



Relationships Education Policy

Phase of school this policy relates to

Early Years	Primary	Secondary	Whole School
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Date created:	May 2020
Latest Date reviewed:	August 2025
Next review date:	August 2026 (unless government guidance is updated prior to this)
Policy lead staff member:	Steve Cottrell
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This policy has been created following the gov.uk guidance. The latest guidance can be found [here](#). Health Education is not compulsory in independent schools. At LWS we believe safe, effective PHSEE education helps young people to be safe, healthy and prepared for life's opportunities. The most recent review included a consultation period for parents, staff and governors; any future policy updates resulting from updated government guidance will also trigger a further consultation period with these parties.

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1. Introduction:

To prepare LWS students to become those most likely to succeed in the 21st Century, including embracing the challenges of creating a happy and successful adult life, children need knowledge that will enable them to make informed decisions about their wellbeing, health and relationships and to build their self-efficacy. Children 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. Our curriculum at LWS supports children to develop resilience, to know how and when to ask for help, and to know where to access support.

The Relationships Education, Relationships and Sex Education and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education and Relationships and Sex Education (RSE) compulsory for all pupils receiving secondary education.

We appreciate that for many children the distinction between the online world and other aspects of life is less marked than for some adults. Young people often operate very freely in the online world and by secondary school age some are likely to be spending a substantial amount of time online. Where topics and issues covered in this policy are likely to be encountered by pupils online, we will take this into account when planning how to support the children in distinguishing between different types of online content and making well-founded decisions.

This policy has been produced in consultation with parents, governors, and the wider school community. This policy is designed to meet the needs of pupils and parents and reflects our school community. A good understanding of pupils' faith backgrounds and positive relationships between the school and local faith communities helps to create a constructive context for the teaching of these subjects. When teaching these subjects, the religious background of all pupils will be considered when planning teaching, so that topics that are included in the core content are appropriately handled. We may teach about different faith perspectives

and balanced debate may take place about issues that are seen as contentious. Teaching will also reflect the law as it applies to relationships, so that our children clearly understand what the law allows and does not allow, and the wider implication of decisions they may make.

2. Principles:

Equality:

At LWS we adhere to the requirements of the Equality Act 2010. We will not discriminate against pupils, with particular regard to the legally protected characteristics. These are:

- Age
- Sex
- Race
- Disability
- Religion / belief
- Gender reassignment
- Pregnancy / maternity
- Marriage / civil partnership
- Sexual orientation

When planning for this, and all subjects, we consider reasonable adjustments needed to alleviate disadvantage, and consider the SEND code of conduct. We continually consider what we can do to foster healthy and respectful communication and behaviour between children of all genders, and we provide an environment which challenges any perceived limits based on gender, or indeed, any of the above characteristics.

At LWS, we are alert to all forms of discrimination, and we take positive action to build a culture where these are not tolerated. Any occurrences are identified, tackled, and logged. We build understanding in our pupils and staff of healthy relationships, acceptable behaviour, and the right of everyone to equal treatment.

Pupils with SEND:

At LWS, we continually refine and adapt to ensure education is accessible for all children. We are aware of the SEND code of practice and the importance of preparing pupils for adulthood outcomes, and the relevance of these within the context of relationship education. Some pupils are more vulnerable to exploitations, bullying and other issues due to the nature of their SEND and relationships education can be particularly important for these pupils in supporting them and developing their awareness and independence. As with all teaching at LWS, we ensure it is sensitive, age-appropriate (within the context of our mixed-age school) and is delivered with reference to the law and legal requirements.

LGBTQIA+ (Lesbian, Gay, Bisexual, Transgender, Queer, Intersex and Asexual):

As mentioned above, the needs of all children are appropriately met, and we endeavour to ensure that all understand the importance of equality and respect. Teaching at LWS is sensitive and age appropriate in our approach and content. LGBTQIA content is fully integrated into our approach rather than as a stand-alone lesson or unit. We focus on the importance of healthy, positive, stable, caring relationships and recognise that these can take different forms.

Working with Parents/Carers and the wider community:

The role of parents in the development of their children's understanding about relationships is vital. Parents are the first educators of their children. They have the most significant influence in enabling their children to grow and mature and to form healthy relationships.

