

## Relationship and Sex Education Policy

Last Review: November 2025

To be reviewed: November 2026

### 1. Aims

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place
- 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
- Create a positive culture around issues of sexuality and relationships
- Teach pupils the correct vocabulary to describe themselves and their bodies

*At East-the-Water we teach all children to keep safe, be independent, make decisions and help each child to recognize the impact of their choice on others.*

### 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017.

However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

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.

At East-the-Water Primary School we teach RSE as set out in this policy.

### 3. Policy development

This policy has been developed in consultation with staff, governors and parents. The consultation and policy development process involved a review at FGB where representatives of staff, parents and governors considered all relevant information including relevant national and local guidance.

### 4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, reproduction and puberty, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information, and exploring issues and values.

### 5. Curriculum

Our curriculum is set out as per Appendix 1 but we may need to adapt it as and when necessary.

We have developed the curriculum which supports parents, pupils and staff, taking into account the age, needs and feelings of pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so they are fully informed and don't seek answers online.

Primary sex education will focus on:

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

For more information about our curriculum, see our curriculum map in Appendix 1.

## 6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum. Biological aspects of RSE are taught within the science curriculum.

Pupils also receive stand-alone sex education sessions with resources developed by the PSHE association.

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including. These are delivered in a thematic approach with each half-term focusing on a different theme common across the whole school. There are:

- Physical health
- Mental health
- Online safety
- Relationships
- Character
- The wider community/citizenship

Sex Education at East-the-Water supports pupils' ongoing emotional and physical development effectively. It is tailored to the age and the physical and emotional maturity of the pupils. It ensures that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle set out in the national curriculum for science - how a baby is conceived and born.

It is delivered by teachers to year 5 and 6 using quality assured resources from the PSHE association. Parents were consulted and offered to view lessons plans/resources before implementation. Copies of all lesson resources remain available for stakeholders to view in reception. See appendix 4 for detailed overview.

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 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).

## 7. Roles and responsibilities

### 7.1 The governing board

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

### 7.2 The headteacher

The headteacher is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from [non-statutory/non-science] components of RSE (see section 8).

### 7.3 Staff

Staff are responsible for:

- › Delivering RSE in a sensitive way
- › Modelling positive attitudes to RSE
- › Monitoring progress
- › Responding to the needs of individual pupils
- › Responding appropriately to pupils whose parents wish them to be withdrawn from the [non-statutory/non-science] components of RSE

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

All teachers have the responsibility of delivering the RSE curriculum.

#### **7.4 Pupils**

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

Pupils with Special Education Needs are supported with follow up sessions where appropriate and reasonable. This will provide them with a small group or 1:1 setting where questions can be answered by a trusted and informed adult and messages can be revisited.

#### **8. Parents' right to withdraw**

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the [non-statutory/non-science] components of sex education within RSE.

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the headteacher.

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

#### **9. Training**

Staff are trained on the delivery of RSE 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 RSE.

#### **10. Monitoring arrangements**

The delivery of RSE is monitored through:

- Learning walks
- Staff meetings
- Pupil interviews

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

## Appendix 1: Curriculum map

### **Class assembly content 2025-2026**

#### **EYFS**

<b>Autumn 1– physical health</b>		
	Objective	Activity/ Resource
Session 1	Being healthy	Pixl – Wellbeing/my health
Session 2	Healthy eating	Pixl – Wellbeing/my health
Session 3	Being Active	Pixl – Wellbeing/my health
Session 4	Sleeping	Pixl – Wellbeing/my health
Session 5	Keeping clean	Pixl – Wellbeing/my health
Session 6	Talking about feelings	Pixl – Wellbeing/my health

<b>Autumn 2 - Mental Health</b>		
	Objective	Activity/ Resource
Session 1	Healthy body, healthy mind	Pixl – Wellbeing/my mind
Session 2	Feelings	Pixl – Wellbeing/my mind
Session 3	Connections	Pixl – Wellbeing/my mind
Session 4	Challenge	Pixl – Wellbeing/my mind
Session 5	Resilience	Pixl – Wellbeing/my mind

