



St. Peter's Catholic Academy

“Together, One Family, One Community in Christ”



Relationships, Sex Education and Health Education Policy

St. Peter's Catholic Academy is part of the Archdiocese of Birmingham. The school is a Catholic school, founded on the Gospel of Jesus Christ, and teaching of the Catholic Church. Specifically, *St. Peter's Catholic Academy aims to create an environment where children can develop physically, emotionally, socially and morally fostering co-operation and communication between home, school, parish and the local community. Together we hope to lead our children towards understanding, tolerance, justice and sensitivity to the needs of others as our guiding principle.*

Definition

Relationships and Health Education is about the personal, emotional, social, cultural and religious development of pupils.

Relationships education is defined as teaching pupils about healthy, respectful relationships, focusing on family and friendships, in all contexts, including online.

Sex education is defined as teaching pupils about what it means to be fully human and sexuality as an essential and God-given part of this. How human sexuality relates to making good relationships, including intimate relationships, the relationship between sex and reproduction, the context of marriage, resisting pressure to engage in intimacy, and healthy use of the internet and social media.

Health education is defined as teaching pupils about physical health and mental wellbeing, focusing on recognising the link between the two and being able to make healthy lifestyle choices.

Our programme is fundamentally founded on the beauty of human relationships and sexuality, as proclaimed in the Gospel and enshrined in the teaching of the Catholic Church. Specifically, the programme promotes the life of virtue in which the inalienable dignity of the human person and the reverence for human life and sexuality, stable relationships, marriage and family life are fundamental.

Statutory requirements

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019 are made under sections 34 and 35 of the Children and Social Work Act 2017. It states that pupils receiving primary education must be taught Relationships Education, pupils receiving secondary education must be taught Relationships and Sex Education and that all primary and secondary pupils must be taught Health Education.

As a Primary Catholic Academy school, we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. We do not have to follow the National Curriculum but we are expected to offer all pupils a curriculum that is similar to

the National Curriculum including requirements to teach science which would include the elements of sex education contained in the science curriculum. When delivering the curriculum, we follow the direction of the Bishops of England and Wales.

In teaching Relationships and Health Education, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996.

Aims

Our objectives in pursuing a programme of Relationships, Sex Education and Health Education with these purposes are:

To develop the following attitudes and virtues:

- respect for the dignity of every human being – in their own person and in the person of others;
- joy in the goodness of the created world and their own bodily natures;
- responsibility for their own actions and a recognition of the impact of these on others;
- recognising and valuing their own sexual identity and that of others;
- celebrating the gift of lifelong, self-giving love;
- recognising the call of all to live life virtuously, and the call to live chastely our particular vocation in life;
- recognising the importance of marriage and family life;
- fidelity in relationships.

To develop the following personal and social skills:

- making sound judgements and good choices which have integrity and which are respectful of the individual's commitments;
- loving and being loved, and the ability to form friendships and loving, stable relationships free from exploitation, abuse and bullying;
- managing emotions within relationships, and when relationships break down, with confidence, sensitivity and dignity;
- managing conflict positively, recognising the value of difference;
- cultivating humility, mercy and compassion, learning to forgive and be forgiven;
- developing self-esteem and confidence, demonstrating self-respect as well as empathy for others;
- building resilience and the ability to resist unwanted pressures, recognising the influence and impact of the media, internet and peer groups and so developing the ability to assess pressures and respond appropriately;
- being patient, delaying gratification and learning to recognise the appropriate stages in the development of relationships, and how to love chastely;
- assessing risks and managing behaviour in order to minimise the risk to health and personal integrity and dignity.

To foster knowledge and understanding of:

- the Church's teaching on relationships and the nature and meaning of sexual love;
- the Church's teaching on purity and chastity as virtues which are part of every person's vocation;

- the special call to live in perpetual chastity for the sake of the Kingdom of God in religious life, and the call to celibacy in the priesthood, as life-giving and fruitful vocations in the Church;
- the Church's teaching on marriage and the importance of marriage and family life;
- the centrality and importance of virtue in guiding human living and loving;
- the physical, psychological and emotional changes that accompany puberty;
- the facts about human reproduction, how love is expressed sexually and how sexual love plays an essential and sacred role in procreation;
- how to manage fertility in a way that is compatible with their stage of life, their own values and commitments, including an understanding of the difference between natural family planning and artificial contraception.

