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Issued	Jan 2026		
Approved by	Education Executive Team	Next review	September 2027

Relationships, Sex, and Health Education (RSHE) Policy

Rationale and Ethos

In our school, we define Relationship, Health and Sex Education (RHSE) as a vital part of our curriculum that supports students’ emotional, social and physical development. It provides students with the knowledge, skills and values they need to form healthy, respectful relationships, make informed choices, stay safe, and understand the changes they experience as they grow. Rooted in our school’s ethos and values, RHSE promotes self-respect, empathy, and responsibility, helping students to thrive both within and beyond the school community.

We believe Relationship, Health and Sex Education (RHSE) is important for our students and our school because it equips students with the knowledge, skills and values they need to navigate the world safely, confidently and respectfully. RHSE supports students in understanding their own physical and emotional development, building healthy relationships, and making informed choices. It also plays a vital role in safeguarding, helping students to recognise appropriate and inappropriate behaviours and giving them the language and confidence to seek help when needed. By embedding RHSE in our curriculum, we are fostering a culture of respect, inclusion and empathy, ensuring that every student feels valued, supported and prepared for life beyond the classroom.

The overarching principles of our school in respect of Relationship, Health and Sex Education (RHSE) are rooted in respect, inclusion, and empowerment. We believe that all students have the right to access accurate, age-appropriate information that helps them understand their bodies, emotions, relationships, and the world around them. Our approach is inclusive of all families and identities, including LGBT, and is underpinned by our commitment to safeguarding and promoting the wellbeing of every child. We aim to create a safe, supportive environment where students feel confident to ask questions, express themselves, and develop the knowledge and skills they need to build healthy, respectful relationships and lead happy, fulfilling lives.

The intended outcomes of our Relationship, Health and Sex Education (RHSE) curriculum are that students will know and understand the physical and emotional changes they will experience as they grow, the characteristics of healthy relationships, and how to keep themselves safe both online and offline. They will understand they have a right to feel safe, be respected, and to express themselves without fear of discrimination or judgement. Alongside this, students will understand they have a responsibility to treat others with kindness, empathy and respect, valuing differences and standing against all forms of bullying or exclusion. Through our curriculum, students will develop the skill of communication, decision-making, and self-regulation, and develop the attribute of confidence, resilience and respect for others.

We view the partnership between home and school as vital, ensuring that RHSE is delivered in a way that is consistent, supportive and reflective of our shared values. We work closely with parents and carers to provide transparency and trust, and to ensure that families feel informed and involved in what their children are learning.

Aims

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

- Promote the spiritual, moral, cultural, mental, and physical development of students at the school and of society.
- Prepare students for the opportunities, responsibilities, and experiences of later life.
- Provide knowledge and information which is inclusive and meets the needs of all our students (and their families) including those with protected characteristics.
- Create a positive culture around issues of self-esteem and confidence, relationships and sexuality ensuring gender and LGBT+ equality.
- Help students develop and understand their feelings, behaviours, and emotions and those of others so they can lead fulfilling and enjoyable lives.
- Provide students with the right tools to enable them to seek information and support (both within and outside school) should they need it.
- Help students to develop skills (language, decision making, choice, assertiveness), promoting ambition and aspiration to make the most of their abilities whilst coping with the influences of their peers and the media.
- Recognise and respect themselves and others, the views of others, backgrounds, cultures, values, and experiences.
- Develop skills for a healthier, safer lifestyle to allow them to respect and care for their bodies and be prepared for changes through puberty and adulthood.
- Teach students the correct vocabulary to describe themselves and their bodies, supporting students to keep themselves safe.
- Teach sex education as part of a wider social, personal, and moral education.
- Ensure age-appropriate students understand reproduction, human sexuality, and sexual health.
- Provide a framework in which sensitive discussions can take place.

Policy development

This policy has been developed in consultation with staff, ACC Members, students, and parents/carers and has been approved by the Executive Education Team.

The policy will be reviewed every two years or sooner if there is a need to respond to any amendments made to the DfE statutory guidance for Relationships, Sex, and Health Education.

Staff, ACC Members, students, and parents/carers will be consulted every time the policy is reviewed and will be invited to share feedback directly to the Headteacher (llovelidge@benjamindlard.anthemtrust.uk). All feedback will be considered and will help to inform future revisions to the policy and curriculum.

