THE BLUE SCHOOL

CHURCH OF ENGLAND

Whatever you do in word or deed,
do everything in the name of the Lord Jesus,
giving thanks to God the Father through him.

Colossians 3:17

Policy:	Draft Relationship, Sex and Health Education Policy (RSHE)
Authors:	Headteacher
Approved:	Summer 2026
Next Review:	Summer 2027

Contents

1. Aims....3
2. Statutory requirements....3
3. Policy development....5
4. Definition....5
5. Curriculum....5
6. Delivery of RSHE 5
7. Use of external organisations and materials....9
8. Roles and responsibilities....10
9. Parents' right to withdraw....10
10. Training....11
11. Monitoring arrangements and Conclusion 11
Appendix 1: Curriculum map....12
Appendix 2: By the end of primary school pupils should know....13
Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE 22

Christian Vision

> *"Whatever you do in word or deed, do everything in the name of the Lord Jesus, giving thanks to God the Father."*

From our vision have grown our values of **hope, dignity, wisdom and community**, shaping how our vision is lived each day and guiding our words, actions and relationships.

This vision leads our whole community to:

- **Speak** – words of wisdom and hope
- **Act** – with dignity and respect
- **Be thankful** – as one community, from the heart

A community flourishing through wisdom, hope and dignity giving thanks to God in all that we do.

At The Blue School, Relationships, Sex and Health Education is rooted in this Christian vision. We recognise that every person is created in the image of God and is therefore worthy of dignity, respect and compassion. Our RSHE provision reflects both statutory guidance and the Church of England's commitment to faith-sensitive and inclusive education.

At The Blue School we undertake to follow the principles in the Church of England Charter for faith sensitive and inclusive relationships and sex education and health education (RSHE).

This is underpinned by two key biblical passages:

So, God created humankind in his image, in the image of God he created them. (Genesis 1:27, NRSV) *and I have come in order that you might have life, life in all its fullness.* (John 10:10, GNB)

Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

1. Aims

The aims of relationships, sex and health education (RSHE) at The Blue School are to:

- Reflect the school's church of England status
- Provide a framework in which sensitive discussions can take place
- Reflect and strengthen the school's distinctly Christian character

- Include the teachings of the Church of England on marriage and relationships, according to B30 of Holy Matrimony in the Canons of the Church of England.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Help pupils develop feelings of self-respect, confidence and empathy, and cultivate positive characteristics such as kindness and integrity
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Ensure RSHE meets the requirements of the Equalities Act 2010, safeguarding guidance and the SEND Code of Practice
- Take place within a school environment which enables pupils and adults to flourish
- Safeguard adults and pupils

2. Statutory requirements

As a maintained primary school, we are required to:

- provide Relationships Education to all pupils, as set out in section 34 of the Children and Social Work Act 2017;
- provide Health Education to all pupils, as required by the Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under the Children and Social Work Act 2017.

We are not required to provide sex education beyond the elements contained in the national curriculum for science. In line with this, we have chosen not to teach non-statutory sex education; we teach only the reproduction and human-development content that forms part of the statutory science curriculum (see Section 6).

In teaching Relationships Education and Health Education, and the human-development content within the science curriculum, we have regard to the statutory guidance issued by the Secretary of State, Relationships Education, Relationships and Sex Education (RSE) and Health Education (Department for Education, July 2025), which comes into force on 1 September 2026 and replaces the 2019 guidance, as required by section 403 of the Education Act 1996.

We also have regard to the legal duties set out in:

- Part 6, Chapter 1 of the Equality Act 2010;
- the Public Sector Equality Duty (section 149 of the Equality Act 2010), which requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations;
- Early years foundation stage (EYFS) statutory framework, the safeguarding and welfare requirements in Section 3, which we follow for children in Reception;
- Keeping Children Safe in Education (statutory safeguarding guidance);
- Working Together to Safeguard Children (statutory guidance on multi-agency working);
- the SEND code of practice: 0 to 25 years;
- the DfE's Political Impartiality Guidance in Schools;
- Promoting Fundamental British Values as part of SMSC in schools

At The Blue School, we teach RSHE as set out in this policy. RSHE does not sit in isolation: it forms part of our whole-school approach and should be read alongside our Safeguarding and Child Protection, Online Safety, Behaviour, Anti-Bullying and SEND policies.