Catholic Relationships, Sex Education and Health Education

Our conviction, based upon the Revelation of God in Scripture and in the Tradition of the Catholic Church, is that God created human beings as the pinnacle of creation, in his image and likeness (Genesis 1:26), and that what he created was good (Genesis 1:31). Essential to this goodness of creation was that God created human beings as male and female, established them in a relationship of love, and blessed them to multiply. Furthermore, the whole of Scripture proclaims the blessedness of marriage and family life, to such an extent that the relationship between God and human beings is seen as the archetype of marriage, and the Church as a communion of people is understood as the family of God. This is why our identity as a Catholic school is fundamental to the way in which we teach about relationships, sex and health. We teach that the human person is a unity of body and soul, and that the whole person is destined for a life of virtue on earth, and eternal blessedness in heaven. What we do in our earthly life has implications for how we will live in eternity, which is why we desire to teach the meaning of virtue, in consistency with Catholic Tradition, and its implications for relationships, sexuality, family and procreation.

We are involved in relationships and sex education precisely because of our beliefs about God and about the human person. The belief in the unique dignity of the human person made in the image and likeness of God underpins the approach to all education in a Catholic school. Our approach to Relationships and Health Education therefore is rooted in the Catholic Church's teaching of the human person and presented in a positive framework of Christian ideals. Education in relationships and sexuality is of paramount importance in a Catholic school. More than ever young people in our care need help and guidance in their struggle to live out their lives as members of the Christian family.

At the heart of Catholic doctrine is the belief in the Trinity. The Father, the Son and the Holy Spirit form a communion of persons as one God. God has created the world to reflect his being (Rom 1:20). And so God's nature, as a communion of persons, means that human beings are created for communion with each other. As God is the creator of all that is beyond himself, so human beings are called to participate in his creation and co-creators with God. And so love is creative, and this is expressed in the sexual nature of the human person, and in their loving relationships, and their participation in procreation. These are all awe-inspiring gifts of God, which need to be revered in our lives. Because God has sealed a covenant with the human race, which is the expression of his faithful love, and has its ultimate expression in Jesus Christ's relationship with the Church, so we see marriage as the indispensable zenith of God's creation, and the ultimate expression of faithful love.

Following the guidance of the Bishops of England and Wales, also advocated by the DfE, Relationships, Sex Education and Health Education will be firmly embedded in the PSHE framework, as it is concerned with nurturing human wholeness and integral to the physical, spiritual, emotional, moral, social and intellectual development of pupils. Our teaching will be positive and prudent, showing the potential for development, while enabling the dangers and risks involved to be clearly understood and acted upon.

All Relationships, Sex Education and Health Education will be in accordance with the Church's moral teaching. It will emphasise the central importance of marriage and the family. We, however, recognise that not all pupils are Catholic, come from Catholic or Christian families, and may not have any overt religious background at all. Nonetheless, we are convinced that the teaching of Christ and the Catholic Church are a call to human virtue and happiness, and is a vision that we are called to share with all. The teachings are not good because they are Catholic, but are Catholic because they are good. Nonetheless, we acknowledge that all pupils have a fundamental right to live in freedom, to live according to their own beliefs, whether religious or moral, and to receive support to grow and develop according to those beliefs.

Curriculum

Relationships and Health Education is a whole-school issue taught through, but not exclusively, RE, Science, English and the Pastoral/Citizenship programme.

At key stages 1 and 2, the national curriculum for science includes teaching about the main external parts of the body and changes to the human body as it grows from birth to old age, including puberty.

The national curriculum for computing aims to ensure that all pupils can understand and apply the fundamental principles and concepts of computer science, including logic, algorithms and data representation. It also covers e-safety, with progression in the content to reflect the different and escalating risks that young people face as they get older. This includes how to use technology safely, responsibly, respectfully and securely, how to keep personal information private, and where to go for help and support.

The national curriculum for PE aims to ensure that pupils develop competence to excel in a broad range of physical activities, are physically active for sustained periods of time, engage in competitive sport and activities and lead healthy, active lives.

At St. Peter's Catholic Academy, we ensure that Relationships and Health Education complement existing national curriculum subjects and whole school approaches to wellbeing and health. For example, health education complements what is taught through PE by developing core knowledge and broader understanding that enables people to lead healthy, active lives and citizenship complements all of the new subjects in the coverage of law.

