



RSE - Relationships and Sex Education Statement

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1. Aims:

Our aims for Personal, Social, Health Education (PSHE) and Relationship Sex Education (RSE) at Sprites Primary Academy is to:

- provide pupils with the knowledge, understanding, attitudes, values, and skills they need to reach their potential as individuals, and within the community.
- empower each child with a voice and equip them for life and learning.
- help pupils develop feelings of self-respect, confidence, and empathy.
- develop understanding and respect for our common humanity, diversity, and differences.
- prepare pupils for puberty and give them an understanding of sexual development, and the importance of health and hygiene.
- Create a positive culture around the issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Intent

At Sprites Primary Academy, the intent of our PSHE programme is to help each child develop their values, skills, knowledge and understanding, so that they can flourish as individuals, and within their local and wider global community. Our pupils are taught to reflect and continually grow in their understanding of what it means to be safe, polite and aspirational citizens. Our PSHE curriculum promotes confidence, resilience, and self-esteem, and equips children to live healthy, and responsible lives, enabling them to understand the importance of making well-informed decisions. It supports children to explore, clarify and if necessary, challenge their own opinions, values and attitudes, not just in Britain but around the world. We foster respect, reflection, and mindfulness, and promote the importance of positive mental health.

3. Statutory Requirements

Our PSHE policy is informed by existing DFE Guidance. We must provide Relationships and Health Education to all pupils as per section 34 of the Children and Social work act 2017. This will be delivered through our PSHE programme to all pupils in Years R-6.

- [Keeping Children Safe in Education](#) (statutory guidance)
- [Respectful School Communities: Self Review and Signposting Tool](#) (a tool to support a whole school approach that promotes respect and discipline)
- [Behaviour and Discipline in Schools](#) (advice for schools, including advice for appropriate behaviour between pupils)
- [Equality Act 2010 and schools](#)
- [SEND code of practice: 0 to 25 years](#) (statutory guidance)
- [Alternative Provision](#) (statutory guidance)
- [Mental Health and Behaviour in Schools](#) (advice for schools)
- [Preventing and Tackling Bullying](#) (advice for schools, including advice on cyberbullying)
- [Sexual violence and sexual harassment between children in schools](#) (advice for schools)
- [The Equality and Human Rights Commission Advice and Guidance](#) (provides advice on avoiding discrimination in a variety of educational contexts)
- [Promoting Fundamental British Values as part of SMSC in schools](#) (guidance for maintained schools on promoting basic important British values as part of pupils' spiritual, moral, social and cultural (SMSC))
- [SMSC requirements for independent schools](#) (guidance for independent schools on how they should support pupils' spiritual, moral, social and cultural development).

4. Implementation

At Sprites Primary Academy, we teach PSHE as a whole-school approach using a comprehensive, spiral programme called 'Jigsaw, the mindful approach to PSHE'. The mapping document: 'Jigsaw 3-11 and statutory Relationships and Health Education', shows exactly how Jigsaw meets the statutory Relationships and Health Education requirements (Appendix 2).

Class teachers from YR-Y6 deliver weekly lessons to their own classes, but these explicit lessons are also reinforced and enhanced in many ways. We aim to 'live' what is learnt and apply it to everyday situations in the school community.

- Our three life values: safe, polite, and aspirational, are central to our school ethos, the relationships adults have with pupils, and our praise and reward system.
- Children's personal achievements, explicitly connected to our life values, are celebrated in our weekly 'Star of the Week' assemblies.
- Themed days or weeks are also explored within assemblies, class work or school events, for example: Black History Month, Remembrance Day, Anti-Bullying Week and Children's Mental Health week.

The table below gives the learning theme of each of the six Puzzles (units). These are taught across the school and the learning deepens and broadens each year.