<b>Spring 1 - Online Safety</b>		
	Objective	Activity/ Resource
Session 1	What is a device?	Pixl – e-safety resources
Session 2	What is the internet?	Pixl – e-safety resources
Session 3	Learning new things on the internet	Pixl – e-safety resources
Session 4	All about me	Pixl – e-safety resources
Session 5	Asking for help	Pixl – e-safety resources

<b>Spring 2 - relationships</b>		
	Objective	Activity/ Resource
Session 1	Sharing	Pixl – culture additional resources
Session 2	Taking turns	Pixl – culture additional resources
Session 3	Fairness	Pixl – culture resources
Session 4	Teamwork	Pixl – character resources
Session 5	Honesty	Pixl – character resources
Session 6	Patience	Pixl – character resources

<b>Summer 1 RSE - character</b>		
	Objective	Activity/ Resource
Session 1	Self-control	Pixl – character resources
Session 1	Independence	Pixl – character resources
Session 2	Motivation	Pixl – character resources
Session 3	Organisation	Pixl – character resources
Session 4	Teamwork	Pixl – character resources

**Summer 2 - wider world**

Session 1	Interaction	Pixl wellbeing – My life
Session 2	Support	Pixl wellbeing – My life
Session 3	Environment	Pixl wellbeing – My life
Session 4	Your actions	Pixl wellbeing – My life
Session 5	Opportunities	Pixl wellbeing – My life

**Year 1****Autumn 1 - physical health**

	Objective	Activity/ Resource
Session 1	dental health p1	PSHE association
Session 2	dental health p2	PSHE association
Session 3	sun protection p1	PSHE association
Session 4	sun protection p2	PSHE association
Session 5	Sleep p1	PSHE association
Session 6	Sleep p2	PSHE association

**Autumn 2 - mental health**

	Objective	Activity/ Resource
Session 1	Hug-a-saurus p1	Pixl wellbeing resources – my mind
Session 2	Hug-a-saurus p2	Pixl wellbeing resources – my mind
Session 3	Feeling and emotions	Pixl wellbeing resources – my mind
Session 4	Support network	Pixl wellbeing resources – my mind
Session 5	Happiness	Pixl wellbeing resources – my mind
Session 6	Challenge	Pixl wellbeing resources – my mind

**Spring 1 – Online Safety**

Session 1	The internet	Pixl – online safety resources
Session 2	Searching the internet	Pixl – online safety resources
Session 3	Facts and opinions	Pixl – online safety resources
Session 4	Personal Information	Pixl – online safety resources
Session 5	Trusted adult	Pixl – online safety resources

**Spring 2 - Relationships**

Session 1	What makes a family? P1	PSHE association
Session 2	What makes a family? P2	PSHE association
Session 3	Different families p1	PSHE association
Session 4	Different families p2	PSHE association
Session 5	Self-control year 1	Pixl – character

**Spring 2 RSE Character**

Session 1	Independence	Pixl – character
Session 2	Leadership	Pixl – character
Session 3	Motivation	Pixl – character
Session 4	Organisation	Pixl – character
Session 5	Teamwork	Pixl – character

**Summer 2 - Wide world**

Session 1	Sameness and difference p1	PSHE association
Session 2	Sameness and difference p2	PSHE association
Session 3	Teamwork futures	Pixl – futures
Session 4	Responsibility	Pixl – futures
Session 5	Hobbies and clubs	Pixl – futures

**Year 2****Autumn 1 - physical health**

	Objective	Activity/ Resource
Session 1	Substances KS1 lesson 1 p1	PSHE association
Session 2	Substances KS1 lesson 1 p1	PSHE association
Session 3	Substances KS1 lesson 2 p1	PSHE association
Session 4	Substances KS1 lesson 2 p2	PSHE association
Session 5	Substances KS1 lesson 3 p1	PSHE association
Session 6	Substances KS1 lesson 3 p2	PSHE association