Statutory Requirements

As a primary academy school, we must provide relationship education to all students as per section 34 of the [Children and Social work act 2017](#), and relationships and health education in line with the [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021). Please click on the link to access a copy of the statutory guidance. Sex education is not statutory in primary schools.

In teaching RSHE, we are required by our funding agreements to have regard to guidance issued by the secretary of state as outlined in sections 403, 407, and 407 of the Education Act 1996. We also have regard to legal duties set out in

- Part 6, chapter 1 of the Equality Act 2010
- The Public Sector Equality Duty (as set out in section 149 of the Equality Act 2010). This duty requires public bodies to have due regard to the need to eliminate discrimination, advance equality of opportunity and foster good relations between different people when carrying out their activities.

Sex Education (non-statutory)

Statutory

Currently, the National Curriculum states that the following statutory subject areas be taught through science and relationships/health education:

The main external body parts (including external genitalia).

The human body as it grows from birth to old age (including foetal development and puberty).

Reproduction in some plants and animals.

Non-Statutory

Following consultation with staff, ACC Members, parents/carers, and students, we have chosen to include the following non-statutory element of sex education within our curriculum.

Our sex education curriculum complements the statutory components of the Science Curriculum (reproduction in humans – to include learning about the structure and function of the male and female reproductive systems, sexual intercourse, fertilisation, gestation, and birth) and ensures students have the awareness and knowledge they need to keep themselves safe. Our primary sex education curriculum includes a focus on:

Our primary sex education curriculum focuses on providing age-appropriate, factual information that supports students in understanding the physical and emotional changes they will experience as they grow. In line with the Kapow Primary PSHE curriculum, our teaching is grounded in sensitivity, respect, and inclusivity, ensuring that students feel safe, supported, and confident to ask questions.

In Key Stage 1, the curriculum includes teaching students the correct vocabulary for external genitalia. This is an important safeguarding measure, as it equips students with the language they need to communicate clearly and confidently if they ever need to report abuse. These lessons are delivered in a calm, factual way and are framed within discussions about body awareness, privacy, and respect.

As students move into Key Stage 2, the curriculum builds on this foundation by exploring the physical and emotional changes associated with puberty, personal hygiene, and the human life cycle. Throughout, our approach emphasises healthy relationships, personal responsibility, and the importance of respect for oneself and others. This learning sits within the wider framework of our Relationships and Health Education, ensuring a consistent, age-appropriate and values-led curriculum.

Parents/carers have a right to withdraw their children from sex education within the relationships, sex, and health education curriculum; for more information see the 'Right to Withdraw' section within this policy. Parents/carers do not have the right to withdraw their children from the statutory elements of

the science curriculum related to sex education or from health education which includes a focus on puberty.

Legislation and supporting guidance.

We used the following legislation and guidance to inform the development of this policy. Click on the hyperlink below to view the document.

- Education Act 1996
- [Learning and Skills Act \(2000\)](#)
- [Children and Social Work Act 2017](#)
- [Keeping Children Safe in Education](#)
- [Equality Act 2010](#)
- [SEND Code of Practice 0 - 25 years \(statutory guidance\)](#)
- [Mental Health and Behaviour in Schools \(advice for Schools\)](#)
- [Preventing and Tackling Bullying \(advice for schools, including advice on cyberbullying\)](#)
- [Promoting Fundamental British Values as part of SMSC in schools](#)

Cross-reference can be made to other Anthem policies to avoid any unnecessary repetition.

These include but are not exclusive of:

- PSHE and Citizenship
- Safeguarding
- Behaviour and Discipline
- Anti-bullying
- Drug and Alcohol

Roles and Responsibilities

The Education Executive Team – will approve the RSHE policy and hold the Headteacher to account for its implementation.

The Trustees – Ultimately have responsibility for the policy.

The Headteacher - is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw students from (non-statutory/non-science) components of RSHE. (See right to withdraw).

Our link ACC member for RSHE is Debbie McKay.

