



Parkside Primary School

RSHE Policy

Reviewed January 2026

Relationships, Sex and Health Education Policy (RSHE)

Why we have created this policy

This policy will outline our school's approach to Relationships and Health Education. It was developed in consultation with staff, governors, parents and children to reflect the ethos of our whole school community.

***'Today's children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive way.'* (DfE, Secretary of State Foreword, 2019)**

This forms the rationale behind the government's decision to make Relationships and Health Education compulsory in all primary schools, and heavily recommends schools also deliver a Sex Education programme. Collectively they are known as RSHE (Relationships/Health and Sex Education).

Relationships Education

Relationships Education focuses on teaching children the fundamental building blocks and characteristics of positive relationships in an age-appropriate way, with a particular focus on friendships, family relationships and relationships with other peers and adults.

At Parkside, we recognise the central importance that relationships have in supporting all aspects of children and young people's lives, including their mental health and well-being, academic achievement, and future successes. We therefore believe Relationships Education is vital as it provides important life skills to help our children form safe, positive and fulfilling relationships. It allows them to make informed decisions and protect them from harmful and exploitative situations. Relationships Education is also key to promoting equality between individuals and groups and in helping children's understanding and appreciation of social diversity. It links to our wider PSHE curriculum and school ethos through supporting children's personal development, including fostering attributes such as kindness, integrity, generosity and honesty.

Health Education

Health Education incorporates the "health" elements already outlined in PSHE, such as how to keep physically and mentally healthy, and also includes learning the names and

functions of the private body parts, differences between boys and girls, puberty and about body image and ownership.

We believe schools have a fundamental role in helping children learn about the body and the emotional, social and physical aspects of growing up, again in a sensitive and age-appropriate way. We want to help them develop a positive attitude to all aspects of their health, well-being and bodies, including developing their self-esteem and resilience.

Sex Education

Sex Education ties in closely with Health Education and provides the foundations of learning about human sexuality, sexual health and how a baby is conceived and born. Whilst it is not statutory for primary schools to deliver Sex Education, it is strongly recommended by the DfE and the LA:

“The Department continues to recommend therefore that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils. It should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.” (DfE, 2019)

We believe we have a duty to enable children to prepare for their transition to adolescence and for future relationships they might have. We recognise the prevalence of attitudes and information about sex that they are exposed to from online sources and social media and the pressures they face growing up in this modern world. We aim to provide an environment where they can receive reliable and accurate information and feel comfortable to ask questions, instead of turning to inappropriate sources. Like Relationships and Health Education, Sex Education is also a fundamental safeguarding tool to ensure children understand their rights and empower them to recognise the difference between inappropriate and appropriate relationships.

Statutory Requirements

Equality and Safeguarding

The statutory guidance from the government is issued under Section 80A of the Education Act 2002 and section 403 of the Education Act 1996.

This policy draws on the articles from the United Nations Convention on the Rights of the Child. The following underpin this policy:

Article 19: Every child has the right to be protected from harm

Article 2: Every child has the right to be treated equally and with respect

It is also underpinned by the Keeping Children Safe in Education guidance issued under Section 175 of the Education Act 2002, which emphasises a child-centred and coordinated approach to safeguarding which involves protecting children from maltreatment, preventing impairment of children's health and development, ensuring that children grow up with the provisions of safe and effective care and taking action to ensure all children have the best outcomes.

<https://www.gov.uk/government/publications/keeping-children-safe-in-education-2>

Similarly, the delivery of RSHE at Parkside is founded in the Children's Equality Act (2010) and takes into consideration the protected characteristics of age, sex, race, disability, religion or belief, gender reassignment, pregnancy or maternity, marriage or civil partnership and sexual orientation. We recognise that children have varying needs regarding RSE depending on their circumstances and background. The school believes that all children should have access to RSE that is relevant to their particular needs. To achieve this, our RSHE programme will take into account the following:

- Learn the value of respect, care and love, including respect for self and others
- Understanding of the rights we all have in our various relationships, as well as the responsibilities we have within our relationships.
- Appreciate and value family life and recognise that many different family structures exist, including LGBT parents, foster parents/carers, adoptive parents, single parents, grandparents and other family members. The law in this country allows and respects the right of people to live in different types of family structure and we respect the rights of people to live in different families. Insults, use of homophobic language or any type of bullying relating to family situations will not be tolerated. Like their parents and families, they are entitled to the same respect as everyone else.)
- Recognise that some pupils may have learning, emotional or behavioural difficulties or special educational needs or disabilities (SEND) and ensure that RSHE is accessible to all pupils through high quality teaching, adapting and personalising it to suit the individual needs of the child.
- Understanding that different ethnic cultural and religious groups may have different attitudes and beliefs to RSHE. Ensuring that the school takes these into account and consults pupils and parents/carers about their needs and allows children to access certain elements of the statutory RSHE curriculum in a way that is sensitive and appropriate for them.
- Ensuring that our RSHE curriculum reflects our modern society and is LGBT inclusive. This is integrated into all aspects of school life at Parkside to ensure that LGBT children and those with LGBT families, see themselves reflected in what they learn (Stonewall, 2019). Teaching will be sensitive and age-appropriate both in content and approach and encourage children to grow up with inclusive and

accepting attitudes. Any use of homophobic language or homophobic bullying will be actively tackled.

