

Michaelchurch Escley Primary and Pre School



Relationships, Sex and Health Education Policy

Date Reviewed:	February 2023
Reviewed by:	FGB
Policy to be reviewed by:	February 2024
Agreed:	FGB

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 DCSF Sex and Relationship Guidance.

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 elements of non-statutory RSHE subjects.

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.

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 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 urethra, scrotum, fore skin, uterus, cervix, labia
- 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, 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).

Roles and responsibilities

Governors

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

Head teacher

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, whole class PSHE/RSHE purple books for Acorn and Sapling Classes and in individual pupil PSHE/RSHE books in Oak Class.
- 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 will be reviewed by the PSHE/RSHE lead annually and at every review the policy will be approved by the head teacher.

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

Families and people who care for me	<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,
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	<p>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</p> <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 • 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
Caring friendships	<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
Respectful relationships	<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 support respectful relationships • 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

	<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 • 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 whole school curriculum map

PSHE CURRICULUM FRAMEWORK: WHOLE SCHOOL OVERVIEW

RSHE elements of curriculum are highlighted

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Squirrel Cycle 1	<p>Why is it important to keep clean? Knowing what daily hygiene routines are in school and at home. Know how hygiene keeps us healthy. Cleaning teeth.</p>	<p>How can we look after ourselves? Understand some areas in which the children can look after themselves e.g. dressing and undressing. Crossing the road.</p>	<p>How do people help each other? Recognise friends and family, as well as professional people who help us. Know who to ask for help in school.</p>	<p>What makes a family? Do animals have families? Recognise there are many types of family: small /large; married/unmarried/divorced, two dads, two mums, children brought up by grandparents, foster and adoption. Base on children's experiences – use of inclusive books helpful.</p>		<p>What is a feeling? Feeling cannot be seen so how can we recognise the feelings of others? Facial expression, body language, actions and words.</p>
Squirrel Cycle 2	<p>Why is it important to keep clean? Knowing what daily hygiene routines are in school and at home. Know how hygiene keeps us healthy. Cleaning teeth.</p>	<p>How can we look after ourselves? Understand some areas in which the children can look after themselves e.g. dressing and undressing. Crossing the road.</p>	<p>How do people help each other? Recognise friends and family, as well as professional people who help us. Know who to ask for help in school.</p>	<p>What makes a family? Do animals have families? Recognise there are many types of family: small /large; married/unmarried/divorced, two dads, two mums, children brought up by grandparents, foster and adoption. Base on children's experiences – use of inclusive books helpful.</p>		<p>What is a feeling? Feeling cannot be seen so how can we recognise the feelings of others? Facial expression, body language, actions and words.</p>
Acorn Cycle 1	<p>Feelings and emotions. Healthy relationships Learn about a wide range of feelings; how to manage them; how to be sensitive to the feelings of others; different types of behaviour and how that affects others; difference between a secret and a surprise; importance of listening to other people and find ways to resolve disagreements; ways in which constructive support and feedback can help others and themselves</p>	<p>Healthy lifestyles ways to resist teasing and bullying; coping strategies; things that keep our bodies healthy (physical activity, sleep, rest, healthy food); likes and dislikes; what it means to make a choice; choices can improve how we feel and look.; basic personal hygiene routines; the spread of infections; what goes onto and into our bodies (both good and harmful) ; rules we have for keeping safe; different ways of keeping physically and emotionally safe.</p>	<p>Keeping safe benefits of a healthy lifestyle; different ways to stay healthy; make a 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; the vocabulary we can use to describe feelings to others; how we can use simple strategies to manage feelings ; importance of taking care of personal hygiene; importance of taking care of their own health; what happens if they don't take care of their health; importance of keeping safe in different situations; different rules for keeping safe (road, environment, online, in unfamiliar situations)</p>	<p>Money Matters What money can be used for; the role of money in their lives</p>		<p>Growing and changing growing from young to old Correct names for the main parts of the body; similarities and differences between boys and girls; what makes them unique; how to set simple goals; change and loss e.g. starting school, a new baby brother/sister, moving to a new class; feelings associated with change or loss</p>
Acorn Cycle 2	<p>Feelings and Emotions how special people make a difference to our lives; how people's bodies and feelings can be hurt; what fair and unfair means; impact of kindness and unkindness on self and others; right and wrong; sharing opinions and explaining personal viewpoints; how to take part in a simple class debate</p>	<p>Taking care of the environment Healthy relationships Taking care of the environment about what improves and harms their local, natural and built environment; respect their environment; the wider world; positive and negative impacts on the environment; ow we effect the environment; about ways in which constructive support and feedback can help others and themselves</p>	<p>Healthy relationships When things don't go well with friends and other children; types of teasing and bullying and why they are wrong and unacceptable; how to deal with teasing and bullying; about the difference between a secret and a surprise; listening to others and playing cooperatively; appropriate and inappropriate touch</p>	<p>Keeping safe Different kinds of change that have occurred since starting school; kinds of loss that can make us feel sad (loss of a pet, moving house, loss of a relative); help ourselves and others manage sad feelings; growing, changing and becoming more independent; opportunities and responsibilities that independence brings; ways to improve and learn from experience; recognise and celebrate what they are good at; set challenging goals; people who take care of them and the different groups they belong to; ways of helping those who look after us; shared</p>	<p>Valuing difference Sharing opinions and views through peer and class discussion; differences and similarities between people; what fair and unfair means; impact of kindness and unkindness on self and others; right and wrong; sharing opinions and explaining personal viewpoints; take part in a simple class debate</p>	<p>Rights and responsibilities Skills necessary to contribute to the life of the classroom; group and class rules; needs of people and other living things; groups and communities that they belong to; group and class rules help us; responsibilities they have for others; groups and communities that they belong to; contribute to the life of the classroom</p>