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Evaluating the effectiveness of the curriculum
- Reporting progress to parents/carers

- Responding to the needs of individual students
- Responding appropriately to students whose parents/carers wish them to be withdrawn from the non-statutory/non-science components of RSHE by notifying them when sex education is going to be taught and providing alternative lessons for the student where necessary.

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

Parents and carers can contact the following staff members if they want to raise concerns about the RSHE policy:

Luke Lovelidge – Headteacher

Debbie Glover – Assistant Headteacher/SENDco

Jo Richardson – Family Support Worker/DSL

Jade Truswell – RSHE Lead

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

The following staff are responsible for providing ongoing training for teachers who deliver RSHE:

Luke Lovelidge – Headteacher

Debbie Glover – Assistant Headteacher/SENDco

Jo Richardson – Family Support Worker/DSL

Jade Truswell – RSHE Lead

Curriculum

RSHE is taught within the personal, social, health and economic (PSHE) education curriculum. RSHE is explicitly taught as a timetabled subject in our school. Key learning in RSHE is also addressed through cross-curricular links in other subjects e.g., I.T. literacy, P.E. and R.E. Teachers will deliver the RSHE curriculum in a way that allows students to explore varying viewpoints by ensuring that information is unbiased and impartial.

This will be reviewed every two years; amendments may be made following feedback from staff, ACC Members, parents/carers, and students or due to changes in statutory guidance.

Our curriculum covers all objectives within the DfE statutory guidance for relationships and health education. The DfE statutory guidance document can be viewed here: [Relationships Education, Relationships and Sex Education \(RSE\) and Health Education DfE Statutory Guidance](#) (Updated September 2021).

RSHE focuses on giving students the information they need to help them develop healthy, nurturing relationships of all kinds including:

- Families and people who care for me.
- Caring friendships.
- Respectful relationships.
- Online relationships.
- Being safe.

For more information about our RSHE curriculum, see Appendix 1.

We have carefully planned our curriculum to meet the needs of students in our school. We will regularly review and make adaptations to the curriculum to ensure we continue to meet the diverse and ever-changing needs of our students, or in response to local or global events. You will notice that our RSHE curriculum is a spiral curriculum (key concepts are revisited throughout the curriculum with deepening layers of complexity as students move through the school). We have purposefully designed our RSHE curriculum in this way so that our students can embed their learning of the most important aspects of the curriculum and have dedicated time to practice key skills linked to these very important key concepts. We involve students in their learning by using active learning methods and these include role play, scenarios, discussions, debates, problem-solving.

Inclusivity and Equality

All schools have a duty under the Equality Act (2010) to ensure that no student is disadvantaged because of their protected characteristic which includes: age, gender, race, disability, religion and belief, sexual orientation, gender reassignment, marriage, and civil partnership.

The DfE guidance states that *“at the point at which schools consider it appropriate to teach their pupils about LGBT, they should ensure that this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a standalone unit or lesson.”*

At our school, we are committed to promoting equality and embracing diversity, with a clear focus on celebrating and supporting LGBT inclusion. This is not limited to standalone lessons – it is embedded across our curriculum and school life. Through initiatives such as Dare to be Different assemblies and our use of the No Outsiders scheme, we ensure that students learn about different families, identities, and the importance of acceptance from an early age. Our PSHE curriculum includes age-appropriate teaching about LGBT relationships, helping students to understand and respect the rights of all people to love who they choose and to be who they are. These messages are reinforced across the wider curriculum, including in English, RE and the arts, where we explore diverse stories, voices and perspectives. We are proud to create a learning environment where LGBT inclusion is visible, valued, and an integral part of who we are as a school.

Every student can see themselves reflected in the curriculum content, the resources, and the school environment. We work hard to ensure that all families in our school community feel valued and diversity is celebrated.

The RSHE curriculum and resources may be adapted and differentiated to meet the specific needs of students with special educational needs (SEND) and learning may be scaffolded to ensure all lessons are inclusive. Teachers will seek specialist advice from the SENDco when required.

Where appropriate, students may receive additional support from a T.A. to ensure that learning of key concepts is secure. This could include pre-teaching of key concepts or vocabulary or follow-up individual/group work after the weekly lesson has taken place.

Creating a Safe Learning Environment

Teachers create a safe learning environment by ensuring all students feel listened to and valued.