Term	Puzzle (Unit)	Content
Autumn 1:	Being Me in My World	Includes understanding my own identity and how I fit well in the class, school and global community. Jigsaw Charter established.
Autumn 2:	Celebrating Difference	Includes anti-bullying (cyber and homophobic bullying included) and understanding
Spring 1:	Dreams and Goals	Includes goal setting, aspirations, who do I want to become and what would I like to do for work and to contribute to society
Spring 2:	Healthy Me	Includes drugs and alcohol education, self-esteem and confidence as well as healthy lifestyle choices, sleep, nutrition, rest and exercise
Summer 1:	Relationships	Includes understanding friendship, family and other relationships, conflict resolution and communication skills, bereavement and loss
Summer 2:	Changing Me	Includes Relationships and Sex Education in the context of coping positively with change

5. Relationships Education

What does the DfE statutory guidance on Relationships Education expect children to know by the time they leave primary school?

Relationships Education in primary schools will cover ‘Families and people who care for me’, ‘Caring friendships’, ‘Respectful relationships’, ‘Online relationships’, and ‘Being safe’.

The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 2)

It is important to explain that whilst the Relationships Puzzle (unit) in Jigsaw covers most of the statutory Relationships Education, some of the outcomes are also taught elsewhere in Jigsaw e.g. the ‘Celebrating Difference’ Puzzle helps children appreciate that there are many types of family composition and that each is important to the children involved. This holistic approach ensures the learning is reinforced through the year and across the curriculum.

6. Health Education

What does the DfE statutory guidance on Health Education expect children to know by the time they leave primary school?

Health Education in primary schools will cover: 'mental wellbeing', 'internet safety and harms', physical health and fitness', 'healthy eating', 'drugs, alcohol and tobacco', 'Health and prevention', 'basic first aid', and 'changing adolescent body'. The way the Jigsaw Programme covers these is explained in the mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education (Appendix 2).

It is important to explain that whilst the 'Healthy Me' Puzzle (unit) covers most of the statutory Health Education, some of the outcomes are taught elsewhere in Jigsaw e.g. emotional and mental health is nurtured every lesson through the 'Calm Me' time, social skills are grown through the 'Connect Us' activity, and respect is enhanced through the use of the Jigsaw Charter.

Teaching children about puberty is now a statutory requirement which sits within the Health Education part of the DfE guidance within the 'Changing adolescent body' strand, and in Jigsaw this is taught as part of the Changing Me Puzzle (unit).

7. Sex Education

The DfE Guidance 2019 (p.23) recommends that all primary schools 'have a Sex Education programme tailored to the age and the physical and emotional maturity of the pupils. However, 'Sex Education is not compulsory in primary schools'. (p. 23).

Schools are to determine the content of sex education at primary school. Sex education 'should ensure 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'.

Puberty is taught as a statutory requirement of Health Education and covered by our Jigsaw PSHE Programme in the 'Changing Me' Puzzle (unit). At Sprites Primary Academy, we conclude from the DfE Guidance that sex education refers to human reproduction – understanding how a baby is conceived and born. We will teach this through RSE using our Jigsaw programme, with biological elements taught as part of National Curriculum Science. We have made some adjustments to the Jigsaw programme as follows: children in Y3 / Y4 will be taught about puberty in line with the DfE guidance. They will be taught that puberty prepares boys and girls for being able to make a baby when they grow up, however the Y4 content surrounding conception (lesson 2) will not be taught at this age. We will teach it instead as part of the Y5 and Y6 RSE and science content, as we believe this is most appropriate for our children. Parents do have the right to withdraw their child from lessons explicitly teaching this. Please see the curriculum snapshot (Appendix 1).

8. Parents Right to Withdraw

Parents do not have the right to withdraw their children from the statutory Relationships and Health Education. Nor do parents have the right to withdrawal their child from the statutory

Science teaching of Human Reproduction (Y5). Parents do have the right to withdraw their child from the following Sex Education lessons as part of RSE.

- Year 5, lesson 4 (conception)
- Year 6, lesson 3 (development from conception to birth).

Requests for withdrawal should be put in writing using the form found in Appendix 3 of this policy and addressed to the Head teacher. Alternative work will be given to pupils who are withdrawn from the Sex Education taught within RSE.

9.1 Equality and Inclusion

The DfE Guidance 2019 (p. 15) states, "Schools should ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools must ensure they comply with the relevant provisions of the Equality Act 2010 under which sexual orientation and gender reassignment are amongst the protected characteristics...