				responsibility for keeping themselves and others safe; steps they can take to ensure their safety in class, on the playground, around the school and at home; responses they can give to ensure their own safety and that of others		
Sapling Cycle 1	<p>What are the rules that keep us safe? Importance of school rules for health and safety; hygiene routines; difference between appropriate and inappropriate touch; how to respond; keeping safe in local environment; how to get help in an emergency; people who help them stay safe</p>	<p>What can we do about bullying? Recognising bullying; how to respond and ask for help; people who help them stay healthy and safe</p>	<p>What are we responsible for? Responsibilities; rights and duties at home; in school and the local environment; how actions affect self and others</p>	<p>How can we describe our feelings? Wider range of feelings; conflicting feelings experiences at the same time; describing feelings; feelings associated with change; recognising wider range of feelings in others; responding to other's feelings</p>	<p>How can we eat well? What makes a balanced lifestyle; balanced diet; making choices; what influences choices</p>	<p>What jobs would we like? What is meant by stereotypes; what it means to be enterprising; working collaboratively to the shared goals; recognise achievements and set targets</p>
Sapling Cycle 2	<p>What is diversity? Difference and diversity of people living in the UK; values and customs of people around the world; stereotypes</p>	<p>How can we be a good friend? Recognise wider range of feelings in others; responding to feelings; strategies to resolve disputes; negotiation and compromise; resolving differences; feedback</p>	<p>How do we manage different relationships? Different types of relationships; jealousy; love and loss; memories of loved ones; getting on and falling out; stereotypes; judging by appearance; challenging ideas and accepting self and others; identifying how special and unique everyone is; group dynamics; respect for myself and others; girlfriends and boyfriends; families and their differences; family conflict and how to manage it; showing appreciation to people</p>	<p>How do we grow and change? Keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p>	<p>How can we keep safe in our local area? Managing risk in familiar situations and the local environment; feeling negative pressure and managing this; recognising and managing dares; actions affect themselves and others; people who help them stay healthy and safe.</p>	
Oak Cycle 1	<p>How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); 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;</p>	<p>What does discrimination mean? Actions can affect self and others; discrimination, teasing and bullying; stereotypes; differences and similarities between people; equalities</p>	<p>What choices help health? What makes a balanced lifestyle; making choices; what is meant by a habit; drugs common to everyday life; who helps them stay healthy and safe</p>	<p>How can we manage our money? About the role of money; ways of managing money; being a critical consumer; that images in the media do not necessarily reflect reality</p>	<p>What makes a community? What it means to be in a community; groups and individuals that support the local community; voluntary, community and pressure groups; appreciating the range of identities in the UK; values and customs of people living around the world</p>	<p>How can we stay healthy? What positively and negatively affects health; informed choices; balanced lifestyle; how drugs can affect health and safety; the law and drugs; who is responsible for their health and wellbeing <i>Year 6 preparation for high school – personal development opportunity for Q&A sessions</i></p>

	<p>healthy relationships; recognise when relationships are unhealthy; committed; loving relationships (including marriage, civil partnership); human reproduction</p>					
Oak Cycle 2	<p>How do we grow and change? Changes that happen at puberty; keeping good hygiene; describing intensity of feelings to others; managing complex emotions; different types of relationships; what makes a healthy relationship (friendship); maintaining positive relationships; who is responsible for their health and wellbeing; to ask for advice</p> <p>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); human reproduction</p>	<p>What are human rights? Why and how laws are made; taking part in making and changing rules; importance of human rights; rights of the child; right to protect their bodies (including FGM or forced marriage); confidentiality and when to break a confidence</p>	<p>How can we manage risk? Increased independence and responsibility; strategies for managing risk; different influences; resisting unhelpful pressure; personal safety; managing requests for images; how anti-social behaviours affect wellbeing; how to handle anti-social or aggressive behaviours</p>	<p>How can money affect us? Finance and its role in people's lives; being a critical consumer; what is meant by interest, loan, debt, tax; how resources are allocated and how this affects individuals, communities and the environment; research and debate health and wellbeing issues</p>	<p>What makes us enterprising? Different ways of achieving and celebrating personal goals; high aspirations; growth mind-set; setting up an enterprise; what enterprise means for work and society</p>	<p>How can we be safe online and using social media? Keeping safe and well using a mobile phone; strategies for managing personal safety online; managing requests for images; personal boundaries; <i>Year 6 preparation for high school – personal development opportunity for Q&A sessions</i></p>

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

TO BE COMPLETED BY PARENTS

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	