



**Relationships, Sex Education and  
Health Education Policy**

**Effective Date:** xxxxxxxx

**Date of minuted approval by the Governing Body:** xxxxxxxx

**Review Committee:**  
Primary Local Board

**Next Review Date:** December 2024

**Owner:**  
Head of Primary School

**This policy should be read with the Child Protection and Safeguarding Policy and the Behaviour Policy**

**1. Statutory requirements**

- 1.1 We understand that pupils must be provided with an education that prepares them for the opportunities, responsibilities and experiences of adult life. A key part of this relates to relationships education, which must be delivered to every primary-aged pupil. We understand our responsibility to deliver a high-quality, age-appropriate and evidence-based relationships, sex and health curriculum.

**2. Rationale**

- 2.1 Relationships education focuses on giving pupils the knowledge they need to make informed decisions about their wellbeing, health and relationships, and to build their self-efficacy. Health education focuses on equipping pupils with the knowledge they need to make good decisions about their own health and wellbeing.
- 2.2 At The Hessle Academy we teach Relationships and Sex Education (RSE) at the primary phase as set out in this policy. We have chosen as a school to continue to teach Sex Education, as we believe this is also an important part of all children's education – enabling us to ensure the content is taught sensitively and accurately, rather than through hearsay and often inappropriate/inaccurate online 'content'. As per this decision, there are three specific Sex Education lessons in addition to science coverage in Year 6. These are clearly highlighted in the policy and curriculum map. Sessions in Year 6 will be supported in their delivery by the school Nurse.
- 2.3 Parents will be informed of the content to be taught and will have the right to withdraw their child from the non-statutory/non-science components of sex education within RSE.

**3. Policy Development**

This policy has been developed in consultation with staff, pupils and parents. The consultation and policy development process involved the following steps:

1. Review – using the national curriculum, SEAL (Social and Emotional Aspects of Learning) and Jigsaw (a scheme that is designed to enable pupils to work together collaboratively) schemes of work. All relevant information including relevant national and local guidance was analysed and implemented
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations

3. Parent/stakeholder consultation – parents and any interested parties were invited to give feedback through an online survey. Stakeholders will be updated annually on any changes
4. Pupil consultation
5. Ratification – once amendments were made, the policy was shared with governors and ratified

#### **4. Definition**

- 4.1 RSE relates to the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.
- 4.2 RSE involves a combination of sharing information and exploring issues and values. RSE is not about the promotion of sexual activity.

#### **5. Curriculum**

- 5.1 Our curriculum is outlined in Appendices 1 and 2 and is subject to adaptation where necessary. 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.
- 5.2 Primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
  - How a baby is conceived and born
- 5.3 For more information about our curriculum, see our intended outcomes in Appendix 1 and our curriculum map in Appendix 2

#### **6. Delivery of RSE**

- 1.1 RSE is taught within the Personal, Social, Health and Economic (PSHE) education curriculum. Biological aspects of RSE are taught within the Science curriculum, and other aspects are included in Religious Education (RE).
- 2.1 Pupils also receive stand-alone sex education sessions delivered by a trained health professional. 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 relationships
  - Online relationships
  - Being safe
- 3.1 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 sensitively reflecting that some children may have a different structure of support around them (for example: looked after children or young carers).
- 4.1 Through effective progressive mapping we will ensure that:
  - The required content is communicated to pupils clearly, in a carefully sequenced way, 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.
  - The curriculum is delivered proactively, such that it addresses issues in a timely way in line with current evidence on children's physical, emotional and sexual development

