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| Document owner | Chloe Keable, STC of Non- Core |
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1. Aims

The aims of relationships and sex education (RSE) at our service are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

2. Statutory requirements

As an Education service we must provide RSE to all pupils as per the [Children and Social work act 2017](#).

In teaching RSE, we must have regard to the new [guidance](#) issued by the secretary of state as to what must be taught by all schools from September 2020, outlined in section 403 of the [Education Act 1996](#).

*Primary pupils are essentially only offsite pupils and therefore responsibility for RSE will fall to the homeschool due to the limited number of hours of tuition. KHNES however will attempt to cover key aspects where appropriate.

3. Definition

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

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

RSE is not about the promotion of sexual activity.

4. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Due to the short term nature of the service we cannot aim to deliver all of the outcomes within the curriculum for both primary and secondary pupils, we will focus on teaching key principles.

5. Delivery of RSE

Relationships and RSE will be age-appropriate, building knowledge and life skills over time in a way that prepares pupils for issues they will face. The curriculum will cover the following:

- Different types of relationships, including friendships, family relationships, dealing with strangers and, at secondary school, intimate relationships
- How to recognise, understand and build healthy relationships, including self-respect and respect for others, commitment, tolerance, boundaries and consent, and how to manage conflict, and also how to recognise unhealthy relationships;
- How relationships may affect health and wellbeing, including mental health
- Healthy relationships and safety online (through ICT)
- Factual knowledge, for secondary aged pupils, around sex, sexual health and sexuality, set firmly within the context of relationships.

The Sex and Relationship education programme as part of PSHE/Enrichment contributes to the positive school ethos; supporting and facilitating the development of young people.

- To promote development of a keen sense of personal identity.
- To encourage pupils to value themselves, and others.
- To allow young people to move with confidence from childhood through adolescence, and into adulthood.
- To encourage pupils to develop appropriate social, and communication skills around the area of building and maintaining relationships.
- To encourage a sense of respect and responsibility for one's self, and for others.

The nature of certain issues with the sex and relationship education curriculum are sensitive, and thus parents may require assurance that all teaching is in accordance with the services' values and ethos.

Pupils will be made aware of appropriate behaviour within the classroom setting. Staff will be trained in how to tackle and respond to inappropriate or difficult questions.

Key principles of effective RSE teaching

In the context of so many linked areas of learning, teachers should determine the needs of their students and tailor the lessons accordingly. It is important to build on and complement existing knowledge, understanding and skills. The lessons can be adapted to fit specific programmes and differentiated to meet student needs. Howsoever the material is used, all RSE lessons should :

- Be taught within the context of a broader PSHE education programme
- Be taught in a safe classroom environment

- Start from where students are in terms of their existing knowledge, understanding, skills, beliefs and attitudes
- Be taught in a non-judgmental way
- Support gender and LGBT+ equality and challenge all forms of discrimination
- Be grounded in realistic scenarios but not personal experiences
- Provide reliable, accurate information, distinguishing between fact and opinion
- Be taught by teachers who have adequate training and support from colleagues
- Take students' current circumstances and previous experiences into account
- Challenge unrealistic social norms
- Bear in mind the possible influence of pornography and shared sexual images on students' attitudes
- Assess student progress and provide opportunities for them to evaluate their RSE provision

6. Roles and responsibilities

7.1 The Management Committee

The Management Committee will approve the RSE policy, and hold the Executive Headteacher to account for its implementation.

7.2 The headteacher

The Head of Teaching and Learning is responsible for ensuring that RSE is taught consistently across the service, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

7.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSE

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

Staff responsible for teaching RSE:

- C.Keable STC of Non-Core
- E. Lewis STC of Non-Core
- L, Modzelewska – Teacher
- D. Alaca – Teacher
- A.Ismail– Teacher
- A. Walmsley – Head of SEN
- S.Jones – Mental Health Nurse (Maidstone and Tonbridge Wells)
- Sally Long – Teacher (Oakfields) supporting MHN
- Nikki Mason – Teacher (Oakfields) MHN

7.4 Pupils

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

7. Parents' right to withdraw

Parents have the right to withdraw their children from the non-statutory components of sex education within RSE up to and until 3 terms before the child turns 16. After this point, if the child wishes to receive sex education rather than being withdrawn, the school will arrange this.

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

A copy of withdrawal requests will be placed in the pupil's educational record. The Executive headteacher will discuss the request with parents and take appropriate action.

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

8. Training

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

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

9. Monitoring arrangements

The delivery of RSE is monitored by Chloe Keable STC of Non-Core through:

Termly Quality Assurance focusing on learning walks, book scrutinies and planning scrutinies.

Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by STC of Non- Core annually. At every review, the policy will be approved by the Management Committee.