- Challenge gender stereotypes and gender inequality, fostering healthy and respectful relationship between boys and girls as well as being proactive in combatting sexism, misogyny, sexualised behaviour and sexist bullying.
- Develop spiritual, moral, social and cultural awareness in line with the 2010 Equality Act and the schools' safeguarding and child protection protocols.

<https://www.gov.uk/government/publications/equality-act-2010-advice-for-schools>

The delivery of RSHE at Parkside is further underpinned by the OFSTED review of sexual abuse in schools and colleges (June 2021). This highlights the importance of schools successfully delivering the new RSHE (relationships, sex and health education) curriculum including teaching about sexual abuse, cyber bullying, pornography, healthy relationships and consent.

<https://www.gov.uk/government/publications/review-of-sexual-abuse-in-schools-and-colleges/review-of-sexual-abuse-in-schools-and-colleges>

How RSHE is organised in the curriculum

RSHE is firmly embedded through all aspects of school life and many aspects are taught throughout the year. This includes:

- Throughout the taught, age appropriate RSHE programme within our Personal, Social and Health Education programme (PSHE) facilitated by 1decision
- Through all members of the school community modelling and demonstrating supportive and positive relationships at all times
- Encouraging respectful and positive communication and interaction during playtimes and lunchtimes
- Assemblies
- Through themed week such as Anti-bullying week and Children's Mental Health week
- Within Science, as seen by the national curriculum and/or negotiated by the PSHE coordinator
- Through other curriculum areas such as Drama and English
- Through pastoral support
- Through target interventions such as befriending

- Through offering advice to parents/carers (e.g. Coffee mornings) and signposting them to other information sources to help them support their children
- Delivery in response to incidents

As well as this, some specific age-related aspects are delivered at a pre-planned point so that parents can be informed and can be involved in supporting their child. These include puberty and sex education.

The content of the RSHE curriculum

The DfE recognises 5 elements to Relationships Education. These are:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe

In Key Stage 1 (age 5-7) children will learn about recognising naming and managing their emotions; what makes them special; what makes a good friend; how to be kind to others; what's special about them and their families; how families are different; life cycles; about changes and how they have changed since babyhood; how boys and girls bodies are different; that some parts of their body are private; how to ask for help if they are worried or concerned.

National Curriculum Science is also statutory. This includes:

Key Stage 1

- Identify, name, draw and label the basic parts of the body and say which part of the body is associated with each sense
- That animals, including humans, have offspring that grow into adults

In Key Stage 2 (age 7 -11) children will build on their learning from KS1, covering many of the same themes but in more depth, for example learning about more complex emotions, peer pressure and cyber bullying. They will continue to learn about how boys and girls' bodies are different through learning about the physical and emotional changes that can occur during puberty, body image and the names for the sexual organs.

In sex education (year 6) children will learn about the physical and emotional components of how a baby may be conceived and born naturally.

This also links with National Curriculum Science:

Key Stage 2

- Describe the changes as humans develop to old age
- Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird
- Describe the life process of reproduction in some plants and animals
- Recognise that living things produce offspring of the same kind, but normally offspring vary and are not identical to their parents

(Appendices to this policy will provide further information about the learning outcomes and resources for each year group).

The DfE recognises the following elements of Health Education. These are largely covered throughout Key stage 1 and 2.

- Mental Well-being
- Internet Safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

Basic first aid and changing adolescent body will be covered from Years 4 to 6

(Appendices to this policy will provide further information about the learning outcomes for each year group).

The Delivery of RSHE

RSHE is usually delivered by class teachers in mixed gender groups unless it is considered more appropriate for topics to be covered in single-sex groups.

The format of typical lessons are as follows:

A safe learning environment

- A safe learning environment is assured through ensuring that PSHE ground rules or group agreements are in place and explained.
- No one in the classroom will be expected to answer a personal question
- Distancing techniques such as the use of scenarios will be used to keep everyone safe, for example using puppets to play out a scenario.
- Confidentiality will be explained including pupils understanding how disclosures will be handled
- The correct names for the body parts will be introduced in year 3
- The definitions of words will be explained in a sensible and factual way
- Any vulnerable pupils or those at risk will be identified and arrangements will be made for them to access the learning in a comfortable way.

High quality teaching and learning may take the form of:

- Lessons set out in the 1decision PSHE programme (see appendices for further information)
- Reading and discussing storybooks
- Watching and discussing video clips
- Circle time and class discussions
- Role play
- Group work
- Reflection time
- Artwork
- Writing (such as diary or letter-writing)

Roles and Responsibilities

The governing board

The governing board has delegated the approval of this policy to the curriculum committee.

The Head teacher

The Head teacher is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from specific sex education (Year 6) lessons.

Staff

Staff are responsible for:

Delivering RSHE in a sensitive way

Modelling positive attitudes to RSHE

Monitoring progress

Responding to the needs of individual pupils

Responding appropriately to pupils whose parents wish to withdraw them from specific sex education (Year 6) lessons.

Staff do not have the right to opt out of teaching RSHE. Staff who have concerns about teaching specific sex education lessons (Year 6) are encouraged to discuss this with the Head teacher.

The school's PHSE education leads are Anna Franklin and Sophie Ooi

The school's SENDco is William Humphrey

The school's Well-being Lead is Amanda Warriner

The school's Pastoral Manager / DSL is Amanda Warriner

Pupils

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

Parental engagement in RSHE

We recognise the fundamental role that parents and carers have in helping their children understand and learn about relationships and sex. As a school we are committed to working with parents/carers to review, evaluate and develop the new RSHE curriculum and policy. We value their involvement and will hold regular consultation events to keep them informed of any changes and ask them to share their thoughts and opinions. We invite all parents/carers to view the resources used to teach their children and again value their feedback and are keen to answer any questions or concerns they may have.

We encourage parents/carers to support their children's learning at home and to ask for support and guidance to help with this.

Parents/carers have a legal right to withdraw their children from dedicated sex education lessons delivered outside the science curriculum. They do not have a right to withdraw

their children from those aspects of RSHE that are taught in national curriculum Science, Relationships Education or Health Education.

If a parent/carer has any concerns about the RSHE provision, we will take time to address their concerns and allay any fears they may have. If parents/carers decide to withdraw their child, we shall work with them and their child to explore possible alternative provision. In the event of a request to withdraw we will document this process and ensure a record is kept.

Asking and Answering Questions

Staff will strive to answer all questions and concerns in a sensitive, age and developmentally appropriate manner. However, pupils may ask their teachers or other adults questions pertaining to health, relationships and sex which go beyond what is set out in the curriculum. Children whose questions go unanswered may turn to inappropriate sources of information, including the internet and other children. Children will, therefore, need a graduated age-appropriate response.

However, the focus for teachers should be on the subject matter planned. Questions of this nature should not generally be answered in front of the whole class. Teachers will be consistent in their approach, as well as use the discretion and if necessary, refer to the PSHE coordinator or Designated Safeguarding Lead (DSL) for advice and support.

- Clear guidance will be given to pupils about what types of questions are appropriate
- If the teacher feels that any questions are inappropriate, they will acknowledge it but then attend to it on an individual basis. Strategies include offering a 1:1 session outside of the lesson, referring to another more senior member of staff, offering a simple holding answer or mentioning the question to the parents at the end of the day.
- Pupils will have the opportunity to ask questions anonymously or on an individual basis
- Teachers will answer questions objectively and factually at all times without promoting their personal beliefs or opinions. The correct terminology will be used and explained where appropriate.
- If a member of staff is concerned that a pupil is at risk, including sexual abuse or exploitation, the usual safeguarding procedures will follow (as seen in the safeguarding and child-protection policy).

Staff Training

RSHE is overseen by the PSHE coordinator who attends regular training events and conferences to keep updated with this new and fast-moving subject area. RSHE is delivered by class teachers who receive regular training from the PSHE coordinator through staff INSET, as well as from members of SMT with regards to safeguarding and other key areas. Everyone involved with teaching, or supporting the teaching of RSHE will receive appropriate and ongoing professional development in order to maintain a whole school consistency and high standards for the children in our care.

Progression and Assessment

Both RSHE and PSHE are delivered through a sequenced, planned programme of work known as a 'spiral' curriculum; as children move through the school the lessons are designed to build on and revisit areas previously learnt, broadening and deepening children's knowledge and skills and ensure continuity and progression.

KWL grids will be carried out at the beginning of each new unit so that teachers can assess pupils' existing knowledge, skills and understanding and plan their teaching accordingly, tailoring the lessons to target specific areas or gaps in knowledge. These will be followed by an end of unit assessment at the end of each Key Stage where both pupils and teachers will be able to visually see their progress. Children will also be encouraged to complete their own self-assessment to indicate their own views on their learning,

Formative assessment will also take place throughout lessons for example through class discussions and observing children completing their activities.