3. Policy development

This policy will be developed in consultation with staff, parents and governors. The consultation and policy development process involved the following steps:

1. Review – PSHE lead and SLT pulled together all relevant information including relevant national and local guidance
2. Staff consultation – staff given the opportunity to look at the policy and make recommendations
3. Parent/carers consultation – parents/carers and any interested parties were invited to share their feedback on the draft policy
4. Ratification – once amendments were made, the policy was shared with governors and ratified

4. Definition

For the purpose of this policy:

- RSHE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- RSHE involves a combination of sharing information, and exploring issues and values.

- RSHE is not about the promotion of sexual activity.

5. Curriculum

Our RSHE curriculum is set out as per Appendices 1 and 2, but we may need to adapt it as and when necessary.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and don't seek answers online.

We will share all curriculum materials with parents and carers on request. These will be made available to parents during a consultation meeting.

6. Delivery of RSHE

RSHE is delivered through our planned PSHE curriculum using structured resources from Muse Wellbeing, and when necessary, lessons are adapted to reflect our Christian ethos prior to delivery.

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE).

The school will make sure that:

- Core knowledge is sectioned into units of manageable size
- The required content is communicated to pupils clearly, in a carefully sequenced way and within a planned scheme of work
- Teaching includes sufficient and well-chosen opportunities and contexts for pupils to embed new knowledge, so that it can be used confidently in real-life situations

Relationships education 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

The Government guidance recommends that primary schools teach sex education in Years 5 and/or 6, in line with content about conception and birth in the science curriculum, but it is not compulsory.

Sex Education

At The Blue School we have chosen not to teach any non-statutory sex education (for example, how a baby is conceived). We teach the reproduction and human-development content that forms part of the statutory national curriculum for science, the correct vocabulary for parts of the body, including the correct terms for external genitalia, as part of our safeguarding approach (see Appendix 1, Year 2), and the changing adolescent body (puberty), including menstruation (from Year 5).

As no non-statutory sex education is taught, **the parental right to withdraw set out in Section 9 does not currently apply in practice; that right is retained in full should our provision change in future.**

The following is not taught at The Blue School:

- non-statutory sex education;
- the concept of gender identity (see below).

Gender identity

- In line with the 2025 statutory guidance, the concept of gender identity will not be taught as part of our RSHE curriculum. We will continue to treat every child and family with dignity, respect and compassion, in keeping with our Christian vision and our duties under the Equality Act 2010, and we will challenge all forms of bullying.

Female genital mutilation (FGM)

Age-appropriate teaching about FGM is delivered only in Year 6 as a safeguarding matter, with great sensitivity and a clear emphasis on the importance of seeking help and support from a trusted adult. As safeguarding content, it is not part of sex education and is not subject to the right to withdraw. Delivery is planned in consultation with the Designated Safeguarding Lead.

Health education

At The Blue School, health education includes preparing all pupils for the physical and emotional changes that adolescence brings. This is taught in Year 5 and revisited in Year 6, and covers puberty for boys and girls, (including menstruation) and how to manage these changes confidently and know where to seek support.

Teachers will make sure that all pupils' views are listened to, and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and appropriately for the age of the pupils.

The school will make sure that all teaching and materials are appropriate for the ages and needs of the pupils including any additional needs, such as special educational needs and disabilities (SEND).

Prior to delivery of the curriculum, the school will share lesson topic outlines during the consultation and upon requests made by parents.

For more information about our RSHE curriculum, see Appendices 1 and 2.

We may amend our curriculum content to respond to the needs and context of our pupils, to discuss issues affecting them in an age-appropriate manner. We will inform parents and carers of any deviation from our published policy in advance.

These areas of learning are taught within the context of family life, taking care to make sure that there is no stigmatisation of children based on their home circumstances (i.e. families can include single-parent families, same-sex parents, families headed by grandparents, adoptive parents and foster parents among other structures), along with reflecting sensitively that some children may have a different structure of support around them (for example, looked-after children, young carers or kinship carers).

