

The Croft Preparatory School

Relationships Sex and Health Education Policy

Whole School Policy, including Early Years Foundation Stage

Policy reviewed (GC/JFe)	04 November 2025
Peer Review completed	19 November 2025
Ratified by SLT	20 November 2025
Next Review Date	November 2026

The legal responsibility for ensuring that the Croft Preparatory School adheres to all relevant safeguarding regulations, as issued by the DfE, lies with the Proprietors. At their discretion, the Proprietors have delegated the monitoring of the efficacy with which the school discharges its safeguarding duties to the Facilities Manager and Governing Committee. The Governing Committee also works closely with the DSL who is responsible for ensuring all safeguarding regulations are practically implemented in the School.

Notwithstanding the above delegation, the Proprietors retain ultimate responsibility for how the safeguarding function is executed.

Aim

The Croft Preparatory School is committed to safeguarding and promoting the welfare of pupils and young people through delivering an effective Relationships, Sex and Health Education (RSHE) curriculum and expects all staff and volunteers to share this commitment.

The aims of RSHE at The Croft Preparatory School are to:

- Provide a framework in which sensitive discussions can take place
- Prepare pupils for puberty, and give them an understanding of the importance of a healthy lifestyle
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality, relationships and diversity
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Develop pupils' understanding of mental health and strategies for emotional regulation
- Support pupils to recognise and manage risks to their physical and mental health

The school aims to achieve these through a whole-school approach which includes a high-quality Personal, Social, Health Education (PSHE) scheme in which it delivers accurate, relevant and age-appropriate information about relationships (including use of The Taking Care Programme to develop Protective Behaviours) and health and wellbeing - two of the core strands of PSHE. This will ensure that pupils are given the knowledge, skills and understanding they need to lead confident, healthy independent lives and follow Fundamental British Values (DfE Nov 2014).

Relationships, Sex and Health Education (RSHE)

The school aims to teach pupils about RSHE in an engaging, meaningful and age-appropriate manner through a carefully considered spiral curriculum, which considers the emotional, physical and social

maturity of the pupils. The school very strongly believes that the education it provides should reflect both the universal needs shared by all pupils as well as the specific needs of individual pupils in this school. As such, the Relationships and Health and Wellbeing strands of the PSHE curriculum has been carefully considered and is constantly being reviewed so that it is inclusive and meets the needs of each and every pupil, including those with special educational needs or disabilities (SEND Code of Practice). The RSHE curriculum also reflects the school's Core Values by encouraging respect for other people, recognising and challenging stereotypes paying particular regard to the protective characteristics of age, disability, gender reassignment, marriage or civil partnership, pregnancy and maternity, race, religion and belief, sex and sex orientation as set out in the Equality Act 2010. The curriculum enables pupils to safely negotiate making new friendships, recognise potential threats to their wellbeing and develop meaningful relationships with others throughout their lives. The curriculum is also designed to help pupils develop the knowledge, understanding, and skills they need to manage their physical health, mental wellbeing, and emotional development, including how to recognise when their own health or the health of others is not right and to seek support when needed. Our approach supports the Backpack for Life, nurturing happy, confident, and resilient learners who grow emotionally, build strong and positive character traits and understand their place in society so they are prepared for life beyond the classroom. For the pupils to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks.

Statutory requirements

Relationships Education is a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020, which involves learning about the many strands of 'relationships' and 'growing up'. This includes family relationships; friendships and relationships with peers and adults; healthy and unhealthy relationships; staying safe; the characteristics of positive relationships; relationships online and the emotional, social and physical aspects of growing up.

Health Education is a statutory component of the PSHE and Citizenship curriculum in Primary Schools from September 2020. This includes physical health and fitness; mental wellbeing; puberty and the changing body; drugs, alcohol, and tobacco including risks and laws; personal safety and managing risk, including online environments.

Delivery of Relationships, Sex and Health Education (RSHE)

All RSHE lessons are taught by trained PSHE teaching staff, Form teachers (for the Taking Care Programme developing Protective Behaviours), Technology teachers (when delivering online safety content), Science and PE staff (when delivery elements of Health Education). They will establish clear parameters in class and special consideration will always be given when teaching particularly sensitive material. Staff will be fully aware of the pupils in their class and how they might respond to the curriculum material to ensure inclusivity (Please refer to Equality and Diversity Policy). PSHE teachers are trained on the delivery of RSHE and Form teachers deliver the Taking Care Programme (developing Protective Behaviours) as part of their induction to the subject and it is included in the continuing professional development calendar. Effective teaching will aim to reduce the stigma attached to health issues, in particular Mental Health. Pupils are expected to engage fully in RSHE and, when discussing issues related to RSHE, treat others with respect and sensitivity.