We will work closely with parents when planning and delivering relationships education and any sex education content. We will inform parents what will be taught and when. We will ensure parents are aware that they have the right to request that their child be withdrawn from some or all of sex education delivered. This Relationships Policy is available on the school website and is directly shared with parents during consultation periods, as well as prior to Sex Education teaching commencing.

We will endeavour to ensure parents are given every opportunity to understand the purpose and content of sex education. E.g. info shared prior to beginning any sex education content, sharing resources to be used etc. We recognise the importance of reaching out to *all* parents and that a range of approaches may be required to do so.

Safe and Effective Practice:

- Managing Difficult Questions:

Children will often ask teachers questions pertaining to sex or sexuality which go beyond what is set out for Relationships Education. Given ease of access to the internet, unanswered questions may see children turning to inappropriate sources of information

At LWS we will follow these steps if an occasion arises where a child asks a difficult question of an adult that they do not feel comfortable answering, or that is not appropriate to answer:

- The adult will use words along the lines of: "That's an interesting question; I will need to have a good think about how I answer that one. I may need your mum and dad to help me answer it too".
- The adult makes a note of the question asked, and the date and time.
- The adult speaks to the DSL or pastoral lead about whether it is:
 - o A) appropriate to answer the questions
 - o B) the adult feels comfortable to answer the question

- If it is appropriate, and the adult feels comfortable, they find a time to answer the questions, using professional judgement as to whether a small group session is more appropriate (dependent on who was in the session when the question was raised). The adult will also make the parent aware the question was asked, and the answer given.
- If it is appropriate, but the adult does not feel comfortable, another adult will speak to the child to answer the question, and make the parent aware the question was asked, and the answer given.
- If it is not appropriate to answer the question, the adult will make the parents aware of the question and explain why we cannot answer. School may also be able to support by suggesting suitable resources to help. The child should be told by the adult that they cannot answer the questions, but that mum or dad are aware and will be able to discuss further.

NB: any difficult questions must also be considered with regard to best safeguarding procedures. The content of the question could be an indicator of a safeguarding concern. Also, answering the question or discussing specific topics could also put the adult at school at risk of breaching safeguarding guidelines. Difficult discussions should never happen 1:1 with a child in a private space. Acute awareness must always be maintained on the appropriateness of any discussion and the comfort of the child.

- Distancing Techniques
 - To support the students with engaging more objectively with lesson content, a range of distancing techniques are used to stimulate discussion whilst depersonalising the topic. Stories, scenarios, videos or case studies can be followed with a range of questions that encourage distanced discussion.
- Opportunities for anonymous questions
 - It is important to encourage our students to ask questions. Each class has a question box set up and this is available before, during and after all PSHE lessons, so students can ask questions anonymously at any time.
 - We encourage curiosity in children as it is an important part of their learning and children ask questions related to sex education, both in and outside of lessons. This means that students who withdraw from a lesson may also ask a question in relation to sex education outside of lesson time. It is important to answer questions honestly, with factual information and in an age appropriate way. If we have concerns with regards to safeguarding due to the nature of the question then safeguarding procedures are followed. We are mindful that children who don't have their questions answered may look to other sources of information, such as the internet, which might provide inaccurate information.
- Establishing a safe learning environment

- PSHE often works within students' real life experiences, addressing a range of personal, social, emotional and health issues. A safe, supportive and respectful learning environment is created by establishing clear ground rules, developed and agreed with all students across the school, and revisited during every PSHE lesson. This helps to secure an atmosphere within which students feel able to discuss concerns, feelings or sensitive issues without attracting negative feedback.

3. Definition and content of relationships education:

At Liberty Woodland School, relationships are at the heart of everything we do. We believe that children thrive in an environment where kindness, respect and empathy are consistently modelled and taught. The focus of relationships education will be on teaching the fundamental building blocks and characteristics of positive relationships with particular regard to friendships, families and relationships with other children and adults.

At LWS we build the concepts of children understanding what a relationship is, what friendship is, what family means, and who can support them. We develop all members of the school community to take turns, treat others with kindness, be considerate and respectful, be truthful and honest, to understand why we seek and give permission and to understand the concept of personal space and personal privacy. We also build up an excellent understanding of appropriate and inappropriate / unsafe physical (and other) contact. We will ensure that teaching about families is sensitive and well-judged, based on our understanding and knowledge of each pupil and their individual circumstances. No child will be stigmatised based on their home circumstance and needs.