Teachers will use distancing techniques; these may include drama, roleplay, scenarios, and use of video clips. Distancing techniques put a space between a difficult subject and an individual student so that the question does not become, 'what do you think?' but 'what might they think?' instead. It enables tricky questions to be answered and supports students to debate and disagree without anyone feeling personally compromised.

All staff teaching RSHE know that they can access support from the RSHE Lead, SENDco, and Safeguarding Lead if they are faced with difficult questions from students, upcoming topics that may be triggering for some students, questions about how to ensure lessons are fully inclusive or following a safeguarding disclosure.

Safeguarding

Teachers are aware that effective RSHE, which brings an understanding of what is and what is not appropriate in a relationship, can lead to a disclosure of a child protection issue. All staff are aware of the school safeguarding procedures; and this procedure will be followed in the case of a student making a disclosure or any member of staff/school visitor raising any concerns about student welfare.

Teachers delivering RSHE regularly check with the Safeguarding Lead whether there are any students in the class that are more vulnerable, or likely to be more affected by the lesson content. The Safeguarding Lead may give the teacher advice or provide additional support to the student as appropriate. This may include a student accessing the lesson content on a 1:1 rather than whole-class basis.

Any visitors delivering RSHE will be made aware of the safeguarding procedures and are expected to report any concerns to the appropriate member of staff.

Visitors/external agencies which support the delivery of RSHE will be required to ensure that any speakers, tools, and resources used comply with this policy.

We will ensure that we only work with visitors/external agencies where we have full confidence in the agency/visitor, its approach and the resources used.

We will ensure:

- We are clear about what the visitors/agency are going to say.
- We are clear on their position on issues to be discussed.
- All resources to be used within the session have been checked and agreed by the RSHE Lead

We will:

- Ensure that a teacher always remains in the session with the visitor/agency.
- Remind teachers that it is their responsibility to stop a session if any element of the session does not meet with the school RSHE policy.

Parents and Carers

We recognise the importance of working in close partnership with parents/carers to deliver safe and effective relationships, sex and health education. Parents/carers were consulted during the development of this policy.

The policy is available via the school website and is available to parents/carers on request.

- We will notify parents and carers when RSHE will be taught using the My Child at School app.
- As part of our whole school approach to RSHE, parent/carer information sessions and opportunities to view the materials and resources used will be planned at the start of an academic session. This will give parents/carers the opportunity to raise any concerns they may have.

Right to Withdraw

Parents/carers do not have the right to withdraw their children from relationships or health education (which includes a focus on puberty). There are elements of sex education included within the statutory Science Curriculum. Parents/carers do not have the right to withdraw their children from the statutory elements of the science curriculum related to sex education.

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

Requests for withdrawal should in the first instance be directed to the Headteacher. An informal meeting will be set up to discuss parent/carer concerns. In the instance of a parent/carer deciding to withdraw their child from sex education, advice will be offered to support parents/carers to enable them to have positive conversations about sex education at home when they feel the time is right. An alternative plan for the student's time when the teacher is delivering sex education will also be agreed. This may include alternative work being given to a student to complete during this time or temporarily joining and taking part in learning within a different class group. Parents/carers will be asked to complete a *Request to Withdraw* form which will be held on the students' file to ensure all teachers know that the student does not take part in sex education lessons unless the form is removed at a later date with parent/carer permission.

Use of resources

We **will** consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSHE guidance.
- Are aligned with our school ethos and values.
- Would support students in applying their knowledge in different contexts and settings.
- Are age-appropriate, given the age, developmental stage and background of our students.
- Reflect diversity to include the 9 protected characteristics.
- Are unbiased and balanced in their presentation.
- Are evidence-based and contain robust facts and statistics.
- Fit into our curriculum plan.
- Are from credible sources.
- Are compatible with effective teaching approaches.
- Are sensitive to students' experiences and won't provoke distress.
- Resources and lesson plans are adapted and differentiated for students with SEND.
- Resources are reviewed and updated regularly to ensure they are current.

Evaluation, Monitoring and Assessment for Learning

Please complete the sentences in red below.