Teachers make RSHE lessons engaging, interesting and fun through a variety of teaching methods and interactive activities. Some of these include: role-play; use of learning partners/small group work; whole class teaching; enquiry tasks; research activities; independent learning and discussion groups; use of age appropriate film clips, books and websites; problem-solving and challenge activities. Aspects of RSHE are also covered in assemblies by members of the SMT following a rota of RSHE themes.

The Head of PSHE and the DSL will take the lead in policy development and in the production of schemes of work to ensure progression and continuity in the teaching of RSHE and will update, inform and support staff as necessary.

Through The Croft Preparatory School's Relationships and Health Education Provision, the aim is to ensure all pupils leave this school with:

- The knowledge and understanding of a variety of relationships
- The ability to identify any concerns they have about a relationship
- Coping strategies and an awareness of how and where to seek support
- An understanding of their rights and responsibilities within a range of relationships
- An awareness of the process of growing up and the changes they and others will experience
- An understanding of the characteristics of positive relationships
- Physical health and fitness: benefits of exercise, healthy eating, sleep, hygiene
- Mental wellbeing: emotions, self-care, where to get help
- Puberty and the changing adolescent body, including menstrual wellbeing
- Drugs, alcohol, and tobacco: risks and laws
- Personal safety and managing risk, including in online environments

The school will achieve these aims through the different topics covered in Key Stage 1 and 2 PSHE Lessons and will link directly to the 'Taking Care Programme' developing Protective Behaviours (please see School's PSHE policy), and through promotion of The Croft Core Values (which include 'Respect', 'Resilience', 'Growth Mindset' and 'Friendship and Trust'). The school will also achieve these aims through the different topics covered in Key Stage 1 and 2 Technology, Science and PE Lessons.

The school's RSHE curriculum is set out as per Appendix 1, but it may need to be adapted as and when necessary.

The school has developed the curriculum in consultation with parents, pupils and staff, and taking into account the age, developmental stage, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an age appropriate manner so that pupils are fully informed and do not seek answers online.

Some areas of learning are taught within the context of family life, taking care to make sure 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 and 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). The Croft Preparatory School fully supports the notion that pupils should be taught about different families and relationships that typify growing up in modern Britain.

The Relationship and Health and Wellbeing strands of the PSHE Curriculum will also support the pupils' statutory Science Curriculum. The school is committed to ensuring that the pupils receive factually accurate biological information about their bodies. With this in mind, the school begins to teach pupils some of the correct anatomical terminology for the parts of a human body in Key Stage 1.

Primary Sex Education

Primary sex education at the Croft Preparatory School will focus on:

- Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

The Croft Preparatory School believes clarity is essential and welcome any discussion with Parents and Carers which will inform conversations at home about RSHE. The school believes that together it can address misconceptions about these topics from the media or from their peers. By answering questions and teaching pupils the correct scientific vocabulary, the school can help them understand their bodies, their feelings and other people. The collective aim must be to ensure that pupils recognise potential threats to their mental and physical wellbeing and develop meaningful relationships with others throughout their lives.

The school strives to promote equality through all aspects of the school's Relationships and Health education teaching. As such, the curriculum promotes tolerance and acceptance. Just as the school encourages pupils to celebrate their many different talents, strengths and aspirations, it also aims to promote the celebration of diversity among cultures, traditions and religions in line with SMSC requirements. As an extension of this, pupils are taught about diversity among family structures and relationships, in line with Fundamental British Values (see 'The Equality Act – 2010'; 'The Marriage Act- 2013'). This ensures that every one of the pupils has the chance to develop the self-esteem and confidence they deserve in order to grow into understanding, accepting and respectful adults.

Guidance will be made available to parents and carers on the information we cover and how they can support pupils at home. In addition, the school provides reading and support for parents and carers who wish to view or purchase texts it uses in school to support the pupil's development and understanding.