In close alignment with our Safeguarding practices, we will teach pupils the knowledge needed to recognise and report abuse, including emotional, physical and sexual abuse. We will address this by focussing on boundaries and privacy and the understanding that everyone has rights over their own bodies. We will also develop the understanding of boundaries in friendships with peers and also in families and with others, in all contexts, including online. In addition to this, we will work to ensure that children know how to report concerns and seek advice when they suspect or know that something is wrong. We will ensure we balance teaching about making sensible decisions to stay safe (including online) whilst also ensuring all understand that it is never the fault of a child who is abused and why victim blaming is always wrong.

Below are the government statutory expectations for Relationships Education by the end of Primary School. Our planning overviews (which we have developed with the PSHE Association programme) give more information about when and how this is taught and, where relevant, to which specific groups of children. The majority of this content sits under our School curriculum document -> ROOTS: PSED. The majority of this content is taught directly by teachers in discrete PSHEE (Personal, social, Health, Economic Education) lessons, using the materials from the PSHE association and

the Christopher Winter Project. Ongoing staff training is provided, and available to all. The Primary Curriculum Lead oversees the delivery of PSHE sessions, including content directly associated with Relationships Education and RSE (Relationships and Sex Education).

Expectations by end of Primary School:

See after each point, where it can be located in our curricular KAOC document.

<p>Families and people who care for me</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that families are important for children growing up because they can give love, security and stability. <i>PSED 2</i> ● the characteristics of healthy family life, commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other’s lives. <i>PSED 5</i> ● that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. <i>PSED 3</i> ● that stable, caring relationships, which may be of different types, are at the heart of happy families, and are important for children’s security as they grow up. <i>PSED 6</i> ● that marriage¹³ represents a formal and legally recognised tree commitment of two people to each other which is intended to be lifelong. <i>PSED 7</i> ● how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed. <i>PSED 5</i> <p>¹³ Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious.</p>
<p>Caring friendships</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● how important friendships are in making us feel happy and secure, and how people choose and make friends. <i>PSED 3</i> ● 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. ● the characteristics of friendships that lead to happiness and security, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties. <i>PSED 6</i>

	<ul style="list-style-type: none"> ● that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. <i>PSED 5</i> ● that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right. <i>PSED 5</i> ● how to manage conflict, and that resorting to violence is never right ● how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed. <i>PSED 5</i>
Respectful, kind relationships	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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. ● the importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults. ● 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. ● 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. ● that they can expect to be treated with respect by others, and the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs. <i>PSED 4</i> ● practical steps they can take in a range of different contexts to improve or support respectful relationships. <i>PSED 7</i> ● the conventions of courtesy and manners. <i>PSED 3</i> ● the importance of self-respect and how this links to their own happiness. <i>PSED 6</i> ● that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority. <i>PSED 5</i> ● about different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders

	<p>(primarily reporting bullying to an adult) and how to get help. <i>PSED 6</i></p> <ul style="list-style-type: none"> ● what a stereotype is, and how stereotypes can be unfair, negative or destructive. <i>PSED 6</i> ● the importance of permission-seeking and giving in relationships with friends, peers and adults. <i>PSED 2 and 6</i> ● how to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.
<p>Online safety and awareness</p>	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that people sometimes behave differently online, including by pretending to be someone they are not. <i>DC+ES 5</i> ● 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. <i>DC+ES 7 + PSED 7</i> ● the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. <i>DC+ES 6</i> ● 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. <i>DC+ES 7</i> ● how information and data is shared and used online. <i>DC+ES 6</i> ● the importance of exercising caution about sharing any information about themselves online. Understanding the importance of privacy and location settings to protect information online. ● 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 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 ● 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	<p>Pupils should know</p> <ul style="list-style-type: none"> ● 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 etc. <i>PSED 5/6</i> ● about the concept of privacy and the implications of it for both children and adults; including that it is not always right to keep secrets if they relate to being safe. <i>PSED 5/6</i> ● that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. <i>PSED 2-4</i> ● how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. <i>PSED 2-4</i> ● 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 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. <i>PSED 2-4</i> ● how to ask for advice or help for themselves or others, and to keep trying until they are heard. <i>PSED 5/6</i> ● how to report concerns or abuse, and the vocabulary and confidence needed to do so. <i>PSED 7/8</i> ● where to get advice e.g. family, school and/or other sources. <i>PSED 5/6</i>
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In the Primary phase, Relationships Education is taught through discrete PSHE lessons, through cross-curricular projects and through discrete Sex-Education lessons. The Primary class teachers (SLAs) deliver the majority of the content, except where explicit cross-curricular links have been identified, in which case they will work closely with the partner teacher/specialist on these aspects. For the Sex-Education lessons, children are grouped by chronological age, and only taught content suitable for their age. Groups are also given clear guidance of who they can and cannot talk to regarding this content, outside of the lesson spaces. This is to protect potentially older content from being shared with younger children.