**Autumn 2 - Mental Health**

	Objective	Activity/ Resource
Session 1	Resilience	Pixl – wellbeing
Session 2	Determination	Pixl – wellbeing
Session 3	Self-awareness	Pixl – wellbeing
Session 4	Keeping cool	Pixl – wellbeing
Session 5	Being positive	Pixl – wellbeing

**Spring 1 - Online Safety**

Session 1	Enjoying the internet	Pixl – digital wellbeing
Session 2	Asking for help	Pixl – digital wellbeing
Session 3	Chatting online	Pixl – digital wellbeing
Session 4	Being a good friend online	Pixl – digital wellbeing
Session 5	Tips for staying safe	Pixl – digital wellbeing

**Spring 2 – relationships**

Session 1	All different, all special p1	PSHE association
Session 2	All different, all special p2	PSHE association
Session 3	Asking for permission p1	PSHE association
Session 4	Asking for permission p2	PSHE association
Session 5	Self-control year 2	Pixl – character

**Summer 1 - character**

Session 1	Independence	Pixl – character resources
Session 2	Leadership	Pixl – character resources
Session 3	Motivation	Pixl – character resources
Session 4	Self-control	Pixl – character resources
Session 5	Teamwork	Pixl – character resources

**Summer 2 - wider world**

Session 1	Caring for the environment lesson 1 p1	PSHE association
Session 2	Caring for the environment lesson 1 p2	PSHE association
Session 3	Caring for the environment lesson 2 p1	PSHE association
Session 4	Caring for the environment lesson 2 p2	PSHE association
Session 5	Pantosaurus (1 hour slot needed)	NSPCC

**Year 3****Autumn 1 – RSE Curriculum – physical health/first aid**

Session 1	calling for help p1	St Johns
Session 2	calling for help p2	St Johns
Session 3	bites and stings p1	St Johns
Session 4	bites and stings p2	St Johns
Session 5	Head injuries p1	St Johns
Session 6	Head injuries p2	St Johns

**Autumn 2 - Mental Health**

Session 1	My mind	Pixl – wellbeing
Session 2	Healthy body and mind p1	Pixl – wellbeing
Session 3	Healthy body and mind p2	Pixl – wellbeing
Session 4	Mind training	Pixl – wellbeing
Session 5	Resilience	Pixl – wellbeing
Session 6	Determination	Pixl – wellbeing

**Spring 1 Online Safety**

Session 1	Enjoying the internet	Pixl – digital wellbeing
Session 2	Being SMART	Pixl – digital wellbeing
Session 3	Communicating online	Pixl – digital wellbeing
Session 4	Being a good friend online	Pixl – digital wellbeing
Session 5	Online bullying	Pixl – digital wellbeing

**Spring 2 – relationships**

Session 1	Personal identity p1	PSHE association
Session 2	Personal identity p2	PSHE association
Session 3	Self-control	Pixl –character
Session 4	Compassion	Pixl –character
Session 5	Fairness	Pixl –character
Session 6	Honesty	Pixl –character

**Summer 1 - character**

Session 1	Independence	Pixl – character
Session 2	Leadership	Pixl – character
Session 3	Motivation	Pixl – character
Session 4	Organisation	Pixl – character
Session 5	Teamwork	Pixl – character

**Summer 2 - wider world**

Session 1	Belonging to a community p1	PSHE association
Session 2	Belonging to a community p2	PSHE association
Session 3	Science futures	Pixl futures
Session 4	Compassion futures	Pixl futures
Session 5	Community connections p1	Pixl – wellbeing – my life
Session 6	Community connections p2	Pixl – wellbeing – my life

**Year 4****Autumn 1– physical health**

	Objective	Activity/ Resource
Session 1	asthma p1	St Johns
Session 2	asthma p2	St Johns
Session 3	Basic life support	St Johns
Session 4	Basic life support	St Johns
Session 5	Bleeding p1	St Johns
Session 6	Bleeding p2	St Johns