The following groups of people will also be involved: School teaching staff and relevant outside agencies. Since a Catholic school is committed to the education of the whole person, teaching on relationships and health needs to be reflected in each relevant part of

the curriculum. Each subject will speak with consistency about the meaning of human love and the virtues that are enshrined in the Church's teaching on human love. However, all staff will be involved in developing the attitudes and values aspect of the Relationships, Sex Education and Health Education programme. They will be role models for pupils of good, healthy, wholesome relationships as between staff, other adults and pupils. They will also be contributing to the development of pupils' personal and social skills.

External Visitors

Our school will often call upon help and guidance from outside agencies and health specialists to deliver aspects of Relationships and Health Education. Such visits will always complement the current programme and never substitute or replace teacher led sessions. It is important that any external visitor is clear about their role and responsibility whilst they are in school delivering a session. Health professionals should follow the school's policies, minimising the potential for disclosures or inappropriate comments using negotiated ground rules and distancing techniques as other teachers would. They will ensure that all teaching is rooted in Catholic principles and practice.

We involve the Designated Safeguarding Lead (or the deputy DSL) in anything that is safeguarding-related in the context of these subjects. They will potentially have knowledge of trusted, high quality local resources that could be engaged, links to the police and other agencies and the knowledge of any particular local issues which it may be appropriate to address in lessons.

Training Provision

Members of staff involved in the implementation of the policy within the school will be supported whenever necessary by appropriate training and advice. Resources and Church documents are available to staff to support understanding of Catholic teaching. Inset time will be made available as appropriate. TenTen resources, as approved by the Archdiocese of Birmingham, will be used as the underlying scheme.

Balanced Curriculum

Whilst promoting the vision of human life and sexuality according to the vision of the teaching of the Catholic Church, we will ensure that pupils are offered a balanced programme by providing a Relationships, Sex Education and Health Education programme that offers a range of viewpoints on issues. Pupils will also receive clear scientific information as well as covering the age-related aspects of the law.

Knowing facts and enabling young people to explore differing viewpoints is not the same as promoting behaviour and is not incompatible with our school's promotion of Catholic teaching.

We will ensure that pupils have access to the learning they need to stay safe, healthy and understand their rights as individuals.

Methodology and Approach

Relationships, Sex Education and Health Education in the school will be delivered within particular subject areas and in PSHE and in accordance with the relevant schemes of work. Within the curriculum learning topics there will be opportunities to reflect not only upon the biological or sociological facts but topics will, at some point, be placed within a moral context and considered in the light of Catholic teaching.

Menstruation

The onset of menstruation can be confusing or even alarming for girls if they are not prepared. Pupils should be taught key facts about the menstrual cycle including what is an average period, range of menstrual products and the implications for emotional and physical health. In addition to curriculum content, schools should also make adequate and sensitive arrangements to help girls prepare for and manage menstruation including with requests for appropriate menstrual products. We consider the needs of the cohort of pupils in designing this content.

Controversial or Sensitive Issues

There will always be sensitive or controversial issues in the field of Relationships, Sex Education and Health Education. These may be a matter of maturity, of personal involvement or experience of children. Pupils are best educated, protected from harm and exploitation by discussing such issues openly within the context of the Relationships, Sex Education and Health Education programme. The use of ground rules in the classroom will help to create a supportive climate for discussion.

Key Decisions regarding Curriculum content (Ten:Ten)

As part of our consultation process, the school invited all parents to view and feedback on 4 key decisions. These are as follows:

1. **Key Decision One: Learning the names of external genitalia in KS1.**

The decision in consultation with parents and directors is to teach the names of the genitalia (penis, testicles, vagina, vulva and urethra) in **Year 2**. These will be taught alongside other external body parts. The children will know the correct vocabulary to use and be prepared for further teaching KS2.

2. **Key Decision Two: Teaching about Puberty, Physical changes in Year 4.**

The decision in consultation with parents and directors is to teach the first part of Puberty in **Year 4**. This includes teaching on the growth of genitals, hair growth and the first teaching about menstruation. It is suggested that for these sessions the class will be split into girls and boys (see specific class/group arrangements below). The children will be then prepared for puberty at an age appropriate time (from 8 years old) and ready for further teaching in Upper KS2.

3. **Key Decision Three: Teaching about Sexual Intimacy in Upper KS2.**

The decision in consultation with parents and directors is to include this lesson in the curriculum for **Year 6**. As a school, we feel the children will all receive the correct information together and will allow for understanding around the subject area and opportunities to ask questions in a safe environment.