4. Definition and Content of Sex Education

From September 2020, relationships education has been statutory in all primary schools in England. In line with government guidance, age-appropriate Sex Education is also taught. We will always share the content of the planned Sex Education lessons with parents before they are taught in order for parents to ask any questions and gain clarity. The Sex Education programme is tailored to the age, physical and emotional maturity of pupils. Parents continue to have a right to request to withdraw their child from Sex Education delivered as part of RSE if they so choose. However, there is no right to withdraw from Relationships Education as the contents

of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

We use the Christopher Winter Project to deliver our Sex Education. The Christopher Winter Project produce high quality teaching materials and have extensive experience providing schools with Relationships and Sex Education. The Christopher Winter Project schemes of work include updated units on respect, equality, FGM (female genital mutilation) and online relationships. All resources encourage children to develop the skills of listening, empathy, talking about feelings and relationships with families and friends. This content sits in our KAOC document -> ROOTS: Physical and Health Development

In Reception we focus on families and friendships. From Year 1 children will learn the names of the body parts, the differences between males and females and the ways in which they will develop and grow. Importantly, they will also learn to recognise unsafe and risky situations and to ask for help.

The curriculum continues to develop their knowledge and skills as they learn about the physical and emotional changes of puberty and about reproduction.

In Year 6 there are also further lessons on internet safety and communication in relationships.

Reception- Family and Friends

Year 1- Growing and Caring for Ourselves

Year 2- Differences

Year 3- Valuing Difference and Keeping Safe

Year 4- Growing Up

Year 5- Puberty

Year 6- Puberty, Relationships and Reproduction/ FGM, Respect and Equality

5. Delivery, Accessibility, Monitoring and Evaluation

Meeting these objectives will require a graduated, age-appropriate approach. Children of the same age may be developmentally at different stages, leading to differing types of questions or behaviours. Teaching methods will take account of these differences (including when they are due to specific special educational needs or disabilities) and the potential for discussion on a one-to-one basis or in small groups. We will consider what is appropriate and inappropriate in a wider-group setting, as teachers may require support and training in answering questions that are better not dealt with in front of a whole class.

Relationships education, in keeping with much of our curriculum, requires a whole-school approach with all staff members aware of the individual needs and stage of every child. It is all set in context of the wider school and supported by many other policies and practices at school such as: bullying, inclusion, equality/diversity, behaviour and safeguarding.

Overall responsibility and oversight for Relationships Education will sit with the member of SLT responsible for wellbeing and safeguarding.

The planning, delivery and impact of Relationships Education will be continuously monitored and reflected on by SLT, with the wider staff team. We will utilise our current models of team-teaching, peer observation, planning looks, team planning, discussions with children and learning walks as our evidence base. Morning Meetings and discrete PSED sessions will work alongside incidental learning opportunities throughout the week.

The governing body continue to have a wider role within the school, including ensuring that:

- all pupils make progress in achieving the expected educational outcomes;
- the subject is well led, effectively managed and well planned;
- the quality of provision is subject to regular and effective self-evaluation;
- teaching is delivered in ways that are accessible to all pupils with SEND;
- clear information is provided for parents on the subject content and the right to request that their child is withdrawn; and,
- the subjects are resourced, staffed and timetabled in a way that ensures that the school can fulfil its legal obligations.

6. Parental Right to Withdraw from Sex Education

Relationships Education is a statutory part of the curriculum, as mandated by the UK government. As such, parents do not have the right to withdraw their child from Relationships Education.