- Teaching of the curriculum reflects requirements set out in law, particularly the Equality Act 2010, so that pupils understand what the law does and does not allow, and the wider legal implications of the decisions they make.
- Classes may be taught in smaller groups, depending upon the nature of the topic being delivered at the time, and the cultural background of pupils where it is appropriate to deal with these issues with heightened sensitivity.
- Throughout every year group, appropriate diagrams, videos, books, games, discussion and practical activities will be used to assist learning.
- Pupils will be prevented from accessing inappropriate materials on the internet when using such to assist with their learning. The prevention measures taken to ensure this are outlined in the academy's E-safety Policy.
- Teachers will ensure that pupils' views are listened to and will encourage them to ask questions and engage in discussion. Teachers will answer questions sensitively, honestly and in a manner appropriate to the pupil's age.
- Teachers will ensure pupils are aware of the expectation of them to participate sensitively and respectfully in class discussions of sensitive issues.
- Teachers will stop full class discussions where pupils begin to reveal personal, private information related to sensitive issues. If teachers feel concerned about anything shared by a pupil, they will follow the appropriate response as laid out in the Child Protection and Safeguarding Policy.
- Teachers will focus heavily on the importance of healthy relationships, regardless of the family circumstances.
- Teachers will ensure that lesson plans are centred on reducing stigma, particularly in relation to mental wellbeing, and encouraging openness through discussion activities and group work.
- Teachers will ensure lesson plans focus on challenging perceived views of pupils based on protected characteristics. They will be encouraged to identify how people are different to them and to respect (and in most cases) celebrate these differences.

For more information about how RSHE is interwoven into out thematic curriculum, see Appendix 2

## **7. Roles and Responsibilities**

- 7.1 The governing board will hold the Head of School to account for the implementation of this policy.
- 7.2 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 Head of School.

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

- 8.1 Parents do not have the right to withdraw their children from relationships education (see point 6.2).
- 8.2 Parents have the right to withdraw their children from the non-statutory/non-science components of sex education within RSE.
- 8.3 Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head of School.
- 8.4 Alternative Relationships Education work will be given to pupils who are withdrawn from sex education.

## **9. Monitoring arrangements**

- 9.1 The delivery of RSE is monitored by the senior leadership team and RSE coordinator through:
- Planning scrutinies
  - Learning walks
  - Lesson Observations
  - Pupil voice
- 9.2 Pupils' development in RSE is monitored by class teachers as part of our internal assessment systems. This policy will be reviewed by the Assistant Head for Curriculum, annually.
- 9.3 At every review, the policy will be approved by the Primary Local Board of Governors.

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## **Appendix 1 - Curriculum Outcomes**

### **Relationships education overview**

By the end of Year 6, pupils will know:

#### **Families and people who care for me / Caring friendships**

- How important friendships are in making us feel happy and secure, and how people choose and make friends.
- The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences, and support with problems and difficulties.
- That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.
- That most friendships have ups and downs, but that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right.
- How to recognise who to trust and who not to trust.
- How to judge when a friendship is making them feel unhappy or uncomfortable.
- How to manage conflict.
- How to manage different situations and how to seek help from others if needed.

#### **Respectful relationships**

- The importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), make different choices, or have different preferences or beliefs.
- Which practical steps they can take in a range of different contexts to improve or support respectful relationships.
- The conventions of courtesy and manners.
- The importance of self-respect and how this links to their own happiness.
- That in the academy and wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority.
- About the different types of bullying (including cyberbullying), the impact of bullying, responsibilities of bystanders to report bullying to an adult, and how to seek help.
- What a stereotype is, and how they can be unfair, negative or destructive.
- The importance of permission-seeking and giving in relationships with friends, peers and adults.

#### **Online relationships**

- That people sometimes behave differently online, including pretending to be someone they are not.
- That the same principles apply to online relationships as to face-to-face relationships, including the importance of respect for others online, even when we are anonymous
- The rules and principles for keeping safe online.
- How to recognise harmful content and contact online, and how to report these.
- How to critically consider their online friendships and sources of information.
- The risks associated with people they have never met.
- How information and data is shared and used online.

#### **Being safe**

- What sorts of boundaries are appropriate in friendships with peers and others – including in a digital context.
- About the concept of privacy and the implications of it for both children and adults.

- That it is not always right to keep secrets if they relate to being safe. That each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.
- How to respond safely and appropriately to adults they may encounter, including online, who they do not know.
- How to recognise and report feelings of being unsafe or feeling bad about any adult.
- How to ask for advice or help for themselves and others, and to keep trying until they are heard.
- How to report concerns or abuse, and the vocabulary and confidence needed to do so.
- Where to seek advice, for example, from their family, their academy and other sources.