The delivery of RSHE in our school is monitored by class teachers and the RSHE Lead as part of our internal assessment systems through:

- Student voice
- Staff voice
- Book scrutiny
- Lesson visits
- Parent/carer voice
- ACC visits

The effectiveness of the curriculum and whether planned outcomes have been achieved will be evaluated by ongoing formative assessments.

Assessment of student learning includes formative and summative assessment; this assessment will inform future curriculum planning and delivery.

Parents/carers will be notified of progress by face-to-face parent/carer consultations.

Review

This policy will be reviewed by the Trust every two years unless statutory changes, or feedback from consultation suggests otherwise. At every review, the policy will be approved by the Education Executive Team.

Appendix 1

Progression of knowledge and skills in PSHE/RSE

Family and Relationships	Nursery	Reception	Year 1	Year 2
Family	<p>Know who is their family and close family.</p> <p>Know special people in the community.</p>	<p>Know the name and describe the different members of our families.</p> <p>Know that all families are valuable and special.</p>	<p>Know that families look after us.</p> <p>Know some words to describe how people are related (eg. aunty, cousin).</p> <p>Know that some information about me and my family is personal.</p>	<p>Know that families can be made up of different people.</p> <p>Know that families may be different to my family.</p>
Friendship	<p>Know how to form positive attachments and friendships with peers.</p>	<p>Know that we share toys so that everyone feels involved and no one feels left out or upset.</p>	<p>Know some characteristics of a positive friendship.</p> <p>Know that friendships can have problems but that these can be overcome.</p>	<p>Know some problems which might happen in friendships.</p> <p>Know that some problems in friendships might be more serious and need addressing.</p>
Respectful Relationships	<p>Know that others may feel differently to them.</p> <p>Know strategies to solve conflicts and rivalries.</p> <p>Know to use words such as happy, sad when talking about how they feel.</p>	<p>Know that different people like different things.</p> <p>Know that all people are valuable.</p> <p>Know that it is important to help, listen and support others when working as a team.</p> <p>Know that it is important to tell the truth.</p>	<p>Know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p>	<p>Know some ways people show their feelings.</p> <p>Know what good manners are. Know some stereotypes related to jobs.</p>

Change and loss				Know that there are ways we can remember people or events.
	Year 3	Year 4	Year 5	Year 6
Family	Know that I can talk to trusted adults or services such as Childline if I experience family problems.	Know that families are varied in the UK and across the world.	Know that marriage is a legal commitment and is a choice people can make. Know that if I have a problem, I can call ChildLine on 0800 1111.	
Friendship	Know that bullying can be physical or verbal. To know that bullying is repeated, not a one off event. Know that violence is never the right way to solve a friendship problem	Know the different roles related to bullying including victim, bully and bystander. Know that everyone has the right to decide what happens to their body.	Know what attributes and skills make a good friend. Know what might lead to someone bullying others. Know what action a bystander can take when they see bullying.	Know that a conflict is a disagreement or argument and can occur in friendships. Know the concepts of negotiation and compromise.
Respectful Relationships	Know that trust is being able to rely on someone and it is an important part of relationships. To know the signs of a good listener. Know how to listen carefully and why listening is important. To understand that there are similarities and differences between people. Know some stereotypes related to age.	Know the courtesy and manners which are expected in different scenarios. Know some stereotypes related to disability	Know that positive attributes are the good qualities that someone has. Know that stereotypes can be unfair, negative and destructive. Know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability.	Know what respect is. To understand that everyone deserves respect but respect can be lost. Know that stereotypes can lead to bullying and discrimination.

Change and loss		Know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.		Know that loss and change can cause a range of emotions. Know that grief is the process people go through when someone close to them dies.
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Mental health and wellbeing	Nursery	Reception	Year 1	Year 2
Health and prevention	Know some food and drinks are healthy and good for their bodies.	Know that having a naturally colourful diet is one way to try and eat healthily,	Know we can limit the spread of germs by having good hand hygiene. Know the five S's for sun safety: slip, slop, slap, shade, sunglasses. Know that certain foods and other things can cause allergic reactions in some people.	Know that food and drinks with lots of sugar are bad for our teeth.
Physical health and wellbeing	Know what healthy means. Know that toothbrushing is a healthy choice Know the names of basic things that can help our health and wellbeing (teeth, food, activities)	Know that exercise means moving our body and is important.	Know that sleep helps my body to repair itself, to grow and restores my energy	To know the importance of exercise to stay healthy. Know the balance of foods we need to keep healthy. Know that breathing techniques can be a useful strategy to relax.
Mental wellbeing	Know to use words such as happy, sad when talking about how they feel. Know some ways to be assertive.	Know some different feelings and emotions. Know that I am a valuable individual.	Know that strengths are things we are good at.	Know that we can feel more than one emotion at a time. Know that a growth mindset means being positive about challenges and finding