<b>Autumn 2 - Mental Health</b>		
	Objective	Activity/ Resource
Session 1	Feelings	Pixl - wellbeing
Session 2	Emotions	Pixl - wellbeing
Session 3	Mental health	Pixl - wellbeing
Session 4	Positivity	Pixl - wellbeing
Session 5	Self-awareness	Pixl - wellbeing

<b>Spring 1 Online Safety</b>		
Session 1	Sharing online	Pixl – digital wellbeing
Session 2	Online gaming	Pixl – digital wellbeing
Session 3	Reliability of information	Pixl – digital wellbeing
Session 4	Looking after ourselves online	Pixl – digital wellbeing
Session 5	Summary	Pixl – digital wellbeing

<b>Spring 2– relationships</b>		
Session 1	Family relationships p1	PSHE association
Session 2	Family relationships p2	PSHE association
Session 3	Diverse families p1	PSHE association
Session 4	Diverse families p2	PSHE association
Session 5	Family changes p1	PSHE association
Session 6	Family changes p2	PSHE association

<b>Summer 1 - character</b>		
Session 1	Independence	Pixl –character
Session 2	Leadership	Pixl –character
Session 3	Motivation	Pixl –character
Session 4	Organisation	Pixl –character
Session 5	Teamwork	Pixl –character

<b>Summer 2 - wider world</b>		
Session 1	How money is used p1	PSHE association
Session 2	How money is used p2	PSHE association
Session 3	Making decisions about money p1	PSHE association
Session 4	Making decisions about money p2	PSHE association
Session 5	Sun protection	PSHE association
Session 6	Sun protection	PSHE association

**Year 5**

<b>Autumn 1– physical health</b>		
Session 1	Safety rules: Medicines and products p1	PSHE resource
Session 2	Safety rules: Medicines and products p1	PSHE resource
Session 3	Safety rules: Alcohol and tobacco p1	PSHE resource
Session 4	Safety rules: Alcohol and tobacco p2	PSHE resource
Session 5	Managing risk: medicines p1	PSHE resource
Session 6	Managing risk: medicines p2	PSHE resource
RSE	Puberty	PSHE resource

<b>Autumn 2 - Mental Health</b>		
Session 1	Self-management	Pixl – wellbeing resources
Session 2	Game plan	Pixl – wellbeing resources
Session 3	Coping strategies	Pixl – wellbeing resources
Session 4	Self-control	Pixl – wellbeing resources
Session 5	Support network	Pixl – wellbeing resources
Session 6	Focus	Pixl – wellbeing resources

<b>Spring 1 Online Safety</b>		
Session 1	Health, Wellbeing and Lifestyle	Internet matters.org
Session 2	Privacy and security	Internet matters.org
Session 3	Online relationships	Internet matters.org
Session 4	Introduction to cyberbullying	Internet matters.org
Session 5	Is it funny, or is it hate? Cyber bullying	Internet matters.org
RSE	Menstruation and wet dreams	PSHE resource

<b>Spring 2– relationships</b>		
Session 1	Giving and seeking permission p1	PSHE resource
Session 2	Giving and seeking permission p2	PSHE resource
Session 3	Personal boundaries p1	PSHE resource
Session 4	Personal boundaries p2	PSHE resource
Session 5	Inappropriate touch p1	PSHE resource
Session 6	Inappropriate touch p2	PSHE resource
RSE	Personal hygiene	PSHE resource

**Summer 1 - character**

Session 1	To be you – identity	PiXL book sequence
Session 2	To be you – being unique	PiXL book sequence
Session 3	To be you – Proud of me	PiXL book sequence
Session 4	Unsung heroes – investigation	PiXL book sequence
Session 5	Unsung heroes – discover	PiXL book sequence
Session 6	Unsung heroes – find you people	PiXL book sequence

**Summer 2 - wider world**

Session 1	Stereotypes p1	PSHE association
Session 2	Stereotypes p2	PSHE association
Session 3	Extremism p1	PSHE association
Session 4	Extremism p2	PSHE association
Session 5	Burns and scalds p1	St Johns
Session 6	Burns and scalds p1	St Johns
RSE	Emotions and feelings	PSHE association