### **Health education overview**

The focus at primary level is teaching the characteristics of good physical health and mental wellbeing.

- That mental wellbeing is a normal part of daily life, in the same way as physical health.
- That there is a normal range of emotions, e.g. happiness, sadness, anger, fear, surprise and nervousness.
- The scale of emotions that humans experience in response 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 are appropriate and proportionate.
- The benefits of physical exercise, time outdoors, community participation, and 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.
- How isolation and loneliness can affect children, and that it is very important they seek support and discuss their feelings with an adult.
- 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), extending to who in the academy they should speak to if they are worried about themselves or others.
- That it is common to experience mental ill health and, for the many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough.

### **Internet safety and harms**

- That, for most people, the internet is an integral part of life and has many benefits.
- About the benefits of rationing time spent online.
- The risks of excessive time spent on electronic devices.
- 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.
- How to recognise and display respectful behaviour online.
- The importance of keeping personal information private.
- Why some social media, some computer games and online gaming 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, inclusive of that from search engines, is ranked, selected and targeted.
- Where and how to report concerns and get support with issues online.

### **Physical health and fitness**

- The characteristics and mental and physical benefits of an active lifestyle.
- The importance of building regular exercise into daily and weekly routines and how to achieve this, for example by walking or cycling to academy, 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 the academy, if they are worried about their health.

### **Healthy eating**

- What constitutes a healthy diet, including an understanding of 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 obesity, and other behaviours, e.g. the impact of alcohol on health.

### **Drugs alcohol and tobacco**

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

### **Health and prevention**

- How to recognise early signs of physical illness, such as weight loss or unexplained changes to the body.
- About safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.
- The importance of sufficient good-quality sleep for good health, and that a lack of sleep can affect weight, mood and ability to learn.
- About dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.
- About personal hygiene and germs, including bacteria and viruses, how they are spread and treated, and the importance of hand washing.
- The facts and science relating to immunisation and vaccination.










### **Basic first aid**

- How to make a clear and efficient call to emergency services if necessary.
- Concepts of basic first-aid, for example dealing with common injuries, including head injuries.

### **Changing adolescent body**





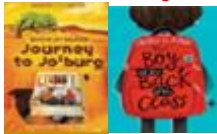



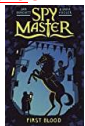


- Key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.
- About menstrual wellbeing and key facts relating to the menstrual cycle

## Appendix 2 RSE curriculum

Relationship Education					
	Families and people who care for me	Caring friendships	Respectful relationships	Being Safe	Online Relationships (Covered in E-Safety Day, Keeping Safe Day and Computing Curriculum)
Year 1		<p>I know that healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded.</p> <p><b>Theme &amp; Text</b> Oh, We Do Like to Be Beside the Seaside</p> 	<p>I know the practical steps I can take in a range of different contexts to improve or support respectful relationships.</p> <p><b>Theme &amp; Text</b> Dinosaurs</p> 	<p>I know 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.</p> <p><b>Theme &amp; Text</b> It's Never Dull in Hull</p> 	<p>I know that people sometimes behave differently online, including by pretending to be someone they are not.</p>
				<p>I know how to recognise and report feelings of being unsafe or feeling bad about any adult.</p> <p><b>Theme &amp; Text</b> Who's Afraid of the Big Bad Wolf?</p> 	
Year 2	<p>I know that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong.</p> <p><b>Theme &amp; Text</b> Her Majesty</p> 	<p>I know how important friendships are in making us feel happy and secure, and how people choose and make friends.</p> <p><b>Theme &amp; Text</b> Her Majesty</p> 		<p>I know what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context).</p> <p><b>Theme &amp; Text</b> Down At the Bottom of The Garden</p> 	<p>I know 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.</p>
Year 3	<p>I know 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.</p> <p><b>Theme &amp; Text</b> Deepest Darkest Peru</p> 	<p>I know the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties.</p> <p><b>Theme &amp; Text</b> Who Let the Gods Out?</p> 			<p>I know the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them.</p>
	<p>I know how to recognise if family relationships are making me feel unhappy or unsafe, and how to seek help or advice from others if needed.</p>	<p>I know that most friendships have ups and downs, and that these can often be worked through so that the friendship is</p>			<p>I know how to critically consider my online friendships and sources of information including</p>