Across our school, we will also be mindful of the law and legal requirements, taking care not to condone or encourage illegal activity, such as violent action against people, criminal damage to property or hate crime.

6.1 Inclusivity

As a Church of England school, we are committed to:

- Upholding dignity for all.
- Teaching inclusively and respectfully.
- Challenging bullying and discrimination.
- Supporting pupils with SEND to access RSHE appropriately.

Teaching reflects our Christian belief in the inherent worth of every individual while meeting statutory equality obligations.

We will teach pupils about RSHE topics in a manner that:

- Considers how a diverse range of pupils will relate to them
- Is sensitive to all pupils' experiences
- During lessons, makes pupils feel:
    - Safe and supported
    - Able to engage with the key messages

We will also:

- Make sure that pupils learn about these topics in an environment that's appropriate for them, for example in:
    - A whole-class setting
    - Small groups or targeted sessions
    - 1-to-1 discussions
    - Digital formats
- Give careful consideration to the level of differentiation needed

6.2 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance
- Delivered in a way that reflects Christian teaching while being inclusive of all pupils and families.
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- Are evidence-based and contain robust facts and statistics
- Fit into our curriculum plan
- Are from credible sources
- Are compatible with effective teaching approaches
- Are sensitive to pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use. (Sample muse resources will be available for parents to view at a consultation meeting).

7. Use of external organisations and materials

We will make sure that any agency and any materials (MUSE) used are accurate, age and stage appropriate and unbiased and in line with our legal duties around political impartiality.

We **will**:

- Make appropriate checks and engage with external agencies to make sure that their approach to teaching about RSHE is balanced, and it and the resources they intend to use:
    - Are age-appropriate
    - Are in line with pupils' developmental stage
    - Comply with:
        - This policy
        - The Teachers' Standards

    - The Equality Act 2010
    - The Human Rights Act 1998
    - The Education Act 1996
- Only work with external agencies where we have full confidence in the agency, its approach and the resources it uses
- Make sure that any speakers and resources meet the intended outcome of the relevant part of the curriculum
- Review any case-study materials and look for feedback from other people the agency has worked with
- Be clear on:
    - What they're going to say
    - Their position on the issues to be discussed
- Ask to see in advance any materials that the agency may use
- Know the named individuals who will be there, and follow our usual safeguarding procedures for these people
- Remind teachers that they can say "no" or, in extreme cases, stop a session
- Make sure that the teacher is in the room during any sessions with external speakers
- Inform all external organisations that the school is legally obliged to share all content with parents and carers
- Share all external materials with parents and carers

We **won't**, under any circumstances:

- Work with external agencies that take or promote extreme political positions
- Use materials produced by such agencies, even if the material itself is not extreme
- Work with agencies who don't allow their material to be shared with parents and carers

8. Roles and responsibilities

8.1 The governing board

The governing board will approve the RSHE policy, and hold the headteacher to account for its implementation.

8.2 The headteacher

The headteacher is responsible for making sure that RSHE is taught consistently across the school, for sharing all resources and materials with parents and carers.

8.3 Staff

Staff are responsible for:

- Delivering RSHE in a way that is sensitive, high-quality and appropriate for each year group

- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE
- Modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes, and being conscious of everyday sexism, misogyny, homophobia and stereotypes
- Reporting any safeguarding concerns or disclosures that pupils may make as a result of the subject content to the school's designated safeguarding lead DSL.

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

8.4 Pupils

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

9. Parents' right to withdraw

Parents/carers do not have the right to withdraw their child from Relationships Education or Health Education. This includes the changing adolescent body (puberty), which is part of statutory Health Education, and the human-development content taught within the science curriculum.

Parents/carers have the right to withdraw their child from the non-statutory/non-science components of sex education within RSHE. **As no non-statutory sex education is currently taught, the right to withdraw does not presently apply** in practice, but is retained should provision change. Alternative schoolwork will be given to pupils who are withdrawn from sex education and they will go to another class during the session.