If any parent or carer has any queries or concerns about the subject content or delivery of any aspect of Relationships and Sex Education, they should ask to speak to the Head of PSHE. They will be able to provide more specific information on the curriculum and resources that are used to teach this strand of the PSHE Curriculum.

Safe and Effective Practise

The school's aim is to foster and maintain a safe environment where all pupils feel able to ask questions and discuss issues openly (although no pupil or teacher will have to answer questions or be forced to take part in discussions). For any pupil wishing to discuss something confidential relating to the context of the lessons, an opportunity will be given. Distancing techniques are employed so pupils are able to discuss fictional characters and scenarios. If staff have any concerns about a pupil's welfare, they should act upon them immediately. All staff receive annual training on the statutory safeguarding guidance; 'Keeping Children Safe in Education' (updated September 2025) and receive any statutory safeguarding updates termly. (Please see school's Safeguarding and Child protection Policy for details.)

Roles and responsibilities

The DSL and Head of PSHE are responsible for ensuring that RSHE is taught consistently across the school, and the Headmaster for managing requests to withdraw pupils from components of RSHE.

Staff who deliver the RSHE curriculum will critically reflect on their teaching and best practise can be shared at RSHE reviews and staff meetings. Staff will monitor pupils' development in RSHE by looking at pupil performance and attitudes in PSHE sessions, Taking Care Programme sessions, RSHE themed assemblies, Technology, Science and PE sessions where appropriate, and general conduct around school measured against the Croft Core Values (which include 'Respect', 'Resilience', 'Growth Mindset' and 'Friendship and Trust').

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching any aspect of RSHE are encouraged to discuss this with the Head of PSHE, the DSL and/or the Headmaster.

Parents' right to withdraw

Parents do not have the right to withdraw their children from Relationships and Health education.

Parents have the right to withdraw their children from the components of sex education within RSHE if it is not part of the compulsory Science curriculum.

Requests for withdrawal should be put in writing in response to the email communication and form (see Appendix 4) sent by the school in the Lent term prior to the sex education aspect of RSHE being delivered in PSHE. Parents or carers will be encouraged to speak to the Head of PSHE about which specific sessions these are and their precise content, including being given the opportunity to see resources being used, in order to alleviate any worries they may have.

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

Cross reference to other School Policies

Personal, Social, Health and Economic Education policy (PSHEE), Safeguarding and Child Protection Policy, Equality and Diversity Policy, Positive Behaviour Policy, Anti-bullying Policy, Online Safety Policy provide further information.

Appendix 1: Relationship and Sex and Health Education Curriculum Map in PSHE lessons unless otherwise stated

	Families and Friendships	Safe Relationships	Respecting Ourselves and Others	Health and Wellbeing
EYFS	<p>Understand what a family is and what it means to them</p> <p>Understanding about similarities and differences between ourselves and others</p>	<p>How to show and talk about feelings</p> <p>Seeking help from trusted adults should they need to</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Self-confidence and how to feel good about self-success</p> <p>Understand how to adjust behaviour to different situations</p>	<p>Basic hygiene; dressing, going to the toilet</p> <p>How to show and talk about feelings</p> <p>Simple care techniques; sleep, exercise, eating</p> <p>Managing risks at home and in the playground</p>
Year 1	<p>Roles of people and families; challenge stereotypes, look at different cultures, how we show we care</p> <p>Gender differences; similarities and differences, challenge gender opinion</p>	<p>Comfortable/uncomfortable feelings and when they happen</p> <p>The difference between safe and unsafe secrets, what are safe surprises</p> <p>Recognising privacy; private body parts of boys and girls, safe touching of the body (Dentist, Doctor)</p> <p>Protective Behaviours – Taking Care Project</p> <p>Safety in my Online Neighbourhood - how do you go places safely online (Technology)</p>	<p>How behaviour affects others</p> <p>Being polite and respectful</p>	<p>Keeping Healthy – both physically and mentally</p> <p>Recognise and talk about feelings, seeking help from a trusted adult</p> <p>Healthy diet, personal hygiene, dental hygiene</p> <p>Personal safety- water, sun, managing risks</p> <p>Simple care techniques; rest, sleep, time with friends, family, hobbies</p> <p>Online Safety; Pause for People - How do you say goodbye to technology when you don't want to</p>