Appendix 1: Curriculum map

| Area of Curriculum Aspect | Enrichment CK | Citizenship CK KS3/KS4/ | Mentoring/Other JF | Cross curricular links ALL |
|--|--|--|---|---|
| Relationships and Sex Education (RSE which comes under the PSHE umbrella)) | <p>Relationships</p> <ul style="list-style-type: none"> • Sense of personal identity and self – value • Sexual Orientation and Gender identity • Diversity, prejudice and discrimination • Different types of relationships, building healthy relationships • Respect – self and for others • How relationships affect health and well-being • Relationships – how to deal with risky or negative relationships, including bullying, abuse, sexual, violence and online encounters • Recognise the impact of sex in the media and social • Unrealistic portrayal of relationships, sex and image in pornography • Relationship values and consent • Parenting • Addressing extremism <p>Sex:</p> <ul style="list-style-type: none"> • Use of contraception • Sexually transmitted infections • Pregnancy • Sexuality <hr/> <ul style="list-style-type: none"> • Sexual health | <ul style="list-style-type: none"> • Personal identity and heritage | <p>Managing social relationships is discussed in different forms as part of the Mentoring Programme. <i>This is not RSE in its strictest sense.</i></p> | <p>Science: Contraception, STI's</p> <p>English: exploration of relationships in set texts such as AQA poetry: Love and relationships/Macbeth – sexual tension and dysfunctional relationships.</p> |

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| SMSC (PSHE Umbrella) | <ul style="list-style-type: none"> • Morals and human rights • Risk and Managing risk • Change and resilience • Power – link to bullying, persuasion, coercion. • Protected characteristics; including - The Equality Act, age • disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Pregnancy and maternity. | <ul style="list-style-type: none"> • Religion • Morals and human rights • Identity • Diversity and Equality • Protected characteristics; including - The Equality Act, age • disability, gender reassignment, race, religion or belief, sex, sexual orientation, marriage and civil partnership. Pregnancy and maternity. • Citizenship in action – developing proactive and responsible citizens – project designed to create a benefit of change to society | <ul style="list-style-type: none"> • PiXL Edge tasks (e.g. organise a charity event) <p>Various coverage in the Mentoring Programme, such as:</p> <ul style="list-style-type: none"> • Earning respect • Self respect • Disagreeing with others • The impact of our words • Positive and negative impact of social media • A bespoke session to be planned for as part of the Mentoring Programme • Empathy & Sympathy • What makes us human • Helping others <p>Assemblies. Student voice.</p> | <ul style="list-style-type: none"> • Potential Science coverage on pregnancy where necessary on specification. • English AQA poetry cluster: power and conflict. • Animal Farm and An Inspector Call: the use and abuse of power. Human rights (Eva Smith) • AQA Book 1 fight for Freedom addresses race/gender/power politics. • Skills for Writing Unit 6 Utopia and dystopia. |
| Health and Well being (PSHE Umbrella) | <ul style="list-style-type: none"> • Emotional literacy • Emotional well-being • Transition and dealing with change • Exam and Assessment stress- study techniques • Mental Health • Growth mind-set • Effects of poor lifestyle choice; Addiction, substance abuse, smoking • Cancer awareness | N/A | <p>Some PiXL Edge tasks (e.g. organise a sporting event)</p> <p>Various coverage in the Mentoring Programme, such as:</p> <ul style="list-style-type: none"> • Stress • Self Esteem • The effect of social media • Mindset | <p>Science: Lifestyle: Alcohol, smoking, obesity, exercise, heart disease, healthy eating, cancer and mutation</p> <ul style="list-style-type: none"> • Covered in Academic Coaching |

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| | <ul style="list-style-type: none"> • Obesity, exercise • Dieting • Healthy eating • Personal hygiene • Balancing work and leisure • Digital resilience - Media portrayal of people and body image • Recognising and reducing risk, minimising harm and strategies for getting help • Self-harm • Eating disorders | | Assemblies. Student voice. | |
| Living in the wider world (PSHE Umbrella) | <ul style="list-style-type: none"> • Recognising own core values and goal setting • Enterprise skills • Transferrable skills • Discrimination – community and work place • Critical thinking • Extremism • Intolerance • Honour based violence • Recognising a cult • Use of social media- networking skills, online reputation and social networking • How social media can distort situations of issues • Legality on image sharing • Harassment and legal consequences • Rights and responsibilities • Managing money and debt • Managing impulses and gambling • Cybercrime | <ul style="list-style-type: none"> • Rights and responsibilities • Managing money and debt Critical thinking | Assemblies. Student voice. | <ul style="list-style-type: none"> • English: AQA Book 1 fight for Freedom addresses race/gender/power politics. • Maths: money management, best buys, rates of pay |