	<p><b>Theme &amp; Text</b> Revolting Children</p> 	<p>repaired or even strengthened, and that resorting to violence is never right.</p> <p><b>Theme &amp; Text</b> Volatile Volcanoes</p> 			<p>awareness of the risks associated with people I have never met.</p>
Year 4			<p>I know the conventions of courtesy and manners.</p> <p><b>Theme &amp; Text</b> The Chocolate Room</p> 	<p>I know how to ask for advice or help for myself or others, and to keep trying until I am heard.</p> <p><b>Theme &amp; Text</b> Disaster</p> 	<p>I know how information and data is shared and used online.</p>
			<p>I know the importance of respecting others, even when they are very different from us (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs.</p> <p><b>Theme &amp; Text</b> The Boy in The Dress</p> 		
			<p>I know the importance of self-respect and how this links to my own happiness.</p> <p><b>Theme &amp; Text</b> Amazing Amazon</p> 		
			<p>I know the importance of permission-seeking and giving in relationships with friends, peers and adults.</p> <p><b>Theme &amp; Text</b> The Lion, The Witch &amp; The Wardrobe</p> 		
			<p>I know what a stereotype is, and how stereotypes can be unfair, negative or destructive.</p> <p><b>Theme &amp; Text</b> The Boy in The Dress</p>		







					
Year 5	<p>I know that others' families, either in school or in the wider world, sometimes look different from my family, but that I should respect those differences and know that other children's families are also characterised by love and care.</p> <p><b>Theme &amp; Text</b> The Great Adventure</p> 	<p>I know how to recognise who to trust and who not to trust, how to judge when a friendship is making me feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help or advice from others, if needed.</p> <p><b>Theme &amp; Text</b> You're a Wizard, Harry!</p> 	<p>I know that in school and in wider society I can expect to be treated with respect by others, and that in turn I should show due respect to others, including those in positions of authority.</p> <p><b>Theme &amp; Text</b> Secret Agent</p> 	<p>I know where to get advice e.g. family, school and/or other sources.</p> <p><b>Theme &amp; Text</b> Finding Freedom</p> 	
				<p>I know how to respond safely and appropriately to adults I may encounter (in all contexts, including online) whom I do not know.</p> <p><b>Theme &amp; Text</b> Cogheart</p> 	
Year 6	<p>I know 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.</p> <p><b>Theme &amp; Text</b> Right to Fight</p> 		<p>I know 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.</p> <p><b>Theme &amp; Text</b> A Million Dreams</p> 	<p>I know how to report concerns or abuse, and the vocabulary and confidence needed to do so.</p> <p><b>Theme &amp; Text</b> Off with Her Head!</p> 	
	<p>I know that families are important for children growing up because they can give love, security and stability.</p> <p><b>Theme &amp; Text</b> Girl of Ink &amp; Stars</p> 			<p>I know that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact.</p> <p><b>Theme &amp; Text</b> Secondary Ready</p> 	
<p>In Year 5, the school nurse delivers a puberty talk.</p> <p>In Year 6, the school nurse delivers sex education, which parents have the right to opt their children out of.</p>					

## Physical health and mental wellbeing

	Mental Wellbeing	Physical health and fitness	Healthy eating	Drugs, alcohol and tobacco	Health and prevention	Basic first aid	Changing adolescent body	Internet safety and harms (Covered in E-Safety Day, Keeping Safe Day and Computing Curriculum)
Year 1	<p>I know 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.</p> <p><b>Theme &amp; Text</b> Winnie the Pooh</p> 							<p>I know that for most people the internet is an integral part of life and has many benefits.</p>
	<p>I know the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</p> <p><b>Theme &amp; Text</b> Down on the Farm</p> 							
Year 2	<p>I know simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests.</p> <p><b>Theme &amp; Text</b> Dark, Dark House</p>		<p>I know the principles of planning and preparing a range of healthy meals.</p> <p><b>Theme &amp; Text</b> Let's Explore!</p> 		<p>I know about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist.</p> <p><b>Theme &amp; Text</b> Ahoy Me Hearties!</p>			<p>I know 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 my own and others' mental and physical wellbeing.</p>