**Year 6****Autumn 1– physical health**

	Objective	Activity/ Resource
Session 1	Managing risk: legal and illegal Drugs p1	PSHE association
Session 2	Managing risk: legal and illegal Drugs p2	PSHE association
Session 3	Managing risk: influences and pressure p1	PSHE association
Session 4	Managing risk: influences and pressure p2	PSHE association
Session 5	Managing risk: drugs and alcohol in the media p1	PSHE association
Session 6	Managing risk: drugs and alcohol in the media p2	PSHE association
RSE	Puberty recap	PSHE association

**Autumn 2 - Mental Health**

Session 1	Mental health and keeping well p1	PSHE association
Session 2	Mental health and keeping well p1	PSHE association
Session 3	Managing challenges and change p1	PSHE association
Session 4	Managing challenges and change p2	PSHE association
Session 5	Managing loss and bereavement p1	PSHE association
Session 6	Managing loss and bereavement p2	PSHE association

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

### Relationships education

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ol style="list-style-type: none"><li>1. That families are important for children growing up safe and happy because they can provide love, security and stability.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li></ol>
Caring friendships	<ol style="list-style-type: none"><li>1. How important friendships are in making us feel happy and secure, and how people choose and make friends.</li><li>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.</li><li>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.</li><li>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.</li><li>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.</li><li>6. How to manage conflict, and that resorting to violence is never right.</li><li>7. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to get support when needed.</li></ol>

TOPIC	PUPILS SHOULD KNOW
Respectful, kind relationships	<ol style="list-style-type: none"> <li>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.</li> <li>2. The importance of setting and respecting healthy boundaries in relationships with friends, family, peers and adults.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>6. Practical steps they can take and skills they can develop in a range of different contexts to improve or support their relationships.</li> <li>7. The conventions of courtesy and manners.</li> <li>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.</li> <li>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.</li> <li>10. What a stereotype is, how stereotypes can be unfair, negative, destructive or lead to bullying and how to challenge a stereotype.</li> <li>11. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust.</li> </ol>
Online safety and awareness	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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.</li> <li>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</li> </ol>

TOPIC	PUPILS SHOULD KNOW
Being safe	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>3. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe contact, including physical contact.</li> <li>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.</li> <li>5. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust.</li> <li>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.</li> <li>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.</li> </ol>
Mental Wellbeing	<ul style="list-style-type: none"> <li>• that mental wellbeing is a normal part of daily life, in the same way as physical health.</li> <li>• 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.</li> <li>• 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.</li> <li>• how to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>• the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>• simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</li> <li>• isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>• that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</li> <li>• where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>• 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.</li> <li>•</li> </ul>

TOPIC	
<p>General wellbeing</p>	<ol style="list-style-type: none"> <li>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.</li> <li>2. The importance of promoting general wellbeing and physical health.</li> <li>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.</li> <li>4. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings.</li> <li>5. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate.</li> <li>6. That isolation and loneliness can affect children, and the benefits of seeking support.</li> <li>7. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others.</li> <li>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.</li> <li>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).</li> <li>10. That it is common to experience mental health problems, and early support can help.</li> </ol>
<p>Wellbeing online</p>	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> <li>4. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online.</li> <li>5. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted.</li> <li>6. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive.</li> <li>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.</li> <li>8. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults.</li> <li>9. How to understand the information they find online, including from search engines, and know how information is selected and targeted.</li> <li>10. That they have rights in relation to sharing personal data, privacy and consent.</li> <li>11. Where and how to report concerns and get support with issues online.</li> </ol>
<p>Physical health and fitness</p>	<ol style="list-style-type: none"> <li>1. The characteristics and mental and physical benefits of an active lifestyle.</li> <li>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.</li> <li>3. The risks associated with an inactive lifestyle, including obesity.</li> <li>4. How and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ol>