At the point at which schools consider it appropriate to teach their pupils about LGBT (Lesbian, Gay, Bisexual, Transgender), they should ensure this content is fully integrated into their programmes of study for this area of the curriculum rather than delivered as a stand-alone unit or lesson. Schools are free to determine how they do this, and we expect all pupils to have been taught LGBT content at a timely point as part of this area of the curriculum".

At Sprites Primary Academy, 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). Jigsaw's lessons help children explore why a loving and caring family is important. They have been written so that no child is made to feel inadequate or unaccepted, whatever their family background.

There are many different faith and cultural perspectives on aspects of RSE. We aim to deliver RSE in a factual, non-judgmental way, ensuring that teachers do not promote one faith or cultural viewpoint, but rather provide a balanced approach that acknowledges the wealth of views and opinions of our community and teaches tolerance.

For further explanation as to how we approach LGBT relationships in the PSHE (RSHE) Programme please request to see the following information: 'Including and valuing all children. What does Jigsaw teach about LGBTQ relationships?'

9.2 Teaching PSHE / RSE to children with special needs

All pupils, regardless of their needs must be part of PSHE and RSE lessons, as it is an important part of developing healthy relationships with their peers. We will respect pupils' unique starting points by providing learning opportunities that are matched to the individual needs of all children. When teaching PSHE and RSE, we consider the targets set for the children in their Individual Education Plans (IEP) or Education Health and Care Plan (EHCP), some of which may be directly related to PSHE targets.

10. Safeguarding

At Sprites Primary Academy we are committed to safeguarding and promoting the welfare of children (as defined in our safeguarding policy). To achieve our commitment to this:

- our PSHE curriculum develops the children's knowledge and understanding of their right to be safe.
- we provide children with the knowledge and skills to make informed decisions about their own safety.
- we promote children's understanding of safe and effective care of themselves. We teach them the correct vocabulary to be able to communicate about their welfare and rights.
- all content taught to our pupils, and resources used, are age appropriate.

Teachers need to be aware that sometimes disclosures may be made during these sessions; in which case safeguarding procedures must be followed immediately.

11. Roles and responsibilities

The governing board

The governing body will approve the RSE policy, and hold the head teacher to account for its implementation. The governing board has delegated the approval of this policy to the Full Governing Body.

The Head teacher

The Head teacher and PSHE / RSE Curriculum Team are 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. This policy will be reviewed regularly and parents will be informed of any changes.

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

12. Impact

The PSHE Curriculum Team and SLT are responsible for monitoring and reviewing the standards of children's work and the quality of teaching. This will be undertaken through a variety of ways, which may include learning walks, book looks etc. They will support colleagues in the teaching of PSHE and RSE, by giving them information about current developments in the subject. Progress will be evidenced through pupils' books and children's personal, social and emotional development.