								
			<p>I know what constitutes a healthy diet (including understanding calories and other nutritional content).</p> <p><b>Theme &amp; Text</b> Let's Explore!</p> 		<p>I know about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing.</p> <p><b>Theme &amp; Text</b> Ahoy Me Hearties!</p> 			
					<p>I know the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn.</p> <p><b>Theme &amp; Text</b> Her Majesty</p> 			
Year 3	<p>I know how to recognise and talk about my emotions, including having a varied vocabulary of words to use when talking about my own and others' feelings.</p> <p><b>Theme &amp; Text</b> Ee by Gum!</p> 	<p>I know how and when to seek support including which adults to speak to in school if I am worried about my health.</p> <p><b>Theme &amp; Text</b> Revolting Children</p> 						
	<p>I know that mental wellbeing is a normal part of daily life, in the same way as physical health.</p>							<p>I know how to consider the effect of my online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</p>

	<b>Theme &amp; Text</b> Just Keep Swimming 							
Year 4	<p>I know that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing.</p> <p><b>Theme &amp; Text</b> The Boy in The Dress  </p>	<p>I know the risks associated with an inactive lifestyle (including obesity).</p> <p><b>Theme &amp; Text</b> The Chocolate Room  </p>	<p>I know 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).</p> <p><b>Theme &amp; Text</b> The Chocolate Room  </p>		<p>I know about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer.</p> <p><b>Theme &amp; Text</b> Tomb Raider  </p>	<p>I know how to make a clear and efficient call to emergency services if necessary.</p> <p><b>Theme &amp; Text</b> Disaster  </p>		<p>I know why social media, some computer games and online gaming, for example, are age restricted.</p>
					<p>I know the facts and science relating to allergies, immunisation and vaccination.</p> <p><b>Theme &amp; Text</b> Amazing Amazon  </p>			
Year 5	<p>I know how to judge whether what I am feeling and how I am behaving is appropriate and proportionate.</p> <p><b>Theme &amp; Text</b> The Great Adventure  </p>	<p>I know the characteristics and mental and physical benefits of an active lifestyle.</p> <p><b>Theme &amp; Text</b> You're a Wizard, Harry!  </p>			<p>I know how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body.</p> <p><b>Theme &amp; Text</b> Finding Freedom  </p>			<p>I know 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.</p>
	<p>I know where and how to seek support (including recognising the triggers for seeking support), including</p>	<p>I know the importance of building regular exercise into daily and weekly routines and how to achieve this; for</p>						

	<p>whom in school I should speak to if I am worried about my own or someone else's mental wellbeing or ability to control our emotions (including issues arising online).</p> <p><b>Theme &amp; Text</b> Out of this World</p> 	<p>example walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise.</p> <p><b>Theme &amp; Text</b> Secret Agent</p> 						
Year 6	<p>I know that isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</p> <p><b>Theme &amp; Text</b> Secondary Ready</p> 			<p>I know the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking.</p> <p><b>Theme &amp; Text</b> Off with Her Head!</p> 		<p>I know the concepts of basic first-aid, for example dealing with common injuries, including head injuries.</p> <p><b>Theme &amp; Text</b> Right to Fight</p> 	<p>I know key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes.</p> <p><b>Theme &amp; Text A</b> Million Dreams</p> 	<p>I know how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted.</p>
	<p>I know that 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.</p> <p><b>Theme &amp; Text</b> Off with Her Head!</p> 						<p>I know about menstrual wellbeing including the key facts about the menstrual cycle.</p> <p><b>Theme &amp; Text A</b> Million Dreams</p> 	<p>I know where and how to report concerns and get support with issues online.</p>

Withdrawal from sex education within RSE

To be completed by Parents if required	
Name of child:	Class:
Name of parent:	Date:
Reason for withdrawing from sex education within relationships health 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	
SLT signature:	Date: