

Muscliff Primary School



PSHE (Personal, Social, Health Education) and RSHE (Relationships Sex and Health Education) policy

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1) Our Vision and Values

Our school is a place where staff, directors and parents **actively work together** to ensure all children receive an **engaging, ambitious, rich curriculum** to **inspire thinking** and **promote deep sustainable learning**.

Children become **lifelong learners, aspiring to high standards of achievement** in **all** areas of their life.

Children are supported through a **strong set of enduring values** which will provide the **solid foundation** for children as they discover their own individual **role and responsibilities** within the wider world:

- **Resilience:** in the face of challenge
- **Responsibility:** for our own actions and learning
- **Kindness:** showing empathy and tolerance towards others
- **Curiosity:** for lifelong learning in a rapidly evolving world
- **Aspiration:** for now and for the future

These values will underpin our teaching of PSHE and RSE.

2) Aims of this policy

At Muscliff Primary School, we believe that RSHE (delivered through PSHE) helps to give children the knowledge, skills and understanding they need to lead confident, healthy, independent lives, in order to become informed, active and responsible citizens. Building children's understanding and skills at primary level is essential for preparing them for more complex content at secondary.

Under the guidance issued by the Department for Education, by September 2026, the Relationships Health and Wellbeing Education at primary school will be compulsory. We believe that, to be effective, RSE should be taught within our PSHE education programme. RSE enhances and is enhanced by learning related to topics including anti-bullying; keeping safe on and off line; healthy relationships, keeping physically and mentally healthy, learning about drugs, alcohol and tobacco; and the development of skills and attributes such as communication skills, managing peer pressure, risk management, resilience and decision making.

The aims of RSHE and PSHE at Muscliff are to:

- Support the spiritual, moral, cultural, mental and physical development of all children
- Equip children with the knowledge and skills to act with kindness and respect in all their relationships and to keep themselves and others safe
- Support children to form and sustain positive healthy relationships but also help children to identify risks and harms
- Support children in identifying and understanding their feelings and emotions
- Develop children's skills for managing difficult feelings
- Encourage children to value themselves and others
- Encourage children to acknowledge, appreciate and respect difference and diversity
- Teach children how to make informed choices
- Develop children's understanding of what constitutes a safe and healthy lifestyle and the relationships between physical health and mental wellbeing
- Support children to develop strategies for self-regulation, perseverance and determination, even in the face of setbacks
- Reduce stigma attached to health issues, in particular relating to mental health
- Prepare children for puberty, and the changes that will happen to their bodies
- Help girls to prepare for and manage menstruation and boys to understand and be sensitive to this

- Help children develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of sexuality and relationships
- Teach children the correct vocabulary to describe themselves and their bodies
- To provide information which is easy to understand, relevant and appropriate for the needs, age and maturity of the children.
- Begin to prepare the children for the opportunities, responsibilities and experiences of later life
- Provide a framework and a safe environment in which open, respectful and sensitive discussions can take place
- Provide children with the opportunities to consider issues which may affect their own lives and/or the lives of others
- Ensure children know how to report concerns, worries and seek advice

3) Legal requirements

At Muscliff Primary School, we provide RSHE (Relationships, Sex and Health Education) in accordance with the Children and Social Work Act 2017

<https://www.legislation.gov.uk/ukpga/2017/16/contents>

and the Department for Education statutory guidance Relationships and Sex education (RSE) and Health education (July 2025), which schools must follow from September 2026

<https://www.gov.uk/government/publications/relationships-education-relationships-and-sex-education-rse-and-health-education>

Schools are also required to comply with relevant requirements of the Equality Act 2010.

<https://www.legislation.gov.uk/ukpga/2010/15/contents>

Relationships and Health Education (including puberty) must be taught, and parents do not have the right to withdraw their children from this teaching.

Legally, primary schools are not required to provide sex education, but we do need to teach elements of ‘human reproduction’ as contained in the science curriculum.

However, the DfE state that “we recommend that primaries teach sex education in Years 5 and/or 6, in line with content about conception and birth, which forms part of the national curriculum for science.” At Muscliff we have decided to deliver sex education as part of the PSHE curriculum in Year 6.

Parents do have the right to request withdrawal from sex education.

In teaching RSE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the [Education Act 1996](#).

Under the provisions of the Equality Act, schools must not unlawfully discriminate against children because of their age, sex, race, disability, religion or belief, gender reassignment, pregnancy, or maternity, marriage or civil partnership, or sexual orientation (collectively known as protected characteristics).

4) Policy development

This policy is a revised version of the PSHE and RSE policy developed in 2020 that reflected the previous RSE guidance from the Department for Education. It was developed in consultation with staff, pupils, parents and Governors.

The original consultation and draft policy development process involved the following steps:

1. Review – Deputy Head Teacher and Safeguarding Lead pulled together all relevant information including relevant national and local guidance and public health data.

2. Staff consultation –school staff were given the opportunity to look at the implications of the statutory RSE guidance for our existing teaching of PSHE and other curriculum areas. They were able to make recommendations as to what they feel the children in their cohorts need and would benefit from.
3. Pupil consultation – we investigated what exactly pupils want from their RSE and PSHE lessons via a pupil activity based on an activity recommended by the PSHE association.
4. Draft policy shared with Board of Directors and staff for consultation.
5. Draft policy shared with parents for consultation.
6. Changes made and policy ratified by Governors.

The development of this revised policy for September 2026 has involved the following steps:

1. Deputy Head Teacher and safeguarding lead reviewed and updated the PSHE/RSHE curriculum to ensure it meets all legal requirements
2. Deputy Head Teacher and safeguarding lead reviewed and updated the RSHE policy to be in line with September 2026 guidance
3. Staff consulted on the provision of sex education in upper KS2 and whether it is appropriate to the children in our community
4. Draft policy shared with parents for consultation.
5. Changes made and policy ratified by Governors.

5) **Definition**

Relationships, Sex and Health Education (RSHE) is about the emotional, social and cultural development of pupils. It does involve learning about relationships, sexuality, healthy lifestyles, diversity and personal identity.

Relationships Education: at Primary level the focus is on positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults (including safe online relationships).

Sex Education: at Primary level, the focus is how male and female bodies change during puberty and how a baby is conceived and born. It is closely aligned with the human reproduction part of the Science curriculum and how bodies change over time.

Health Education: At Primary level the focus is on the characteristics of good physical health and mental wellbeing.

RSHE involves a combination of sharing information and exploring issues and values.

RSE is NOT about the promotion of sexual activity.

To embrace the challenges of creating a happy and successful adult life, pupils need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Pupils can also put this knowledge into practice as they develop the capacity to make sound decisions when facing risks, challenges and complex contexts. Everyone faces difficult situations in their lives. These subjects can support young people to develop resilience, to know how and when to ask for help, and to know where to access support.

(Taken from the DfE Statutory Guidance for RSE and Health Education, July 2025)

6) **Delivery of the PSHE and RSHE Curriculum**

RSHE objectives (see Appendix 3) are predominantly taught within our personal, social and health (PSHE) education curriculum. Some, including biological aspects of sex education, are taught within the science curriculum. Some aspects of the RSE curriculum may also be taught through our Online Safety or RE curriculum and indeed through any other areas as appropriate (for example through a key text in English). We also deliver the NSPCC ‘Speak Out, Stay Safe’ programme bi-annually and some of the relationships objectives are taught

through this. Some of the objectives will be referred to in our whole school assemblies led by the senior leadership team.

Additionally teaching staff will receive CPD to effectively deliver the curriculum and naturally, staff will refer to the contents of the guidance in our everyday conversations regarding friendship, online and safeguarding issues that arise.

At Muscliff, we have developed our own PSHE/RSHE scheme of work for Years 1-6, based on a recommended model from the PSHE association. Lessons are based around a key question (theme) which changes half-termly or termly.

Please see Appendix 1 and 2 for more details of the PSHE/RSHE curriculum across the school.

Relationships education (see Appendix 3) focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful, kind relationships
- Online safety and awareness
- Being safe

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include married/unmarried mums and dads, single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

We believe that pupils should be taught about and prepared for the society in which they are growing up. These subjects are designed to foster kindness and respect for others and for difference and educate pupils about healthy relationships.

Health education (see Appendix 3) focuses on the characteristics of good physical health and wellbeing including:

- General wellbeing
- Wellbeing online
- Physical Health and fitness
- Healthy eating
- Drugs, alcohol, tobacco and vaping
- Health protection and prevention
- Personal Safety
- Basic first aid
- Developing bodies

Pupils with SEND

As far as is appropriate, pupils with special educational needs should follow the same PSHE/RSHE education programme as all other students and will be taught all RSHE objectives. Careful consideration is given concerning the level of scaffolding needed, and in some cases the content or delivery will have to be adapted. Teachers and/or learning support assistants work with individual pupils where required, and if appropriate.

Inclusion.

The PSHE and RSHE policy reflects and is in line with the schools' equal opportunities policy. Our RSHE teaching programme is an inclusive one, reflecting our ethos. Teachers will ensure that the content, approach and use of

inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their needs, gender, ability, disability, religious beliefs, experiences and family background.

Peer-Peer Communication

At Muscliff, we believe we have a duty to consider what we can do to foster healthy and respectful peer-to-peer communication and behaviour between boys and girls from the early years. Our PSHE/RSHE lessons will always be delivered to a mixed gender group. When teaching about puberty, we will provide opportunities for girls and boys to ask questions afterwards in a single sex group or indeed privately and confidentially. We will also provide an additional session with just girls to explore different types of sanitary products they can choose to use when menstruation starts.

Answering Difficult Questions

Primary-age children will often ask their teachers or other adults questions which may go beyond what is set out in our PSHE/RSHE curriculum. Given the ease of access to the internet, children whose questions go unanswered may turn to inappropriate sources of information

We will answer any questions based on different relationships and feelings as sensitively and factually (according to the law) as possible. Should we be asked a question of a more scientific, religious or sexual nature we will suggest this question is asked at home and we will inform parents/carers.

Staff are aware that views around RSHE related issues are varied. However, while personal views are respected, all RSHE issues are taught without bias. Topics will be discussed using a variety of views and beliefs so that pupils are able to form their own, informed opinions but also respect others who may have a different opinion. Both formal and informal RSHE arising from pupils' questions will be answered according to the age and maturity of the pupil(s) concerned and the limits of the year group topics. The school believes that individual teachers must use their skill and discretion in this area and refer to the Designated Safeguarding Lead if they are concerned or believe any pupil to be at risk.

LGBT (Lesbian, Gay, Bisexual and Transgender)

Children are expected to have been taught LGBT content at "timely points" as part of RSE. Our current PSHE curriculum may indeed result in some discussion of this particularly within conversations about families or more specifically in the Y5 unit "What makes up our identity."

Paragraph 68 of the DfE statutory guidance for RSE and Health Education states that "we strongly encourage primary schools to teach about healthy loving relationships, and to include same-sex parents along with other family arrangements when discussing families."

Our starting point will always be that families come in all sorts of different shapes and sizes, what matters is that everyone loves and cares for each other. It is never acceptable to make someone feel uncomfortable about who they are, or what their family looks like or believes.

Paragraph 69 states "pupils should be taught the facts and the law about biological sex and gender re-assignment" This should be taught in an age-appropriate way.

Paragraph 70 states that "in teaching this, schools should be mindful that beyond the facts and the law about biological sex and gender reassignment there is significant debate., and they should be careful not to endorse any particular view or teach it as fact. For example, they should not teach as a fact that all people have a gender identity. Schools should avoid language and activities which repeat or enforce gender stereotypes.

7) Roles and Responsibilities

The Board of Directors will approve the PSHE and RSE policy and hold the Headteacher to account for its implementation.

The Headteacher and Deputy Head Teacher are responsible for ensuring that PSHE and RSE is taught consistently across the school, and for managing requests to withdraw children from sex education in Year 6.

Staff

Staff are responsible for:

- Delivering PSHE and RSE in a sensitive and non-biased way
- Being aware and mindful of the background, family structure and beliefs of the children in their class
- Modelling positive attitudes to RSHE
- Encouraging curiosity and the asking of respectful questions
- Monitoring progress
- Responding to the needs of individual children
- Responding appropriately to pupils whose parents wish them to be withdrawn from sex education in Year 6
- Ensuring that any visiting professional supporting the delivery of the RHSE curriculum will have read and understood this policy prior to working with the children

Staff do not have the right to opt out of teaching PSHE or RSHE. Staff who have concerns about teaching RSHE are encouraged to discuss this with the Head Teacher or Deputy Head Teacher.

Pupils

Pupils are expected to engage fully in PSHE and RSHE content and treat others with respect and sensitivity whilst doing so.

8) Parents' right to withdraw

Parents do not have the right to withdraw their children from relationships or health education. This includes education about puberty. Specific teaching about puberty will take place at the start of Year 5 (see appendix 1 and 2) and will complement the Science curriculum that term. Year 5 teachers will share resources with parents ahead of teaching specifically about puberty and offer an opportunity for parents to discuss any questions or concerns.

Parents do have the right to withdraw their children from the non-statutory sex education in Year 6. Alternative work will be given to children who are withdrawn from sex education, and this will take place in another learning space.

Requests for withdrawal should be put in writing using the form in Appendix 4 of this policy and addressed to the Head Teacher or Deputy Headteacher. In line with Government advice, the Headteacher will discuss the request with parents and, if appropriate, with the child to ensure their wishes are understood and to clarify the nature and purpose of the curriculum.

School has a duty to point out the potential social and emotional effects of being excluded, as well as the likelihood of the child hearing their peer's version of what was said in the classes, rather than what was directly said by the teacher.

Following these discussions, the Headteacher or Deputy Head Teacher will automatically grant a request to withdraw a pupil from any sex education delivered in school, other than as part of the science curriculum.

9) Safeguarding

In providing children with an understanding of healthy relationships and appropriate boundaries, we consider RSHE to be an important part of our school's approach to safeguarding. Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue.

Teachers will take these matters seriously and speak to the child away from the class as a matter of priority. Teachers will draw their concerns to the attention of the Designated Safeguarding Team within the school, who will then deal with the matter in consultation with relevant professionals (see also Safeguarding Policy).

10) Training

Training on the delivery of PSHE and RSHE is included in our continuing professional development calendar. Staff are also kept informed of developments in key aspects of RSHE, including links with safeguarding, inclusion, equality, child protection and anti-bullying, through training provided at staff meetings and INSET days.

11) Parental involvement

Parents are provided with the opportunity to find out about and discuss the school's PSHE/RSHE programme through the year groups curriculum meetings, parents evening, in policy development, the school website and our open-door policy.

12) Monitoring Arrangements

The delivery of RSHE is overseen by Emma Huns (Deputy Headteacher and Safeguarding lead) and Lucy Saunders (PSHE lead) through overseeing planning, learning walks, discussions with staff and liaison with teachers.

Pupil's development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be initially reviewed after a year by the Deputy Head teacher. Following this, this policy will be reviewed annually . At every review, the policy will be approved by the Board of Directors and the Head Teacher.

Policy adopted: July 2026

APPENDIX 1

PSHE Whole School Overview

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year One	What is the same and different about us?	Who is special to us? (Immunisation with flu jab)	How can we look after each other?	How can we make friends?	What helps us stay healthy?	Who helps to keep us safe?
Year Two	What is bullying?	How can we make sure we stay healthy as we grow?	What can help us stay safe?		What makes a good friend?	How can we recognise and manage our feelings?
Year Three	How can we be a good friend?	Why should we eat well and look after our teeth?	What makes a community?	How can we manage risk and protect our wellbeing online?	How are families similar/different?	Why should we keep active and sleep well?
Year Four	How do we treat each other with respect?		How can we manage our feelings?	How can we manage risk and stay safe in different places?	How can the media and online experiences influence people?	What strengths, skills and interests do we have? How can we develop our own identity as we grow up?
Year Five	How will we grow and change? (incl Puberty) How can we keep safe as we grow and change?	How can we ensure our safety in friendships? (Split unit)	How can we ensure our safety in friendships? (Split unit)	How can we ensure safe communication online?	What makes up our identity? (Split unit)	How can we ensure safe communication online? (Split unit)
Year Six	How can we help in an accident/emergency? How can drugs (legal or illegal) affect our health?		How can we stay healthy as we get older?		What might change as we become older and more independent? Transition to secondary school How do humans reproduce?	

APPENDIX 2

PSHE (incl RSHE) – Year group progression

YEAR ONE	
Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 What is the same and different about us?	• what makes them unique and special; how they are the same as, and different to, others; about the different groups they are part of, and how this can contribute to a sense of belonging • how everyone has different strengths and how to recognise and celebrate their own strengths • that they have likes, dislikes and needs; why it is important to understand that not everyone likes, dislikes and needs the same things • how to respectfully express their likes, dislikes and needs, and listen to other people, respecting and appreciating their differences • ways to show politeness and respect • that everyone's body belongs to them; simple rules to protect privacy, recognise safe and unsafe touch, assert boundaries and who to tell if they are concerned • PANTS rule (NSPCC) • that some parts of the body are private; to be able to name these private parts of the body (penis, testicles, scrotum, nipples, vulva, vagina)
Autumn 2 Who is special to us?	• that family is one of the groups they belong to, as well as, for example, school, friends, clubs • about the different people in their family / those that love and care for them • what their family members, or people that are special to them, do to make them feel loved and cared for • how families are all different but share common features – what is the same and different about them • about different features of family life, including what families do / enjoy together • who might be a trusted adult; identify trusted adults in their lives • that it is important to tell someone (a trusted adult) if something about their family makes them feel unhappy or worried • about the importance of not keeping adult's secrets (only happy surprises) and of telling a trusted adult of any secrets that make them feel uncomfortable, worried or unsafe
Just before flu immunisations	• how medicines (including vaccinations and immunisations) can help people stay healthy
Spring 1 How can we look after each other?	• how kind and unkind behaviour can affect others; how to be polite and courteous; how to play and work co-operatively • the shared responsibilities everyone has to care for other people; how to show respect, care and concern for others • how to notice and name a range of feelings in themselves and others, such as happiness, excitement, anger, and sadness • that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well • how the internet and digital devices can be used to safely and respectfully communicate with others.
Spring 2 How can we make friends?	• how to make friends with others • how to be kind and caring in friendships • how to recognise when they feel lonely and what they could do about it • how people behave when they are being friendly and what makes a good friend • how to resolve arguments that can occur in friendships positively; that physically hurting someone is never the right way to solve an argument • how to ask for help if a friendship is making them unhappy
Summer 1 What helps us stay healthy?	• what being healthy means and who helps help them to stay healthy (e.g. parent, dentist, doctor) • the importance of bathing, hair washing and handwashing • that what someone eats and drinks can affect their health; about food and drink that support good health, the importance of eating a range of foods, the effects of consuming too much sugar; who to talk to if they worry about what they eat and drink • that some people need to take medicines from a doctor every day to stay healthy • why hygiene is important and how simple hygiene routines can stop germs from being passed on

	• how to brush teeth correctly; about visiting the dentist and how food and drink choices affect dental health • How to keep safe and well in the sun and protect skin from sun damage
Summer 2 Who helps to keep us safe?	• that people have different roles in the community to help them (and others) keep safe - the jobs they do and how they help people • who can help them in different places and situations; how to attract someone's attention or ask for help; what to say • how to respond safely to adults they don't know • what to do if they feel unsafe or worried for themselves or others; and the importance of keeping on asking for support until they are heard • how to get help if there is an accident and someone is hurt, including how to dial 999 in an emergency and what to say • how to manage change when moving to a new class/year group

YEAR TWO

Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 What is bullying?	• how words and actions can affect how people feel • why name-calling, hurtful teasing, bullying and deliberately excluding others is unacceptable • how to ask for and give/not give permission regarding physical contact and how to respond if physical contact • how if you see or experience bullying, you must tell a trusted adult • that it is important to be kind online, that people's feelings can be hurt by unkindness online • that sometimes people may behave differently online and that is no different to them being unkind in person • online friendships should support but not replace in-person friendships • how to report bullying or other hurtful behaviour, including online, to a trusted adult and the importance of doing so
Autumn 2 How can we make sure we stay healthy as we grow?	• about things that can help people feel good (e.g playing outside, being in nature, physical activity, doing things they enjoy, spending time with family and friends, getting enough sleep • how to be physically active and how much rest and sleep they should have everyday • why sleep is important; bedtime routines and ways to relax, impact of screen time close to bedtime • different ways people use the internet in everyday life – how it can be positive but sometimes negative, including that not everything we see online is true or we might see something that upsets us • how rules and age restrictions help protect children's wellbeing online; why it is important to limit time on, and take breaks from, digital devices • How to tell a trusted adult if they have worries about something they have seen online
Spring 1 and Spring 2 What can help us to stay safe?	• how to recognise potentially harmful or hazardous situations in everyday life, including at home (medicines, cleaning materials, matches etc) • ways to keep safe when out and about e.g near railways, on the street and in busy places • how to cross the road safely with adult support • how to keep safe around water, using the water safety code • about people whose job it is to keep children safe and how to get help from an adult if there is an accident or emergency • how to dial 999 in an emergency (including from a locked phone) and what to say • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them • basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people • how to recognise potentially harmful or hazardous situations in everyday life, including at home (medicines, cleaning materials, matches etc) • ways to keep safe when out and about e.g near railways, on the street and in busy places • how to cross the road safely with adult support • how to keep safe around water, using the water safety code • about people whose job it is to keep children safe and how to get help from an adult if there is an accident or emergency • how to dial 999 in an emergency (including from a locked phone) and what to say • how to resist pressure to do something that makes them feel unsafe or uncomfortable, including keeping secrets • how not everything they see online is true or trustworthy and that people can pretend to be someone they are not • how to tell a trusted adult if they are worried for themselves or others, worried that something is unsafe or if they come across something that scares or concerns them

	• basic rules to keep safe online, including which personal details should be kept private online; that anything shared online can be used or shared by other people
Summer 1 What makes a good friend?	• how people behave when they are being friendly and what makes a good friend • that healthy friendships are not controlling or possessive; that everyone can have more than one friend, and that having different friends can bring different positive experiences. • that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded • strategies to include others; the importance of seeking support if feeling lonely or excluded. • how to resolve arguments that can occur in friendships • how to ask for help if a friendship is making them unhappy
Summer 2 How can we recognise and manage our feelings?	• how to notice and name a range of feelings in themselves and others such as happiness, excitement anger and sadness, that feelings can be felt more or less strongly • identifying things that might make you feel better if you are feeling different feelings • that being aware of their thoughts and feelings can help someone to manage them and is an important part of keeping healthy and well • that someone's feelings can affect how they behave; ways to manage strong feelings, reactions and responses • simple strategies to manage distraction, unhelpful thoughts and strong, unpleasant or uncomfortable feeling • about different kinds of change and loss (including death); how change and loss can affect people and who can help • about preparing to move to a new year group and how to manage feelings during a time of change • who they can talk to if finding things difficult, or needing help with feelings and how to ask for help

YEAR THREE	
Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 How can we be a good friend?	• that friendships can support wellbeing • that healthy friendships make people feel included, safe and happy; how to recognise when they or others feel lonely or excluded; strategies to include others; the importance of seeking support if feeling lonely or excluded • how to build good friendships, including identifying qualities that contribute to positive friendships • strategies for recognising and managing peer influence and the desire for peer approval in friendships • about balancing the needs and wishes of different people, e.g. in families or friendships; the importance of balancing their own needs with being kind to others • that friendships sometimes have difficulties, and how to manage when there is a problem or an argument between friends, resolve disputes and reconcile differences • that working through difficulties can strengthen friendships • how to recognise if a friendship is making them unhappy, feel uncomfortable or unsafe and how to manage this or ask for support
Autumn 2 Why should we eat well and look after our teeth?	• the elements of a healthy balanced diet • explore the nutritional value of different foods • the benefits of eating a variety of nutritionally rich foods for health and well-being • about the different effects of different food and drink on the body and the effects of eating a less healthy diet • how to maintain good oral hygiene (including regular brushing and flossing) and the importance of regular visits to the dentist • how, when and where to ask for advice and help about healthy eating and dental care
Spring 1 What makes a community?	• how they belong to different groups and communities, e.g. friendship, faith, clubs, classes/year groups • about diversity, personal identity and self respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes) • the benefits of living in a diverse community and that everyone should be treated with respect • how courtesy and manners can be used to show respect • how a community helps everyone to feel included • that different cultures can use different customs and behaviours to show courtesy • to listen and respond respectfully to a wide range of people, including those whose traditions, beliefs and lifestyles are different to their own • how to be respectful towards people who may live differently to them and appreciate differences
Spring 2 How can we manage risk and protect our wellbeing online?	• reasons for following rules and age restrictions; how rules and age restrictions for some apps, streaming services, films, computer games, online gaming and gambling sites help protect personal safety and promote wellbeing • the minimum age requirement for social media; how this protects children from inappropriate content or unsafe contact with other social media users • about the benefits of limiting time spent online and choosing online activities carefully; how to assess the impact of online content, behaviours, habits on their feelings and wellbeing • How AI chatbots work; similarities and differences between interacting with an AI chatbot and a human, and the implications for wellbeing • How to assess and manage risks relating to online gaming, including the impact of compulsive gaming on health and wellbeing • The risks related to video game monetisation and loot boxes, as well as other online financial harms including scams and fraud, and their impact on wellbeing • Why and how to use privacy and location settings to protect information Where and how to get help if they feel worried, concerned, upset, embarrassed or frightened about something they have seen or engaged with online
Summer 1 How are families similar/different?	• how families differ from each other including that not every family has the same family structure, e.g. single parents, step-parents, blended families, foster and adoptive parents, LGBT+ parents • how common features of positive family life often include shared experiences, e.g. celebrations, special days or holidays

	•that families should provide love, care, protection and safety for children as they grow up •about balancing the needs and wishes of different people in families; the importance of balancing their own needs with being kind to others •that families can go through changes (e.g moving house, new siblings) and experience difficult times and can support each other through these •how to ask for help or advice if family relationships are making them feel unhappy, worried or unsafe
Summer 2 Why should we keep active and sleep well?	•how regular physical activity benefits bodies and feelings •how to be active on a daily and weekly basis - how to balance time online with other activities •how to make choices about physical activity, including what and who influences decisions •how the lack of physical activity can affect health, wellbeing and happiness •how lack of sleep can affect the body and mood and simple routines that support good quality sleep •the benefits of limiting time online and on electronic devices and the impact of too much time online and on devices on mental and physical wellbeing • how to seek support in relation to physical activity, sleep and rest and who to talk to if they are worried

YEAR FOUR

Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 and 2 How do we treat each other with respect?	•how people's behaviour affects themselves and others, including online •how to model being polite and courteous in different situations and recognise the respectful behaviour they should receive in return •about the relationship between rights and responsibilities •about the right to privacy and how to recognise when a confidence or secret should be kept (such as a nice birthday surprise everyone will find out about) or not agreed to and when to tell (e.g. if someone is being upset or hurt) •the rights that children have and why it is important to protect these •that everyone should feel included, respected and not discriminated against; how to respond if they witness or experience exclusion, disrespect or discrimination •what a stereotype is and how they can be unfair, negative or destructive. •how to respond to aggressive or inappropriate behaviour (including online and unwanted physical contact) – how to report concerns •about prejudice and discrimination; to recognise behaviours that discriminate against others; ways of responding to discrimination, including when and how to seek help •the difference between public and private; why something might be private, and when children and adults have a right to privacy •about seeking and giving/not giving permission (consent) in different situations with friends, peers and adults •what is meant by boundaries; how to set and communicate appropriate boundaries in friendships and other relationships; the importance of respecting others' boundaries
Spring 1 How can we manage our feelings?	•how feelings can impact people's behaviour and how they respond to others; skills to manage strong emotions, reactivity and responses •the shared responsibilities everyone has to care for other people; how to show respect, care and concern for others •self-regulation strategies and how to use them to manage feelings, thoughts, setbacks and responses in different situations •that when someone practices self-regulation strategies, over time their brain will help them to use these strategies automatically and effectively •how to manage emotional responses to events outside of their control (e.g climate change or distressing events) •that everyone feels worried, lonely or sad sometimes and that these feelings can affect wellbeing; the benefits of speaking to someone if feeling lonely, worried or sad.

	• If unpleasant thoughts and feelings are strong, last a long time, or cause problems that affect daily wellbeing (e.g. by making it difficult to learn or play) this can be a sign of a mental health difficulty, and there is support available to help manage this • about change, loss and grief, including bereavement, that people feel, express and manage grief in different ways • strategies that can help with change, loss and grief
Spring 2 How can we manage risk and stay safe in different places?	• that rules, restrictions and laws exist to help people keep safe and how to respond if they become aware of a situation that is anti-social or against the law • how to recognise, predict, assess and manage risk in different situations • how to keep safe in the local environment and less familiar locations (e.g. near rail, water, road, cycle and firework safety) • about hazards that may cause harm or injury in the home e.g. fire risks; how to keep themselves safe, including around electrical appliances • basic first aid techniques for dealing with common injuries (e.g. bruises, cuts, scalds, burns) • when and how to make a clear and efficient call to the emergency services (including the coast guard) • That staying safe and getting help is more important than filming incidents
Summer 1 How can the media and online experiences influence people?	• about ways in which the internet can be used both positively and negatively as part of daily life; the advantages and disadvantages of different ways of connecting online • about rights and responsibilities online; to recognise their rights online, in relation to sharing personal data, privacy and content • how once something is shared on the internet, it will be likely be somewhere forever and could be shared to anyone • how the media, including online experiences, can affect people's wellbeing – their thoughts, feelings and actions • how content on the internet is ranked and targeted at specific individuals and groups; the different ways information and data is shared and used online • how to make safe, reliable choices about search results or the content they see • how texts and images in the media and online can be manipulated or fabricated, strategies to critically engage with what they see, read or hear online and identify misinformation and disinformation • what AI is (including generative AI) and where it might be encountered in everyday life
Summer 2 What strengths, skills and interests do we have? How can we develop our own identity as we grow up?	• how to recognise personal qualities and individuality • about diversity, personal identity and self-respect; what contributes to who someone is (e.g. culture, ethnicity, family, faith, hobbies, likes/dislikes) • to develop self-worth by identifying positive things about themselves and their achievements • how their personal attributes, strengths, skills and interests contribute to their self-esteem • how to communicate effectively and assertively, including expressing needs and boundaries; how being assertive differs from being controlling • how to set goals for themselves • how to manage when there are set-backs, learn from mistakes and reframe unhelpful thinking • how to respond to situations where they experience disappointment or frustration with others