10. Training

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

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

11. Monitoring Arrangements and Conclusion

The delivery of RSHE is monitored by the Senior Leadership Team through:

- Lesson observations/work scrutinies in line with the school's Quality Cycle.

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

This policy will be reviewed by the Headteacher.

At every review, the policy will be approved by the governing board.

At The Blue School, RSHE is more than statutory compliance. It is part of our Christian calling to nurture children who:

- **Speak** with wisdom and hope
- **Act** with dignity and respect
- **Give thanks** as one community

Through faithful, inclusive and carefully planned RSHE, we seek to enable every child to flourish, spiritually, socially and emotionally, giving thanks to God in all that we do.

Relationships health and sex education curriculum map

The order of topics is subject to change during the year.

YEAR GROUP	TERM	TOPIC	MAIN LEARNING
Year 1	Autumn	Health and wellbeing	Pupils explore emotions, healthy living, hygiene, safety and personal change. Keeping safe near roads (basic pedestrian safety); staying close to a trusted adult; that water can be dangerous; 999 and the emergency services.
Year 1	Spring	Understanding Relationships	Pupils learn about families, friendship, kindness,bullying, online behaviour, privacy and asking for help
Year 1	Summer	The World around us	Pupils begin to explore goals, responsibility, community, money, beliefs and problem-solving
Year 2	Autumn	Health and wellbeing	Pupils explore emotions, hygiene, oral health, safety, medicines and online wellbeing. Pedestrian road safety; hazards in and around the home, staying safe in busy public places. Understanding the correct terminology for body parts including genitalia.
Year 2	Spring	Understanding Relationships	Pupils learn about friendship, privacy, bullying, boundaries and online respect.
Year 2	Summer	The World around us	Pupils explore fairness, diversity, community, money, resilience and personal goals.

YEAR GROUP	TERM	TOPIC	MAIN LEARNING
Year 3	Autumn	Health and wellbeing	Pupils explore mental health, physical health, hygiene, bodies and digital wellbeing. Introduction to the Water Safety Code; fire safety.
Year 3	Spring	Understanding Relationships	Pupils learn about family, friendship, self-worth, bullying, peer pressure and safety.
Year 3	Summer	The World around us	Pupils explore global issues, diversity, laws, community, money, beliefs and goals.
Year 4	Autumn	Health and wellbeing	Pupils explore mental health, habits, healthy choices, growth, online safety and injuries. Road safety as a cyclist and growing independence; rail safety and the dangers of level crossings and trespass; emergency services call.
Year 4	Spring	Understanding Relationships	Pupils learn family support, friendship, consent, respect, online conduct and safety.
Year 4	Summer	The World around us	Pupils explore human rights, global citizenship, pollution, stereotypes, money and risks.

YEAR GROUP	TERM	TOPIC	MAIN LEARNING
Year 5	Autumn	Health and wellbeing	Pupils explore mental health, grief, drugs, puberty, screen time and emergency safety. Water safety in open water and the Water Safety Code applied; fire prevention and evacuation; managing risk in public and unfamiliar spaces; basic first aid for common injuries.
Year 5	Spring	Understanding Relationships	Pupils learn about family diversity, commitments, boundaries, online safety and trust.
Year 5	Summer	The World around us	Pupils explore rules, democracy, environments, economies, community service and budgeting.
Year 6	Autumn	Health and wellbeing	Pupils explore resilience, reproductive anatomy, hygiene, drugs, vaccines and technology. Pupils revisit puberty from year 5 (including menstruation). They learn about assessing and managing risk more independently across roads, rail, water and fire; first aid including head injuries and clear emergency calls; staying safe in new environments.
Year 6	Spring	Understanding Relationships	Pupils learn about families, consent, body image, social media, assertiveness and law.
Year 6	Summer	The World around us	Pupils explore human rights, government, migration, media, trade, conflict and careers.