		<p>Know that facial expressions can give us clues as to how a person is feeling.</p> <p>Know that I can learn from my mistakes.</p> <p>Know some strategies to calm down</p>	<p>Know that qualities describe what we are like.</p> <p>Know the words to describe some positive and negative emotions.</p>	ways to overcome them.
	Year 3	Year 4	Year 5	Year 6
Health and prevention		<p>Know key facts about dental health</p>	<p>Know the risks of sun exposure.</p>	<p>Know that vaccinations can give us protection against disease. Know that changes in the body could be possible signs of illness.</p>
Physical health and wellbeing	<p>Know the positive impact relaxation can have on the body.</p> <p>Know the different food groups and how much of each of them we should have to have a balanced diet.</p>	<p>Know that visualisation means creating an image in our heads.</p>	<p>Know that relaxation stretches can help us to relax and de-stress.</p> <p>Know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Know that what we do before bed can affect our sleep quality.</p>	<p>Know that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health). Know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
Mental wellbeing	<p>Know the importance of belonging.</p> <p>Know what being lonely means and that it is not the same as being alone.</p> <p>Know what a problem or barrier is and that</p>	<p>Know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Know that it is normal to experience a range of emotions.</p>	<p>Know what can cause stress. Know that failure is an important part of success.</p>	<p>Know that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation). Know the effects technology can have on mental health.</p>

	these can be overcome.	<p>Know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Know that mistakes can help us to learn.</p> <p>Know who can help if we are worried about our own or other people's mental health.</p>		
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Safety and changing of the body	Nursery	Reception	Year 1	Year 2
Being safe (including online)	Know to tell an adult if they see something on a digital device they don't like.	Know that some rules are in place to keep us safe. To know how to behave safely on the pavement and when crossing roads with an adult.	<p>Know that some types of physical contact are never appropriate.</p> <p>Know what to do if I get lost. Know that a hazard is something which could cause an accident or injury.</p> <p>-know the lanyard system in school and what it means</p>	<p>Know the PANTS rule.</p> <p>Know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Know the difference between secrets and surprises.</p> <p>Know the rules for crossing the road safely</p>
Drugs, alcohol and tobacco			Know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.	<p>Know that medicine can help us when we are ill.</p> <p>Know that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body				Know the names of parts of my body including private parts.

Basic first aid			<p>Know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Know that the emergency services are the police, fire service and the ambulance service.</p>	
	Year 3	Year 4	Year 5	Year 6
Being safe (including online)	<p>Know that cyberbullying is bullying which takes place online.</p> <p>Know the signs that an email might be fake.</p> <p>Know the rules for being safe near roads.</p>	<p>Know that there are risks to sharing things online.</p> <p>Know the difference between private and public.</p>	<p>Know the steps to take before sending a message online (using the THINK mnemonic). Know some of the possible risks online.</p>	<p>Know that online relationships should be treated in the same way as face to face relationships.</p> <p>Know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Know that other people can influence our choices.</p>	<p>Know the risks associated with smoking tobacco and vapes.</p>	<p>Know some strategies I can use to overcome pressure from others and make my own decisions.</p>	<p>Know understand the risks associated with drinking alcohol.</p>
The changing adolescent body		<p>Know the physical changes to both male and female bodies as people grow from children to adults.</p>	<p>Know the process of the menstrual cycle.</p> <p>Know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Know that puberty happens at different ages for different people.</p>	<p>Know how a baby is conceived and develops.</p>