Appendix 2: By the end of secondary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
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| Families | <ul style="list-style-type: none"> That there are different types of committed, stable relationships How these relationships might contribute to human happiness and their importance for bringing up children What marriage is, including their legal status e.g. that marriage carries legal rights and protections not available to couples who are cohabiting or who have married, for example, in an unregistered religious ceremony Why marriage is an important relationship choice for many couples and why it must be freely entered into The characteristics and legal status of other types of long-term relationships The roles and responsibilities of parents with respect to raising of children, including the characteristics of successful parenting How to: determine whether other children, adults or sources of information are trustworthy: judge when a family, friend, intimate or other relationship is unsafe (and to recognise this in others' relationships); and, how to seek help or advice, including reporting concerns about others, if needed |
| Respectful relationships, including friendships | <ul style="list-style-type: none"> The characteristics of positive and healthy friendships (in all contexts, including online) including: trust, respect, honesty, kindness, generosity, boundaries, privacy, consent and the management of conflict, reconciliation and ending relationships. This includes different (non-sexual) types of relationship Practical steps they can take in a range of different contexts to improve or support respectful relationships How stereotypes, in particular stereotypes based on sex, gender, race, religion, sexual orientation or disability, can cause damage (e.g. how they might normalise non-consensual behaviour or encourage prejudice) 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 people in positions of authority and due tolerance of other people's beliefs About different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying and how and where to get help That some types of behaviour within relationships are criminal, including violent behaviour and coercive control What constitutes sexual harassment and sexual violence and why these are always unacceptable The legal rights and responsibilities regarding equality (particularly with reference to the protected characteristics as defined in the Equality Act 2010) and that everyone is unique and equal |

| TOPIC | PUPILS SHOULD KNOW |
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| Online and media | <ul style="list-style-type: none"> • Their rights, responsibilities and opportunities online, including that the same expectations of behaviour apply in all contexts, including online • About online risks, including that any material someone provides to another has the potential to be shared online and the difficulty of removing potentially compromising material placed online • Not to provide material to others that they would not want shared further and not to share personal material which is sent to them • What to do and where to get support to report material or manage issues online • The impact of viewing harmful content • That specifically sexually explicit material e.g. pornography presents a distorted picture of sexual behaviours, can damage the way people see themselves in relation to others and negatively affect how they behave towards sexual partners • That sharing and viewing indecent images of children (including those created by children) is a criminal offence which carries severe penalties including jail • How information and data is generated, collected, shared and used online |
| Being safe | <ul style="list-style-type: none"> • The concepts of, and laws relating to, sexual consent, sexual exploitation, abuse, grooming, coercion, harassment, rape, domestic abuse, forced marriage, honour-based violence and FGM, and how these can affect current and future relationships • How people can actively communicate and recognise consent from others, including sexual consent, and how and when consent can be withdrawn (in all contexts, including online) |

| TOPIC | PUPILS SHOULD KNOW |
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| Intimate and sexual relationships, including sexual health | <ul style="list-style-type: none"> • How to recognise the characteristics and positive aspects of healthy one-to-one intimate relationships, which include mutual respect, consent, loyalty, trust, shared interests and outlook, sex and friendship • That all aspects of health can be affected by choices they make in sex and relationships, positively or negatively, e.g. physical, emotional, mental, sexual and reproductive health and wellbeing • The facts about reproductive health, including fertility and the potential impact of lifestyle on fertility for men and women • That there are a range of strategies for identifying and managing sexual pressure, including understanding peer pressure, resisting pressure and not pressurising others • That they have a choice to delay sex or to enjoy intimacy without sex • The facts about the full range of contraceptive choices, efficacy and options available • The facts around pregnancy including miscarriage • That there are choices in relation to pregnancy (with medically and legally accurate, impartial information on all options, including keeping the baby, adoption, abortion and where to get further help) • How the different sexually transmitted infections (STIs), including HIV/AIDs, are transmitted, how risk can be reduced through safer sex (including through condom use) and the importance of and facts about testing • About the prevalence of some STIs, the impact they can have on those who contract them and key facts about treatment • How the use of alcohol and drugs can lead to risky sexual behaviour • How to get further advice, including how and where to access confidential sexual and reproductive health advice and treatment |
| Mental Wellbeing | <ul style="list-style-type: none"> • How to talk about their emotions accurately and sensitively, using appropriate vocabulary. • That happiness is linked to being connected to others. • How to recognise the early signs of mental wellbeing concerns. • Common types of mental ill health (e.g. anxiety and depression). • How to critically evaluate when something they do or are involved in has a positive or negative effect on their own or others' mental health. • The benefits and importance of physical exercise, time outdoors, community participation and voluntary and service-based activities on mental wellbeing and happiness. |