This lesson is teaching the children about sexual intercourse. Teaching about sexual intercourse to primary school children is not part of the statutory curriculum; however, it is a natural progression of the conversation around the scientific understanding of how babies are made (sperm and egg). In this lesson, children are taught about how pregnancy is the product of sexual union between a married Christian couple. The subject is sensitively handled for children in Year 6 (10-11 years old).

4. Key Decision Four: Teaching the term Pornography to Upper KS2.

The decision in consultation with parents and directors is to include this lesson in the curriculum for **Year 6**. As a school, we feel the children will all receive the correct information together and will allow for understanding around the subject area and opportunities to ask questions in a safe environment.

In Upper Key Stage 2, there is a lesson called "Seeing Stuff Online" which addresses the risks that children face from seeing pornographic images and videos online. This can be viewed to be about 'internet safety' and therefore falls under the statutory Health Education curriculum. It does introduce the term pornography and sensitively explains the meaning in an age appropriate context. This session explores the emotional and mental impact that videos and images of an adult nature can have on children and young people, particularly pornography. As a Catholic school our focus is to look at both the detrimental impact this can have on the brain and on the soul.

Specific class/group arrangements

All teaching staff will teach students within their regular teaching groups. There may be lessons in KS2 that teach about the changing adolescent body and sexual intimacy where the children may feel more comfortable being taught in their single gender groups. In these instances, the class teacher will ensure the children have access to the full curriculum but will be taught in groups of girls and boys to allow the children to feel more comfortable in discussing the content of the lesson.

Criteria for selection of resources

The resources used to support the teaching of this policy within the school will first be selected on the basis that they reflect Christian Values and the teaching of the Church. Secondly, they must also fulfil the criteria laid down by the syllabi; Clarification of the Church's teaching will be given where necessary. At St. Peter's Catholic Academy, we have invested in the TenTen 'Life to the Full' programme, and will use and adapt their lessons in relevant curriculum areas and for pastoral citizenship lessons.

Liaison with Parents

We recognise that parents (and other carers who stand in their place) are the primary educators of their children. As a Catholic school, we provide the principle means by which the Church assists parents and carers in educating their children. Parents/carers will be informed of the more sensitive aspects of Relationships, Sex Education and Health Education that will be covered in order that they can be prepared to talk and answer questions about their children's learning. They will also be given access to TenTen's parental portal which has supporting resources so issues mentioned in school can be supported at home also.

Parents will be consulted before this policy is ratified by the Directors; they will be invited to comment on policy and query anything upon which they are unclear. This policy, when ratified, will be made accessible to parents via the school website. Our aim is that every parent and carer will have full confidence in the school's Relationships and Health Education programme to meet their child's needs.

Parents have the right to withdraw their children from the non-statutory components of Relationships, Sex Education and Health Education up to the age of 16. Requests for withdrawal should be put in writing and addressed to the Principal. A copy of withdrawal requests will be placed in the pupil's educational record. The Principal will discuss the request with parents and take appropriate action. Appropriate alternative work will be given to pupils who are withdrawn from Relationships and Health Education. We believe that the controlled environment of the classroom is the safest place for this curriculum to be followed.

Equal Opportunities

Relationships, Sex Education and Health Education must be accessible for all pupils at St Peter's Catholic Academy. This is particularly important when planning teaching for pupils with special educational needs and disabilities who represent a large minority of pupils. High quality teaching that is differentiated and personalised is the starting point to ensure accessibility. We are also mindful of the preparing for adulthood outcomes, as set out in the SEND code of practice, when teaching these subjects to those with SEND.

We are aware that some pupils are more vulnerable to exploitation, bullying and other issues due to the nature of their SEND. Relationships Education and RSE can also be particularly important subjects for some pupils; for example, those with Social, Emotional and Mental Health needs or learning disabilities. Such factors are taken into consideration in designing and teaching these subjects.

As with all teaching for these subjects, we ensure that the teaching is sensitive, age-appropriate, developmentally appropriate and delivered with reference to the law.