YEAR FIVE

Half term/ Overarching Question	In this unit, children discuss/learn... ..
Autumn 1 How will we grow and change? (Puberty) How can we keep safe as we grow and change?	•the external genitalia and internal reproductive organs in males and females •the emotional and physical changes that can occur during puberty in both males and females; strategies to prepare for and manage these •the facts about the menstrual cycle and menstrual wellbeing, including what period products are available; where to get advice and help for menstrual wellbeing •about parts of the body that are private; that other people's bodies belong to them and should be respected; how to express boundaries about these body parts •how to identify acceptable/appropriate physical contact, and how to tell if physical contact is inappropriate (e.g contact or touch that makes them feel uncomfortable, worried, confused, embarrassed, hurt or unsafe) •how to respond to unwanted physical contact, including who to tell •how to recognise pressure from others to do something that is unsafe or makes them feel uncomfortable, and strategies for managing that
Autumn 2 and Spring 1 How can we ensure our safety in friendships?	•what constitutes a healthy friendship (e.g mutual respect, trust, kindness, generosity, sharing interests, support with problems and difficulties); that truthfulness and loyalty are also part of this, but when these might be less appropriate •how people choose and make friends; skills for building caring, kind friendships (e.g mutual support, listening, respecting boundaries, celebrating friends' successes) •that healthy friendships are not controlling or possessive •strategies for recognising and managing peer influence and the desire for peer approval in friendships •how knowing someone online differs from knowing someone face-to-face •how to recognise risk in relation to friendships and keeping safe •about different types of bullying, how bullying behaviours can be influenced by others and what to do if witnessing bullying online or offline; the impact for those involved (including on wellbeing) and how to report and seek help for themselves or others •how to respond if a friendship (online or in person) is making them feel worried, unsafe or uncomfortable •how to ask for help or advice and respond to pressure, inappropriate contact or concerns about personal safety
Spring 2 and Summer 2 (split unit) How can we ensure safe communication online?	•similarities and differences between communicating with someone offline and online; the importance of meaningful in-person relationships; that while online communication might enhance some relationships, purely online relationships may be less fulfilling •that the same principles about how to treat others apply in all contexts, including online •how someone's online behaviour can affect other people; the importance of, and how to maintain positive, kind and respectful communication online, including when anonymous •strategies for managing peer influence on their online behaviour the importance of not pressuring others, and how to resist pressure from others, to share personal information or images online •about why someone may behave differently online, including pretending to be someone they are not; strategies for evaluating online relationships, recognising risks, harmful content and contact; how to report concerns to trusted adults and reliable sources of support •the risks of sharing things online, including images or words; that once these have been circulated online, they might spread quickly and far; that it can be difficult to control who sees them and to remove them from everywhere on the internet •how to decide what is appropriate to share online and what should not be shared the importance of telling a trusted adult and getting support with anything that worries, scares or concerns them online, when, why and how to report concerns online
Summer 1 What makes up our	•how to recognise and respect similarities and differences between people and what they have in common with others •that there are a range of factors that contribute to a person's identity (e.g. ethnicity, family, faith, culture, gender, hobbies, likes/dislikes) •how individuality and personal qualities make up someone's identity (including that gender

identity?	identity is part of personal identity and for some people does not correspond with their biological sex) •about stereotypes and how they are not always accurate, and can negatively influence behaviours and attitudes towards others •how to challenge stereotypes and assumptions about others
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YEAR SIX

Half term/ Overarching Question	In this unit, children discuss/learn....
Autumn 1 & Autumn 2 How can we help in an accident/emergency? How can drugs common to everyday life affect health?	•how to carry out some first aid including for choking, asthma attacks or allergic reactions •that if someone has experienced a head injury, they should not be moved •when it is appropriate to use first aid and the importance of seeking adult or emergency service help •how medicines, when used responsibly, contribute to health; ways to manage common health issues such as asthma or allergies •that vaccinations and immunisations can help people stay healthy – look ahead to vaccinations they may be offered as teenagers •the facts, risks and effects of legal drug products common to everyday life (e.g alcohol, caffeine, cigarettes, vapes, nicotine pouches, over the counter prescription medicines) •that there are some drugs and substances that are illegal •that for some people, drug use (legal or illegal) can become a habit which is difficult to break •that there are organisations that help people to stop using alcohol, nicotine or other drugs; who they can talk to if worried about people they know
Spring 1 & Spring 2 How can we stay healthy as we get older?	•how mental and physical health are linked •the importance of taking care of mental health and well-being, as well as physical health •how positive friendships and being involved in activities such as clubs and community groups support wellbeing •how to make choices that support a healthy, balanced lifestyle including: ➢the elements of a healthy balanced diet and the impact of eating a less healthy diet ➢why and how to maintain personal hygiene ➢how to stay physically active ➢how to maintain good dental health, including oral hygiene, food and drink choices ➢how to benefit from and stay safe in the sun ➢how and why to balance time spent online with other activities ➢how germs, including bacteria and viruses are spread and treated; the importance of handwashing ➢how to manage the influence of friends and family on health choices •that habits can be healthy or unhealthy; strategies to help change or break an unhealthy habit or take up a new healthy one •how to recognise early signs of physical or mental ill-health and what to do about this, including whom to speak to in and outside school •that health problems, including mental health problems, can build up if they are not recognised, managed, or if help is not sought early on •that anyone can experience mental ill-health and to discuss concerns with a trusted adult •that mental health difficulties can usually be resolved or managed with the right strategies and support
Summer 1 & Summer 2 What might change as we become older and more independent? Transition to secondary school	•that they will meet lots of different people in their lives and the importance of respect for character personality, background, preferences or beliefs •that people have different kinds of relationships in their lives, including romantic or intimate relationships •how to recognise a harmful or dangerous relationship •that people who are attracted to and love each other can be of any gender, ethnicity or faith; the way couples care for one another •that adults can choose to be part of a committed relationship or not, including marriage or civil partnership •that marriage should be wanted equally by both people and that forcing someone to marry against their will is a crime •how to manage change, including moving to secondary school; how to ask for support or where to seek further information and advice regarding growing up and changing

How do humans reproduce?	Parents have the right to withdraw their children from these sessions of PSHE only: • Review prior learning in Science curriculum – (reproduction in animals/plants and evolution) • How babies are conceived and born (in a healthy consensual relationship) • How babies need to be cared for
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APPENDIX 3



Muscliff Primary School **Statutory Relationships Education Expectations**

By the end of primary school, children will need to know

Families and people who care for me

1. That families are important for children growing up safe and happy because they can provide love, security and stability.
2. The characteristics of safe and happy family life, such as 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.
3. That the families of other children, 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.
4. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up.
5. That marriage and civil partnerships represent a formal and legally recognised commitment of two people to each other which is intended to be lifelong.
6. 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

1. How important friendships are in making us feel happy and secure, and how people choose and make friends.
2. That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships.
3. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it.
4. The characteristics of friendships that lead to happiness and security, including mutual respect, honesty, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
5. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened.