Appendix 1 – Jigsaw Curriculum snapshot

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 3-5 (F1-F2)	Self-identity Understanding feelings Being in a classroom Being gentle Rights and responsibilities	Identifying talents Being special Families Where we live Making friends Standing up for yourself	Challenges Perseverance Goal-setting Overcoming obstacles Seeking help Jobs Achieving goals	Exercising bodies Physical activity Healthy food Sleep Keeping clean Safety	Family life Friendships Breaking friendships Falling out Dealing with bullying Being a good friend	Bodies Respecting my body Growing up Growth and change Fun and fears Celebrations
Ages 5-6	Feeling special and safe Being part of a class Rights and responsibilities Rewards and feeling proud Consequences Owning the Learning Charter	Similarities and differences Understanding bullying and knowing how to deal with it Making new friends Celebrating the differences in everyone	Setting goals Identifying successes and achievements Learning styles Working well and celebrating achievement with a partner Tackling new challenges Identifying and overcoming obstacles Feelings of success	Keeping myself healthy Healthier lifestyle choices Keeping clean Being safe Medicine safety/safety with household items Road safety Linking health and happiness	Belonging to a family Making friends/being a good friend Physical contact preferences People who help us Qualities as a friend and person Self-acknowledgement Being a good friend to myself Celebrating special relationships	Life cycles – animal and human Changes in me Changes since being a baby Differences between female and male bodies (correct terminology) Linking growing and learning Coping with change Transition
Ages 6-7	Hopes and fears for the year Rights and responsibilities Rewards and consequences Safe and fair learning environment Valuing contributions Choices Recognising feelings	Assumptions and stereotypes about gender Understanding bullying Standing up for self and others Making new friends Gender diversity Celebrating difference and remaining friends	Achieving realistic goals Perseverance Learning strengths Learning with others Group co-operation Contributing to and sharing success	Motivation Healthier choices Relaxation Healthy eating and nutrition Healthier snacks and sharing food	Different types of family Physical contact boundaries Friendship and conflict Secrets Trust and appreciation Expressing appreciation for special relationships	Life cycles in nature Growing from young to old Increasing independence Differences in female and male bodies (correct terminology) Assertiveness Preparing for transition
Ages 7-8	Setting personal goals Self-identity and worth Positivity in challenges Rules, rights and responsibilities Rewards and consequences Responsible choices Seeing things from others' perspectives	Families and their differences Family conflict and how to manage it (child-centred) Witnessing bullying and how to solve it Recognising how words can be hurtful Giving and receiving compliments	Difficult challenges and achieving success Dreams and ambitions New challenges Motivation and enthusiasm Recognising and trying to overcome obstacles Evaluating learning processes Managing feelings Simple budgeting	Exercise Fitness challenges Food labelling and healthy swaps Attitudes towards drugs Keeping safe and why it's important online and off line scenarios Respect for myself and others Healthy and safe choices	Family roles and responsibilities Friendship and negotiation Keeping safe online and who to go to for help Being a global citizen Being aware of how my choices affect others Awareness of how other children have different lives Expressing appreciation for family and friends	How babies grow Understanding a baby's needs Outside body changes Inside body changes Family stereotypes Challenging my ideas Preparing for transition

Age Group	Being Me In My World	Celebrating Difference	Dreams and Goals	Healthy Me	Relationships	Changing Me
Ages 8-9	Being part of a class team Being a school citizen Rights, responsibilities and democracy (school council) Rewards and consequences Group decision-making Having a voice What motivates behaviour	Challenging assumptions Judging by appearance Accepting self and others Understanding influences Understanding bullying Problem-solving Identifying how special and unique everyone is First impressions	Hopes and dreams Overcoming disappointment Creating new, realistic dreams Achieving goals Working in a group Celebrating contributions Resilience Positive attitudes	Healthier friendships Group dynamics Smoking Alcohol Assertiveness Peer pressure Celebrating inner strength	Jealousy Love and loss Memories of loved ones Getting on and Falling Out Girlfriends and boyfriends Showing appreciation to people and animals	Being unique Having a baby Girls and puberty Confidence in change Accepting change Preparing for transition Environmental change
Ages 9-10	Planning the forthcoming year Being a citizen Rights and responsibilities Rewards and consequences How behaviour affects groups Democracy, having a voice, participating	Cultural differences and how they can cause conflict Racism Rumours and name-calling Types of bullying Material wealth and happiness Enjoying and respecting other cultures	Future dreams The importance of money Jobs and careers Dream job and how to get there Goals in different cultures Supporting others (charity) Motivation	Smoking, including vaping Alcohol Alcohol and anti-social behaviour Emergency aid Body image Relationships with food Healthy choices Motivation and behaviour	Self-recognition and self-worth Building self-esteem Safer online communities Rights and responsibilities online Online gaming and gambling Reducing screen time Dangers of online grooming SMARRT internet safety rules	Self- and body image Influence of online and media on body image Puberty for girls Puberty for boys Conception (including IVF) Growing responsibility Coping with change Preparing for transition
Ages 10-11	Identifying goals for the year Global citizenship Children's universal rights Feeling welcome and valued Choices, consequences and rewards Group dynamics Democracy, having a voice Anti-social behaviour Role-modelling	Perceptions of normality Understanding disability Power struggles Understanding bullying Inclusion/exclusion Differences as conflict, difference as celebration Empathy	Personal learning goals, in and out of school Success criteria Emotions in success Making a difference in the world Motivation Recognising achievements Compliments	Taking personal responsibility How substances affect the body Exploitation, including 'county lines' and gang culture Emotional and mental health Managing stress	Mental health Identifying mental health worries and sources of support Love and loss Managing feelings Power and control Assertiveness Technology safety Take responsibility with technology use	Self-image Body image Puberty and feelings Conception to birth Reflections about change Physical attraction Respect and consent Boyfriends/girlfriends Sexting Transition

Please note that the blue highlighted lesson in the 'Changing Me' puzzle for ages 9-10 (Y4) is adapted to remove content related to conception. This will be taught in Y5 and Y6 as part of RSE. Parents may withdraw their child from the two lessons highlighted in green.