| TOPIC | PUPILS SHOULD KNOW |
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| Internet safety and harms | <ul style="list-style-type: none"> The similarities and differences between the online world and the physical world, including: the impact of unhealthy or obsessive comparison with others online (including through setting unrealistic expectations for body image), how people may curate a specific image of their life online, over-reliance on online relationships including social media, the risks related to online gambling including the accumulation of debt, how advertising and information is targeted at them and how to be a discerning consumer of information online. How to identify harmful behaviours online (including bullying, abuse or harassment) and how to report, or find support, if they have been affected by those behaviours. |
| Physical health and fitness | <ul style="list-style-type: none"> The positive associations between physical activity and promotion of mental wellbeing, including as an approach to combat stress. The characteristics and evidence of what constitutes a healthy lifestyle, maintaining a healthy weight, including the links between an inactive lifestyle and ill health, including cancer and cardio-vascular ill-health. About the science relating to blood, organ and stem cell donation. |
| Healthy eating | <ul style="list-style-type: none"> How to maintain healthy eating and the links between a poor diet and health risks, including tooth decay and cancer. |
| Drugs alcohol and tobacco | <ul style="list-style-type: none"> The facts about legal and illegal drugs and their associated risks, including the link between drug use, and the associated risks, including the link to serious mental health conditions. The law relating to the supply and possession of illegal substances. The physical and psychological risks associated with alcohol consumption and what constitutes low risk alcohol consumption in adulthood. The physical and psychological consequences of addiction, including alcohol dependency. Awareness of the dangers of drugs which are prescribed but still present serious health risks. The facts about the harms from smoking tobacco (particularly the link to lung cancer), the benefits of quitting and how to access support to do so. |

| TOPIC | PUPILS SHOULD KNOW |
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| Health and prevention | <ul style="list-style-type: none"> • About personal hygiene, germs including bacteria, viruses, how they are spread, treatment and prevention of infection, and about antibiotics. • About dental health and the benefits of good oral hygiene and dental flossing, including healthy eating and regular check-ups at the dentist. • (Late secondary) the benefits of regular self-examination and screening. • The facts and science relating to immunisation and vaccination. • The importance of sufficient good quality sleep for good health and how a lack of sleep can affect weight, mood and ability to learn. |
| Basic first aid | <ul style="list-style-type: none"> • Basic treatment for common injuries. • Life-saving skills, including how to administer CPR. • The purpose of defibrillators and when one might be needed. |
| Changing adolescent body | <ul style="list-style-type: none"> • Key facts about puberty, the changing adolescent body and menstrual wellbeing. • The main changes which take place in males and females, and the implications for emotional and physical health. |
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Appendix 3: By the end of primary school pupils should know

| TOPIC | PUPILS SHOULD KNOW |
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| Families and people who care for me | <ul style="list-style-type: none"> That families are important for children growing up because they can give love, security and stability. 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.²¹ 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 marriage¹³ 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 | <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. |

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| Respectful relationships | <ul style="list-style-type: none"> The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. 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 | <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 | <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 e.g. family, school and/or other sources. |

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| Mental wellbeing | <ul style="list-style-type: none"> • That mental wellbeing is a normal part of daily life, in the same way as physical health. • 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. 33 • 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. • How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • The benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. • Simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • Isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. • 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). • 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. |
| Internet safety and harms | <ul style="list-style-type: none"> • That for most people the internet is an integral part of life and has many benefits. • 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. • 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. • Why social media, some computer games and online gaming, for example, are age restricted. • 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. • How to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • Where and how to report concerns and get support with issues online |

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| Physical health and fitness | <ul style="list-style-type: none"> The characteristics and mental and physical benefits of an active lifestyle. 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. The risks associated with an inactive lifestyle (including obesity). How and when to seek support including which adults to speak to in school if they are worried about their health. |
| Healthy eating | <ul style="list-style-type: none"> What constitutes a healthy diet (including understanding calories and other nutritional content). The principles of planning and preparing a range of healthy meals. • 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). |
| Drugs, alcohol and tobacco | <ul style="list-style-type: none"> The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking. |
| Health and prevention | <ul style="list-style-type: none"> How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. The importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and science relating to allergies, immunisation and vaccination. |
| Basic first aid | <ul style="list-style-type: none"> How to make a clear and efficient call to emergency services if necessary. Concepts of basic first-aid, for example dealing with common injuries, including head injuries. |
| Changing adolescent body | <ul style="list-style-type: none"> Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. About menstrual wellbeing including the key facts about the menstrual cycle. |

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 | |
| | |