				How the body feels during exercise including mood (PE)
Year 2	<p>Making friends; how to make friends, what is loneliness and how we can deal with it</p> <p>Year 2 moving to Year 3; look at old and new friendships, relationships and communities</p>	<p>Difference between positive/negative friendships, safeguarding ourselves; recognising hurtful behaviour and getting help, resolving disagreements</p> <p>Recognising privacy; Safe and unsafe feelings, Protective Network, private body parts and why they should be private, safe touching of the body (Dentist, Doctor), unsafe touching; what it is and where it might happen</p> <p>Online Safety; Pause and Think Online – importance of listening to feelings when using technology, Internet Traffic Light - staying safe when visiting a website or app (Technology)</p> <p>Protective Behaviours – Taking Care project</p>	<p>Recognising things in common and differences. Sharing opinions</p> <p>Online Safety; How Technology Makes you feel - how to be safe, responsible and respectful online (Technology)</p>	<p>Understanding different types of drugs used in everyday life; healthy and unhealthy; medicines, alcohol, nicotine, caffeine</p> <p>Medicines; personal safety around medicines, how medicines enter the body</p> <p>Managing feelings, including feelings, and asking for help from a trusted adult</p>
Year 3	<p>Meaning of family, different families; challenge stereotypes, look at different cultures and communities, features of family life</p> <p>Who to have as a trusted adult, what makes a good friend</p>	<p>Recap safe and unsafe feelings</p> <p>Look at different relationships; healthy and unhealthy friendships, how to resolve disputes and conflicts with friends, reconcile differences, how to cope with peer pressure</p> <p>Online Safety; That's Private – information be kept private, Digital Trials – information that will leave appropriate digital footprint, Online Community, Meanness Online - what to do if it happens (Technology)</p>	<p>Recognising respectful behaviour - first impressions</p> <p>The importance of self-respect, courtesy and being polite</p> <p>Online Safety; We are Digital Citizens/Device free moments – how to</p>	<p>Healthy choices and habits</p> <p>Balanced diet; effects of vitamins and minerals on the body (Science)</p> <p>Know what affects feelings and expressing feelings</p> <p>Set personal goals - Recognise personal strengths and achievements</p>

		Protective Behaviours – Taking Care Project	be good digital citizens (Technology)	Risks and hazards; personal safety, emergency situations, road safety Peer Pressure and dares Team work; trust and communication (PE)
Year 4	Positive Friendships, including online Year 4 moving to Year 5 - look at change; different types, emotions, how to handle change, trusted adults and friends	What are Early Warning Signs (EWS), recap the difference between safe and unsafe secrets, Protective Network, identify different types of bullying Online Safety; This is Me / Password Power Ups –what I post online may affect my identity, Power of Words – things to do when mean or hurtful language is used on the internet, Is Seeing Believing – why people alter digital photos and videos (Technology) Protective Behaviours – Taking Care Project	Look at different types of discrimination (isms), protective characteristics, stereotypes and the media How to model respectful behaviour Happiness within us; gratitude, respect Online Safety; Rings of Responsibilities as digital citizens- taking responsibility for themselves, their communities and their world, Our Digital Citizen Pledge – What makes a strong community (Technology)	Understanding Mental wellbeing – ‘happiness habit’, how to practice gratitude and respect Identify different types of bullying and how to seek help Recognise personal identity- including posting online Drugs; common drugs in everyday life, understanding physical and mental effects of nicotine and alcohol Importance of dental hygiene (Science) Team work; communication, trust (PE)
Year 5	Recap different relationships; in school and at home, communication	Recap comfortable/uncomfortable emotions: how to manage, understand zones of regulation	Responding respectfully to a wide range of people	How to manage emotions and change; zones of regulation, 5 steps to manage change