TOPIC	
Healthy eating	<ol style="list-style-type: none"> <li>1. What constitutes a healthy diet (including understanding calories and other nutritional content).</li> <li>2. Understanding the importance of a healthy relationship with food.</li> <li>3. The principles of planning and preparing a range of healthy meals.</li> <li>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).</li> </ol>
Drugs, alcohol, tobacco and vaping	<ol style="list-style-type: none"> <li>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.</li> </ol>
Health protection and prevention	<ol style="list-style-type: none"> <li>1. How to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</li> <li>2. About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</li> <li>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.</li> <li>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.</li> <li>5. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</li> <li>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.</li> </ol>
Personal safety	<ol style="list-style-type: none"> <li>1. About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks.</li> <li>2. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.</li> </ol>
Basic first aid	<ol style="list-style-type: none"> <li>1. How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them.</li> <li>2. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.</li> </ol>
Developing bodies	<ol style="list-style-type: none"> <li>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.</li> <li>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.</li> <li>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.</li> </ol>

### Appendix 3: Parent form: withdrawal from sex education within RSE

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within relationships and sex education			
Any other information you would like the school to consider			
Parent signature			

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	<p>Include notes from discussions with parents and agreed actions taken.</p> <p>Eg: Joe Bloggs will be taking part in all relationships lessons and during the sex education lessons, he will be working independently on a project in the Year 5 classroom</p>

From the School

I / we agree that the Governing Body has given permission for my child.....to be exempt in the subject area of .....while my child is in Year group .....

After this period the exemption will be removed and my child will continue to follow the National Curriculum in its fullest form. In an exceptional case this decision may be reviewed.

Parent / Carer name(print).....Signed.....

Date.....

Chair of Governors name(print).....Signed.....

Date.....

Parent/ Carer to retain copy. A second copy will remain in the pupils file during the period of exemption and shared only with class teacher and Headteacher.

Tel: 01237 475178 Fax: 01237 423439 Email: [admin@etwschool.org](mailto:admin@etwschool.org)

Web: [www.east-the-water.devon.sch.uk](http://www.east-the-water.devon.sch.uk)

## Appendix 4 – Sex education content overview

No.	Session outline	Learning outcomes
1	Puberty	<p>I can recognize what puberty is, including when and why it happens</p> <p>I can identify some physical changes that happen to bodies during puberty</p> <p>I can use scientific vocabulary for external male and female body parts, including genitalia</p>
2	Menstruation and wet dreams	<p>I can use scientific vocabulary to describe body parts, including genitalia</p> <p>I can explain what happens during menstruation (periods)</p> <p>I can explain what is meant by a wet dream</p>
3	Personal hygiene	<p>I can identify body parts or areas to keep clean during puberty</p> <p>I can explain how to keep clean during puberty</p> <p>I can describe ways to manage physical changes during puberty, including the use of products</p>
4	Emotions and feelings	<p>I can identify some of the feelings experienced during puberty</p> <p>I can describe how and why emotions can change during puberty</p> <p>I can explain where to get help and support for managing puberty</p>
5	Puberty recap	<p>I can describe the physical and emotional changes that occur during puberty and suggest ways to manage them</p> <p>I can identify what is important for young people to know about puberty</p> <p>I can explain where to get help and support for puberty issues or worries</p>
6	Change and becoming independent	<p>I can describe some of the changes that happen as someone grows up</p> <p>I can identify the range of feelings associated with change, transition to secondary school, and becoming more independent</p> <p>I can describe practical strategies to cope with growing up, becoming more independent and taking on new responsibilities</p>
7	Positive, healthy relationships	<p>I can identify different kinds of loving relationships</p> <p>I can describe the qualities that enable these relationships to flourish</p> <p>I can explain the importance of mutual respect in close relationships</p> <p>I can recognise how relationships may change or end and what can help to manage this</p>
8	How a baby is made	<p>I can describe some of the features of loving relationships</p> <p>I can explain what is meant by consent in a relationship</p> <p>I can describe how a baby is made</p> <p>I can explain what pregnancy means, how long it lasts, and where it occurs</p>