Lesbian, Gay, Bisexual and Transgender (LGBT)

In teaching Relationships, Sex Education and Health Education, St. Peter's Catholic Academy ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect, and the dignity of the human person. St. Peter's Catholic Academy complies with the relevant provisions of the Equality Act 2010, (please see The Equality Act 2010 and schools: Departmental advice), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Inclusion and Differentiated Learning

We will ensure Relationships, Sex Education and Health Education is sensitive to the different needs of individual pupils in respect to pupils' different abilities, levels of maturity and personal circumstances, for example, their own sexual orientation, faith or culture and is taught in a way that does not subject pupils to discrimination.

Lessons will also help children to realise the nature and consequences of discrimination, teasing, bullying and aggressive behaviours (including cyber-bullying), use of prejudice-based language and how to respond and ask for help.

Equalities Obligations

The Board of Directors have wider responsibilities under the Equalities Act 2010 and will ensure that our school strives to do the best for all of the pupils, irrespective of disability, educational needs, race, nationality, ethnic or national origin, pregnancy, maternity, sex, gender identity, religion or sexual orientation or whether they are looked after children.

Procedures for reviewing effectiveness of programme

Individual subject leaders will evaluate their own programmes of study. It is desirable that staff directly involved in teaching the programme would meet to share and discuss any issues or concerns, which arise. The subject leaders will also over see the implementation of the policy and liaise with subject areas. Pupils will be assessed in accordance with subject arrangements. PSHE pupil work books are also monitored to check the teaching and learning that has taken place.

Monitoring and Evaluation

The Relationships, Sex Education and Health Education Leader will monitor the provision of the various dimensions of the programme by examining plans, schemes of work and samples of pupils' work at regular intervals. The programme will be evaluated biannually by means of questionnaires / response sheets/needs assessment given to pupils, and / or by discussion with pupils, staff and parents. The results of the evaluation should be reported to these groups of interested parties and their suggestions sought for improvements. Directors will consider all such evaluations and suggestions before amending the policy.

Name of co-ordinators responsible for planning, delivery and evaluation at St. Peters Catholic Academy is Mrs R Snee (Principal) and Mrs R Hackney (RHE Lead)

Other key related documents:

The DfE guidance 'Relationships Education, Relationships and Sex Education (RSE) and Health Education' (2020) replaces the 'Sex and Relationships Education guidance' (2000). This guidance will be reviewed by the DfE three years from first required teaching (September 2020) and every three years after that point.

The guidance should be read in conjunction with:

- Keeping Children Safe in Education (statutory guidance)
- Respectful School Communities: Self Review and Signposting Tool (a tool to support a whole school approach that promotes respect and discipline)
- Behaviour and Discipline in Schools (advice for schools, including advice for appropriate behaviour between pupils)
- Equality Act 2010 and schools
- SEND code of practice: 0 to 25 years (statutory guidance)
- Alternative Provision (statutory guidance)
- Mental Health and Behaviour in Schools (advice for schools)

- Preventing and Tackling Bullying (advice for schools, including advice on cyberbullying)
- Sexual violence and sexual harassment between children in schools (advice for schools)
- The Equality and Human Rights Commission Advice and Guidance (provides advice on avoiding discrimination in a variety of educational contexts)
- Promoting Fundamental British Values as part of SMSC in schools (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- National Citizen Service guidance for schools

This policy was agreed by the Directors on : 4th March 202

This policy will be reviewed on __Summer term 2022 and thereby every 3 years.

Signed _____Chair of the Board of Directors.

Primary Curriculum

By the end of primary school, pupils should know:

TOPIC	PUPILS SHOULD KNOW
Families and people who care about 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• 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• Marriage is a state of life desired by God, as a fundamental part of his Creation. Marriage is the covenant between a man and a woman which establishes them in a lifelong relationship, and forms the foundation of their family life. For Christians, marriage is a Sacrament, in which their love is a revelation of the love of God for mankind, and the faithfulness of his people.• 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

TOPIC	PUPILS SHOULD KNOW
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

TOPIC	PUPILS SHOULD KNOW
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 • Each person, created in the image and likeness of God, has an inviolable and inalienable dignity. This means that a person has the right to have their dignity respected by all other people, and to be safeguarded from unwanted, inappropriate and unsafe contact with others, whether that contact be physical, emotional or psychological in nature. • 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

TOPIC	PUPILS SHOULD KNOW
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. • 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.

TOPIC	PUPILS SHOULD KNOW
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.
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.

TOPIC	PUPILS SHOULD KNOW
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

Withdrawing from Sex Education Lessons:

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	