	<p>between family and friends, importance of communication, peer influence</p> <p>Online Safety; Keeping Games Fun and Friendly - how to ensure friends are positive and have fun while playing online games</p>	<p>Beware of content that is safe or unsafe to share online</p> <p><i>5 stages of Puberty; changes in body (statutory Science Curriculum)</i> and emotions, healthy and unhealthy boundaries</p> <p>Online Safety; My Healthy Media Choice, Private and Personal Information - what information is OK to share online. Our Online Tracks - how online activity affects our digital footprints (Technology)</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Recognising prejudice and discrimination</p> <p>Online Safety; Being a Super Digital Citizen - upstanders against cyberbullying, A Creators Rights and Responsibilities (Technology)</p>	<p>First Aid; how to respond in an emergency, steps of a Primary Survey -DR ABC, how to respond when a casualty is choking, bleeding, has a scald or burn</p> <p>My Healthy Media Choice (Technology)</p> <p>Changing bodies and emotions with puberty</p> <p>Human development from birth to old age (Science)</p> <p>Team work; success, empathy (PE)</p>
Year 6	<p>Looking at different types of loving relationships; romantic, civil partnership and marriage, challenge stereotypes</p> <p>Reviewing time in primary school, look at old and new friendships, how to get ready for secondary school</p>	<p>Recognising and managing pressure</p> <p>Look at different text email scenarios, how to deal with unwanted messages</p> <p>Consent in different situations; <i>How a baby is created (statutory Science Curriculum)</i>, changing emotions with puberty</p> <p>Online Safety; Finding my Media Balance, Clickbait and how can you avoid it, Digital Friendships - keeping online friendships safe, Cyber Bullying - What it is and ways to stop it (Technology)</p> <p>Protective Behaviours – Taking Care Project</p>	<p>Recap what protective characteristics are recognising prejudice and discrimination What is commitment and why is it important</p> <p>Discuss what 'independence' mean</p> <p>Online Safety; How do gender stereotypes shape our experiences online (Technology)</p>	<p>Mental health; recognise what affects it, ways to take care of it</p> <p>How to manage change, loss, anxiety and pressure</p> <p>Changing bodies and emotions with puberty</p> <p>Drugs; drug use and the law, recognise what may influence drug use (media, online)</p> <p>Drugs impact on personal health (Science)</p> <p>Effects of exercise on the body, including circulatory and muscular systems (Science)</p>

				<p>Balanced Diet; 5 main food groups (Science)</p> <p>Team work; communication, safety of others, leadership (PE)</p>
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Appendix 2: By the end of primary school pupils should know in Relationship and Sex Education

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 • 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

TOPIC	PUPILS SHOULD KNOW
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
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

TOPIC	PUPILS SHOULD KNOW
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 they 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 (Taking Care Programme)	<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

Appendix 3: By the end of primary school pupils should know in Health Education

TOPIC	PUPILS SHOULD KNOW
General Wellbeing	<ul style="list-style-type: none">• The benefits of physical activity, time outdoors and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation• The importance of promoting general wellbeing and physical health• The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of mental health• How to recognise feelings and use varied vocabulary to talk about their own and others' feelings• How to judge whether what they are feeling and how they are behaving is appropriate and proportionate• That isolation and loneliness can affect children, and the benefits of seeking support• That bullying (including cyberbullying) has a negative and often long-lasting impact on mental wellbeing and how to seek help for themselves and others• That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently• Where and how to seek support (including recognising triggers for seeking support), including who 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)• That it is common to experience mental health problems, and early support can help

TOPIC	PUPILS SHOULD KNOW
Wellbeing online	<ul style="list-style-type: none"> • That for everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet • Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways using online connection • The benefits of limiting 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 impact of their online behaviour on others, and how to recognise and display respectful behaviour online • Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted • The risks relating to the online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive • How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them • That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults • How to understand the information that they find online, including from search engines, and know how information is selected and targeted • That they have rights in relation to sharing personal data, privacy and consent • Where and how to report concerns and 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 physical activity 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, moderate and/or vigorous physical activity • 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

TOPIC	PUPILS SHOULD KNOW
Healthy Eating	<ul style="list-style-type: none"> • What constitutes a healthy diet (including understanding calories and other nutritional content) • Understanding the importance of a healthy relationship with food • 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 and health)
Drugs, alcohol, tobacco and vaping	<ul style="list-style-type: none"> • The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches
Health protection 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 health, the amount of sleep recommended for their age, practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn • About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check-ups with the dentist • About personal hygiene, and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing • About facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils
Personal Safety	<ul style="list-style-type: none"> • About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks • How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code
Basic First Aid	<ul style="list-style-type: none"> • How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them • Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries

TOPIC	PUPILS SHOULD KNOW
Developing bodies	<ul style="list-style-type: none"> • About growth and other ways the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process • The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all parts of the body are private, and have skills to understand and express their boundaries around these body parts • The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.

Appendix 4: Parent form: withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS			
Name of child		Class	

TO BE COMPLETED BY PARENTS

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	