6. How to manage conflict, and that resorting to violence is never right.
7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.

Respectful, kind relationships

1. How to pay attention to the needs and preferences of others, including in families and friendships. Pupils should be encouraged to discuss how we balance the needs and wishes of different people in relationships and why this can be complicated.
2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.
3. How to communicate effectively and manage conflict with kindness and respect; how to be assertive and express needs and boundaries; how to manage feelings, including disappointment and frustration.
4. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and conversely the difference between being kind to other people and neglecting your own needs.
5. That they can expect to be treated with respect by others, and the importance of respecting others, including those who are different (for example, physically, in character, personality or backgrounds), or make different choices, or have different preferences or beliefs.
6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.
7. The conventions of courtesy and manners.
8. The importance of self-respect and how this links to their own happiness. Pupils should have opportunities to think about how they foster their own self-esteem and build a strong sense of their own identity, including through developing skills and interests.
9. The different types of bullying (including online bullying), the impact of bullying, responsibilities of bystanders (primarily reporting bullying to an adult), and how to get help.
10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.
11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.

Online safety and awareness

1. That people should be respectful in online interactions, and that the same principles apply to online relationships as to face-to-face relationships, including where people are anonymous. For example, the importance of avoiding putting pressure on others to share information and images online, and strategies for resisting peer pressure.

2. How to critically evaluate their online relationships and sources of information, including awareness of the risks associated with people they have never met. For example, that people sometimes behave differently online, including pretending to be someone else, or pretending to be a child, and that this can lead to dangerous situations. How to recognise harmful content or harmful contact, and how to report this.
3. That there is a minimum age for joining social media sites (currently 13), which protects children from inappropriate content or unsafe contact with older social media users, who may be strangers, including other children and adults.
4. The importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online.
5. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up.
6. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online.

Being safe

1. What sorts of boundaries are appropriate in friendships with peers and others (including online). This can include learning about boundaries in play and in negotiations about space, toys, books, resources etc.
2. The concept of privacy and its implications for both children and adults; including that it is not always right to keep secrets if they relate to being safe.
3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.
4. How to respond safely and appropriately to adults they may encounter (in all contexts, including online), including those they do and do not know.
5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.
6. How to report abuse, concerns about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult and the vocabulary and confidence needed to do so.
7. How to ask for advice or help for themselves or others, and to keep trying until they are heard. Where to get advice e.g. family, school and/or other sources.



Muscliff Primary School

Statutory Health and Wellbeing Expectations

By the end of primary school, children will need to know

General wellbeing

1. 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.
2. The importance of promoting general wellbeing and physical health.
3. 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 a mental health condition.
4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.
5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.
6. That isolation and loneliness can affect children, and the benefits of seeking support.
7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.
8. 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.
9. Where and how to seek support (including recognising the 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).
10. That it is common to experience mental health problems, and early support can help.

Wellbeing online

1. That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet.
2. 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 of using online connection.

- 3.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.
- 4.How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.
- 5.Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.
- 6.The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.
- 7.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.
- 8.How to understand the information they find online, including from search engines, and know how information is selected and targeted.
- 9.That they have rights in relation to sharing personal data, privacy and consent.
- 10.Where and how to report concerns and get support with issues online.

Physical health and fitness

- 1.The characteristics and mental and physical benefits of an active lifestyle.
- 2.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.
- 3.The risks associated with an inactive lifestyle, including obesity.
- 4.How and when to seek support including which adults to speak to in school if they are worried about their health.

Healthy eating

- 1.What constitutes a healthy diet (including understanding calories and other nutritional content).
- 2.Understanding the importance of a healthy relationship with food.
- 3.The principles of planning and preparing a range of healthy meals.
- 4.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 tobacco and vaping

1. 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

- 1.How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.
- 2.About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- 3.The importance of sufficient good quality sleep for health, the amount of sleep recommended for their age, and 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.
- 4.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 at the dentist.
- 5.About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.
- 6.The 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

- 1.About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.
- 2.How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.

Basic first aid

- 1.How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.
- 2.Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.

Developing bodies

- 1.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.
- 2.The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts.
- 3.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 in Year 6 at Muscliff Primary School



To be completed by Parents/Carers

Name of Child:		Class	
Name of parent:		Date:	
Reason for withdrawing from sex education: <i>I understand that withdrawal applies only to non-statutory sex education and does not apply to Relationships Education (including puberty), Health Education or National Curriculum Science</i>			
Any other information you'd like the school to consider:			
Parent signature			

To be completed by the school

Agreed actions from discussion with parents	<i>The Head Teacher or Deputy Head Teacher will offer to meet/speak with parents/carers before a request is confirmed in order to discuss the nature and purpose of the sex education curriculum and the implications of withdrawal.</i>
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