Parents do have the right to request their child be withdrawn from some or all of sex education delivered as part of our Relationships Education, as detailed above. Any requests must be made directly to the head of school who will then contact the parent to discuss the request. During this conversation, they will ensure the parents fully understands the nature and purpose of the Sex Education aspects of the curriculum. The school will then document this conversation and keep a record. Any requests made through the head will then be granted and the child will receive appropriate purposeful education during the time they are withdrawn from the Sex Education content.

NB: the right to withdraw does not include the content covered in the Science curriculum.

7. Resources

As with all learning at LWS, teachers will continue to use a wide range of resources, drawing on ideas and experience from a wide range of sources.

Before any Sex Education sessions take place, the specific resources to be used will be directly shared with parents and the opportunity to discuss the content further will be made available. These resources will also then be valuable for the parents to use when following up any discussions with their children at home.

The staff at LWS will assess each resource proposed for use to ensure it is appropriate for the age and maturity of the children they are planning to teach. Due

to the unique, mixed-age nature of the school, careful consideration will be given to the delivery of any sessions, and target groups identified for any sessions. (i.e. we will not be teaching a 'whole-school' sex education lesson, when it is only appropriate content for the Year 5/6 children).

Appendices

Appendix A: Health Education guidance from gov.uk:

Physical Health and Wellbeing:

The government guidance for Physical Health and Wellbeing Education is not compulsory for us here at LWS, however, does provide a useful support document for our own curriculum.

It is fundamental that children understand that physical health and mental wellbeing are interlinked; each contribute to the other. We will focus on the characteristics of good physical health and mental wellbeing; both of these are a normal part of everyday life.

Puberty, including menstruation, should be addressed where possible before onset. This should help children and families to be prepared for changes they and their peers will experience. We will continue to consider the needs of our children when designing the content and delivery of these aspects.

Expectations by end of Primary School:

Mental Wellbeing	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that mental wellbeing is a normal part of daily life, in the same way as physical health. ● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations. ● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings. ● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. ● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness. ● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. ● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. ● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing. ● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or
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	<p>someone else's mental wellbeing or ability to control their emotions (including issues arising online).</p> <ul style="list-style-type: none"> ● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.
Internet Safety and harms	<p>Pupils should know</p> <ul style="list-style-type: none"> ● that for most people the internet is an integral part of life and has many benefits. ● about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. ● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private. ● why social media, some computer games and online gaming, for example, are age restricted. ● that the internet can also be a negative place where online abuse, trolling, bullying and harassment can take place, which can have a negative impact on mental health. ● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. ● where and how to report concerns and get support with issues online.
Physical Health and fitness	<p>Pupils should know</p> <ul style="list-style-type: none"> ● the characteristics and mental and physical benefits of an active lifestyle. ● the importance of building regular exercise into daily and weekly routines and how to achieve this; for example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. ● the risks associated with an inactive lifestyle (including obesity). ● how and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy Eating	<p>Pupils should know</p> <ul style="list-style-type: none"> ● what constitutes a healthy diet (including understanding calories and other nutritional content). ● the principles of planning and preparing a range of healthy meals. ● the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).

Drugs, alcohol and tobacco	<p>Pupils should know</p> <ul style="list-style-type: none"> • the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.
Health and prevention	<p>Pupils should know</p> <ul style="list-style-type: none"> • how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • the facts and science relating to allergies, immunisation and vaccination.
Basic First Aid	<p>Pupils should know:</p> <ul style="list-style-type: none"> • how to make a clear and efficient call to emergency services if necessary. • concepts of basic first-aid, for example dealing with common injuries, including head injuries.
Changing adolescent body	<p>Pupils should know:</p> <ul style="list-style-type: none"> • key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • about menstrual wellbeing including the key facts about the menstrual cycle.

Appendix B: Other important links and guidance:

This policy has been considered, formulated and written in conjunction with:

- KCSIE
- Respectful School Communities: Self Review and Signposting Tool
- Behaviour and Discipline in Schools
- Equality Act 2010 and schools
- SEND code of practice: 0-25 years
- Alternative Provision
- Mental Health and Behaviour in Schools
- Preventing and Tackling Bullying
- Sexual violence and sexual harassment between children in schools
- The equality and human rights Commission Advice and Guidance
- Promoting Fundamental British Values as part of SMSC in schools
- SMSC requirements for independent schools
- National Citizen Service guidance for schools

It has been formulated following the gov.uk guidance document:

https://assets.publishing.service.gov.uk/government/uploads/system/uploads/attachment_data/file/805781/Relationships_Education_Relationships_and_Sex_Education_RSE_and_Health_Education.pdf

APPENDIX C: Government FAQs:

Q: Will my child be taught sex education at primary? This is too young.

