end-of-year lesson supports children with the transition between year groups. Year 3 pupils create goals to aim for in Year 4, whilst Year 4 pupils consider the strategies that they can use to deal with change.</p>
Oak	<p>Families and relationships Learning that families are varied and differences must be respected; understanding physical and emotional boundaries in friendships; exploring: the roles of bully, victim and bystander; how behaviour affects others; manners in different situations and learning about bereavement</p>	<p>Health and wellbeing Learning about the importance of relaxation and sleep; understanding how to cope with failure; learning how to set goals and how to achieve goals; living a healthy lifestyle; the impact of technology on mental health and wellbeing; creating resilience strategies; the benefits of immunisation; creating good habits.</p>	<p>Safety and the changing body Learning how to be critical digital consumers; understanding that online relationships should be treated the same as face to face relationships; learning how to deal with first aid emergencies such as bleeding and giving life support; learning about puberty and menstruation (Y5) and conception, pregnancy and birth (Y6)</p>	<p>Citizenship Recognising the role that pressure groups play in society; learning about the value of a diverse community; considering how our food choices affect the environment; understanding how to show care and concern to others; considering how rights and responsibilities are linked; learning about how parliament works. *Also include 1 lesson on – refugee/asylum /migration</p>	<p>Economic wellbeing Exploring: attitudes to money, how to keep money safe, stereotypes in the workplace, the risks associated with gambling, and career paths.</p>	<p>Transition In this end-of-year transition lesson, pupils consider the opportunities that their new year group brings and Year 6 pupils also express their worries about the move to secondary school. Year 6 Only: Identity Two lessons on the theme of personal identity and body image</p>

Appendix 3 – Request to withdraw a child from a non-statutory sex education lesson

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

TO BE COMPLETED BY THE SCHOOL

Agreed actions
from discussion
with parents

Agreed actions from discussion with parents	