Elements of RSE that form part of the science curriculum are assessed in accordance with the requirements of the national curriculum.

Monitoring and Evaluation

RSHE is monitored by the PSHE Coordinator, who provides the learning objectives and sequence of lessons for each year group. The PSHE lead analyses the KWL grids completed by each class to assess progression. She also completes book scrutinies and regularly asks staff and pupils for feedback on the PSHE and RSHE scheme. She is well-informed by new policies and reports published by OFSTED and the DfE and ensures that these underpin the PSHE and RSHE curriculum.

RSHE is still in its early stages as a statutory subject. It is imperative to continually reflect on and evaluate the curriculum and policy and make any improvements or changes to ensure it is meeting the needs of our pupils. Similarly, the needs (baseline) assessments will be used to make any changes to the curriculum.

Feedback from teachers, pupils, parents/carers and governors will be used to regularly monitor and evaluate the policy and ensure it reflects the essence of RSHE at Parkside.

January 2026

Ratified:

Chair of Governor's signature **Date.....**

Appendix 1: 1decision suggested topic delivery overview.

Suggested topic delivery overview - Year by Year Breakdown

Suggested for years 1 5-8 Resources	Suggested for years 2 5-8 Resources	Suggested for years 3 5-8 Resources	Suggested for year 4 8-11 Resources	Suggested for year 5 8-11 Resources	Suggested for year 6 8-11 Resources
KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE	KEEPING/STAYING SAFE
Assessment - Baseline Road Safety	Tying Shoelaces	Staying Safe Leaning Out of Windows Assessment - Summative	Assessment - Baseline Cycle Safety	Peer Pressure Adults' & Children's Views	Water Safety Assessment - Summative
KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY	KEEPING/STAYING HEALTHY
Assessment - Baseline Washing Hands	Healthy Eating Brushing Teeth	Medicine Assessment - Summative	Assessment - Baseline Healthy Living	Smoking Adults' & Children's Views	Alcohol Assessment - Summative
RELATIONSHIPS	RELATIONSHIPS	RELATIONSHIPS	GROWING AND CHANGING	GROWING AND CHANGING	GROWING AND CHANGING
Assessment - Baseline Friendship	Bullying Body Language	Touch Assessment - Summative	Assessment - Baseline Appropriate Touch (Relationships)	Puberty Adults' & Children's Views	Conception Assessment - Summative
BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE	BEING RESPONSIBLE
Assessment - Baseline Water Spillage	Practice Makes Perfect Helping Someone in Need	Stealing Assessment - Summative	Assessment - Baseline Coming Home on Time	Looking Out for Others Adults' & Children's Views	Stealing Assessment - Summative
FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS	FEELINGS AND EMOTIONS
Assessment - Baseline Jealousy	Worry Anger	Grief Assessment - Summative	Assessment - Baseline Jealousy	Anger Adults' & Children's Views	Worry Assessment - Summative
COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY	COMPUTER SAFETY
Assessment - Baseline Online Bullying	Image Sharing Computer Safety Documentary	Making Friends Online Assessment - Summative	Assessment - Baseline Online Bullying	Image Sharing Adults' & Children's Views	Making Friends Online Assessment - Summative
OUR WORLD	OUR WORLD	OUR WORLD	THE WORKING WORLD	THE WORKING WORLD	THE WORKING WORLD
Assessment - Baseline Growing In Our World	Living In Our World Working In Our World	Looking After Our World Assessment - Summative	Assessment - Baseline Chores at Home	Enterprise Adults' & Children's Views	In-App Purchases Assessment - Summative
HAZARD WATCH This module is suggested for years 1-3 and can be delivered where suitable			A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT	A WORLD WITHOUT JUDGEMENT
Assessment - Baseline • Is it safe to eat or drink? • Is it safe to play with? Assessment - Summative			Assessment - Baseline Breaking Down Barriers	Inclusion and Acceptance Adults' & Children's Views	British Values Assessment - Summative

Please see the curriculum maps on the school website for a more detailed overview of what is covered each term.

Appendix 2

By the end of primary school pupils should know:

Relationships Education

Families and people who care about me

- 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

Caring friendships

- 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

- 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

- 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

- 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

Physical Health and Mental Well-being

Mental wellbeing

- 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.

Internet safety and harms

- 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

- 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

- 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

- The facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.

Health and prevention

- 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

- 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

- 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 3: Parent form: withdrawal from sex education within RSHE

To be completed by parents

Name of Child: _____

Class: _____

Name of Parent/Carer: _____

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