A: We are not introducing compulsory sex education at primary school.

We are introducing Relationships Education at primary, to put in place the building blocks needed for positive and safe relationships of all kinds. This will start with family and friends, how to treat each other with kindness, and recognising the difference between online and offline friendships.

Many primary schools choose to teach sex education (which goes beyond the existing national curriculum for science), and we recommend that they do so, tailored to the age, physical and emotional maturity of their pupils. In those instances we recommend you discuss this with the school, to understand what they propose to teach and how. If you continue to have concerns, you have an automatic right to withdraw your child from these sex education lessons.

Q: Does the new Relationships Education and RSE curriculum take account of my faith?

A: The subjects are designed to help children from all backgrounds build positive and safe relationships, and to thrive in modern Britain.

In all schools, when teaching these subjects, the religious background of pupils must be taken into account when planning teaching, so that topics are appropriately handled. Schools with a religious character can build on the core required content by reflecting their beliefs in their teaching.

In developing these subjects, we have worked with a number of representative bodies and faith organisations, representing all the major faith groups in England. Several faith organisations produce teaching materials that schools can choose to use.

Q: Do I have a right to withdraw my child from Relationships and Sex Education?

A: Parents will continue to have a right to request to withdraw their child from sex education delivered as part of RSE in secondary schools which, unless there are exceptional circumstances, should be granted up to three terms before their child turns 16. At this point, if the child themselves wishes to receive sex education rather than be withdrawn, the school should make arrangements for this to happen in one of the three terms before the child turns 16 - the legal age of sexual consent.

There is no right to withdraw from Relationships Education at primary or secondary as we believe the contents of these subjects – such as family, friendship, safety (including online safety) – are important for all children to be taught.

Q: Has the government listened to the views of my community in introducing these subjects?

A: A thorough engagement process, involving a public call for evidence and discussions with over 90 organisations, as well as the public consultation on the draft regulations and guidance, has informed the key decisions on these subjects. The consultation received over 11,000 responses from teachers, schools, expert organisations, young people and parents – these responses have helped finalise the statutory guidance.

Q: Will my child be taught about LGBT relationships?

A: Pupils should be taught about the society in which they are growing up. These subjects are designed to foster respect for others and for difference, and educate pupils about healthy relationships.

Pupils should receive teaching on LGBTIA+ content during their school years. Teaching children about the society that we live in and the different types of loving, healthy relationships that exist can be done in a way that respects everyone. Primary schools are strongly encouraged and enabled to cover LGBTIA+ content when teaching about different types of families.

Secondary schools should cover LGBTIA+ content in their RSE teaching. RSE should meet the needs of all pupils, whatever their developing sexuality or identity – this should include age-appropriate teaching about different types of relationships in the context of the law.

Q: What support will schools receive to deliver these subjects well?

A: We are investing in a central support package to help teachers introduce these subjects well and with confidence. This will include a new online service, featuring access to high quality resources, innovative training materials, case studies and an implementation guide, available from Spring 2020.

There will also be training available for teachers through existing regional networks, offering opportunities to improve subject knowledge and build confidence.

We're working with expert organisations, schools and teachers to develop this support.

Q: Where can I find out more information about what will be taught in my child's school?

A: If you want to know more about what will be taught as part of the new subjects, the best thing to do is speak to your child's school. We have also published [parent guides](#), which explain what the subjects are, and parents' rights.

These subjects are designed to equip your child with knowledge to make informed decisions about their wellbeing, health and relationships as well as preparing them for a successful adult life. The important lessons you teach your child about healthy relationships, looking after themselves and staying safe, are respected and valued under this new curriculum.

Teaching at school will complement and reinforce the lessons you teach your child as they grow up. Your child's school will have flexibility to deliver the content in a way that is age and developmentally appropriate and sensitive to the needs and religious background of its pupils.