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

TOPIC	PUPILS SHOULD KNOW
Families and people who care for me	● That families are important for children growing up because they can give love, security and stability ● 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 ● That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care ● That stable, caring relationships are at the heart of safe and happy families, and are important for children's security as they grow up ● That marriage and civil partnerships represent a formal and legally recognised commitment of 2 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 that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties ● That healthy, caring and kind 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 ● 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 ● That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened ● About managing conflict with kindness and respect, and that violence is never right ● How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	● The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated ● The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults ● How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration ● That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs ● The practical steps they can take in a range of different contexts to improve or support their relationships ● The conventions of courtesy and manners ● The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity ● Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. ● 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 ● How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust ● What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype

TOPIC	PUPILS SHOULD KNOW
Online safety and awareness	● That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child ● 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 ● That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults ● That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online ● 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, including where pictures or words might be circulated ● 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 ● 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	● What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example ● About the concept of privacy and the implications of it for both children and adults, including that it's 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) including those they do/don't know ● How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust ● How to report concerns or abuse, 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 ● Where to get advice, for example from their family, school and/or other sources

TOPIC	PUPILS SHOULD KNOW
Mental health and 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 a varied vocabulary to use when talking about their own and others' feelings. ● How to recognise and talk about their emotions, and how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● Simple self-care techniques, including the importance of rest, time spent with friends and family, and the benefits of hobbies and interests. ● That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● Where and how to seek support, including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing. ● That it is common for people to experience mental ill health, and that for many the problems can be resolved if the right support is made available, especially if accessed early.
Change, loss and bereavement	● That change and loss, including bereavement, are a normal part of life and can cause a wide range of strong feelings. ● That grief is a natural response to loss, that there is no single 'right' way to grieve, and that people grieve in different ways and for different lengths of time. ● Strategies to manage and express the difficult feelings associated with change and loss. ● Whom to talk to, in school, at home or beyond, if they, or someone they know, needs support with loss or bereavement.
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 screen time, and the impact of online content on their own and others' physical and mental wellbeing. ● Why some social media, games and online gaming are age-restricted.
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. ● The risks associated with an inactive lifestyle. ● How and when to seek support, including which adults to speak to in school, if they are worried about their health.
Drugs, alcohol and tobacco	● The facts about legal and illegal harmful substances and the associated risks, including smoking, alcohol use and drug-taking, taught in an age-appropriate way.

TOPIC	PUPILS SHOULD KNOW
Basic first aid	● How to make a clear and efficient call to the emergency services if necessary. ● Concepts of basic first aid, for example dealing with common injuries, including head injuries.
Changing adolescent body (puberty) and the human body	● Key facts about puberty and the changing adolescent body, in Year 5, including the physical and emotional changes that take place. ● About menstrual wellbeing, including the key facts about the menstrual cycle. ● Pupils will learn the correct anatomical terms for the body, including external genitalia
Personal safety	● How to recognise and manage risk in a range of everyday contexts, and how to keep themselves and others safe. ● How to stay safe around roads, as a pedestrian, cyclist and passenger. ● How to stay safe around railways, including the dangers of level crossings and of trespassing on the railway. ● How to stay safe in, on and around water, including the Water Safety Code, and what to do if they or someone else gets into difficulty. ● About fire safety, how fires can start, how to reduce the risk, and how to respond if there is a fire. ● How to stay safe in public spaces and unfamiliar environments, and how to seek help if they feel unsafe or become lost.
Healthy eating	● What constitutes a healthy diet, including the principles of planning and preparing a range of healthy meals. ● The characteristics of a poor diet and the risks associated with unhealthy eating and other behaviours that affect physical and mental health.
Health and prevention	● How to recognise early signs of physical illness, such as unexplained changes to the body, and the importance of telling a trusted adult. ● About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage. ● The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect mood and the ability to learn. ● About dental health, the benefits of good oral hygiene, and regular check-ups at the dentist. ● About personal hygiene and germs, including how they are spread and treated, and the importance of handwashing. ● The facts and science relating to immunisation and vaccination.

Appendix 3: Parent/carer form requesting their child's withdrawal from sex education within RSHE

TO BE COMPLETED BY PARENTS/CARERS			
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/carer signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from the discussion with parents/carers	Include notes from discussions with parents/carers and agreed actions taken.