Basic first aid	Know that bites or stings can sometimes cause an allergic reaction. To know that it is important to maintain the safety of myself and others, before giving first aid.	Know that asthma is a condition which causes the airways to narrow.	Know how to assess a casualty's condition.	Know how to conduct a primary survey (using DRSABC).
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Growing up in Gainsborough	Nursery	Reception	Year 1	Year 2
School rules	<p>Know the rules, expectations, and routines of the school day.</p> <p>Know following rules is important.</p>	<p>Know that we have rules to keep everything fair, safe and enjoyable for everyone.</p> <p>Know that we all have similarities and differences and that make us special.</p> <p>Know that we all have different beliefs and celebrate special times in different ways.</p>	<p>Know the rules in school. To know that different pets have different needs.</p> <p>Know the needs of younger children and that these change over time.</p> <p>Know that voting is a fair way to make a decision.</p> <p>Know that people are all different and that this is a good thing.</p>	<p>Know some of the different places where rules apply.</p> <p>Know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Know some of the jobs people do to look after the environment in school and the local community.</p> <p>Know how democracy works in school through the school council.</p> <p>Know that different groups of people make different contributions to the community.</p>
Year 3	Year 4	Year 5	Year 6	
<p>Know the rights children have.</p> <p>Know that not all children benefit from rights.</p>	<p>Know that everyone has human rights.</p> <p>know why these rights are important.</p>	<p>Know what happens when someone breaks the law.</p> <p>Know that rights apply to everyone.</p>	<p>Know that human rights are there to protect everyone.</p>	

<p>Know that children have the responsibility to make sure other children can benefit from rights.</p> <p>Know that recycling rubbish helps protect the environment.</p> <p>Know what I can do to increase/improve recycling at home/school.</p> <p>Know what a community is.</p> <p>Know that there are buildings and places that are there for the community.</p> <p>Know that charities support different things in our community.</p> <p>Know why we have rules in the community.</p>	<p>Know who helps to protect human rights.</p> <p>Know that groups exist do different things in a community.</p> <p>Know that communities are made up of different groups.</p> <p>Know the role of the local councillor.</p>	<p>Know how reducing materials and energy help the environment.</p> <p>Know how contributions to the community are recognised and valued.</p> <p>Know how the Parliament works.</p>	<p>Know why individual campaign for causes they believe in.</p> <p>Know some environmental issues relating to food.</p> <p>Know that I have a responsibilities for other people and living things.</p> <p>Know what discrimination and prejudice is.</p> <p>Know the contribution that people with protected characteristics bring to society.</p> <p>Know how the government works.</p>
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Economic Wellbeing			
Nursery	Reception	Year 1	Year 2
		<p>Know that coins and notes have different values.</p> <p>Know some of the ways children may receive money.</p> <p>Know that it is wrong to steal money.</p> <p>Know that banks are places where we can store our money.</p> <p>Know some jobs in school.</p> <p>Know that different jobs need different skills.</p>	<p>Know some of the ways in which adults get money.</p> <p>Know the difference between a 'want' and 'need'.</p> <p>Know some of the features to look at when selecting a bank account.</p>

Year 3	Year 4	Year 5	Year 6
<p>Know that there are different ways to pay for things.</p> <p>Know that budgeting money is important.</p> <p>Know that there are a range of jobs available.</p> <p>Know that some stereotypes can exist around jobs.</p>	<p>Know that money can be lost in a variety of ways.</p> <p>Know the importance of tracking money.</p> <p>Know that many people will have more than one job in their lifetime.</p> <p>Know ways to overcome stereotyping in the workplace.</p>	<ul style="list-style-type: none"> • Know when money is borrowed it needs to be paid back usually with interest. • Know that it is important to prioritise spending. • Know that income is the amount of money received and expenditure is the amount of money spent. • Know some ways that people lose money. 	<p>Know that there are certain rules to follow to keep money safe in a bank.</p> <p>Know that gambling is a risk where money, or something else, is swapped in hope of winning something better or more money.</p> <p>Know that different jobs have different routes into them.</p> <p>Know that banks and organisations such as Citizen Advice can help with money related issues.</p>

This form should be completed by a parent/carer if, following a discussion with the headteacher, they wish to withdraw their child from the non-statutory sex-education element of RSHE.

Appendix 3: Parent/carer form - withdrawal from sex education within RSHE

To be completed by parents/carers			
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/carer signature			

To be completed by the school	
Agreed actions from discussion with parents	