Appendix 2 –Mapping document: Jigsaw 3-11 and Statutory Relationships and Health Education

The focus in primary school should be on teaching the fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults. The references R3/H5 etc can be cross-referenced on the Jigsaw mapping documents and Puzzle Maps to show which lessons throughout Jigsaw contribute to which statutory outcomes. All statutory outcomes are covered in the Jigsaw 3-11 Programme.

The guidance states that, by the end of primary school:

	Pupils should know...	How Jigsaw provides the solution
Families and people who care for me	<ul style="list-style-type: none"> • R1 that families are important for children growing up because they can give love, security and stability. • R2 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. • R3 that others’ families, either in school or in the wider world, sometimes look different from their family, but that they should respect those differences and know that other children’s families are also characterised by love and care. • R4 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. • R5 that marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong (Marriage in England and Wales is available to both opposite sex and same sex couples. The Marriage (Same Sex Couples) Act 2013 extended marriage to same sex couples in England and Wales. The ceremony through which a couple get married may be civil or religious). • R6 how to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference • Being Me in My World
Caring friendships	<ul style="list-style-type: none"> • R7 how important friendships are in making us feel happy and secure, and how people choose and make friends • R8 the characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties 	

	<ul style="list-style-type: none"> • R9 that healthy friendships are positive and welcoming towards others and do not make others feel lonely or excluded • R10 that most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened, and that resorting to violence is never right • R11 how to recognise who to trust and who not to trust, how to judge when a friendship is making them feel unhappy or uncomfortable, managing conflict, how to manage these situations and how to seek help and advice from others, if needed 	
Respectful relationships	<ul style="list-style-type: none"> • R12 the importance of respecting others, even when they are very different from them (for example, physically, in character, personality or backgrounds), or make different choices or have different preferences or beliefs • R13 practical steps they can take in a range of different contexts to improve or support respectful relationships • R14 the conventions of courtesy and manners • R15 the importance of self-respect and how this links to their own happiness • R16 that in school and in wider society they can expect to be treated with respect by others, and that in turn they should show due respect to others, including those in positions of authority • R17 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 • R18 what a stereotype is, and how stereotypes can be unfair, negative or destructive • R19 the importance of permission-seeking and giving in relationships with friends, peers and adults 	
Online relationships	<ul style="list-style-type: none"> • R20 that people sometimes behave differently online, including by pretending to be someone they are not. • R21 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. • R22 the rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. • R23 how to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met. • R24 how information and data is shared and used online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference

<p>Being safe</p>	<ul style="list-style-type: none"> • R25 what sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). • R26 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. • R27 that each person's body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact. • R28 how to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know. • R29 how to recognise and report feelings of being unsafe or feeling bad about any adult. • R30 how to ask for advice or help for themselves or others, and to keep trying until they are heard, • R31 how to report concerns or abuse, and the vocabulary and confidence needed to do so. • R32 where to get advice e.g. family, school and/or other sources. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Changing Me • Celebrating Difference
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Physical health and mental well-being education in Primary schools – DfE Guidance

The focus in primary school should be on teaching the characteristics of good physical health and mental wellbeing. Teachers should be clear that mental well-being is a normal part of daily life, in the same way as physical health.

By the end of primary school:

	Pupils should know	How Jigsaw provides the solution
Mental wellbeing	<ul style="list-style-type: none"> • H1 that mental wellbeing is a normal part of daily life, in the same way as physical health. • H2 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. • H3 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. • H4 how to judge whether what they are feeling and how they are behaving is appropriate and proportionate. • H5 the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental well-being and happiness. • H6 simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests. • H7 isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support. • H8 that bullying (including cyberbullying) has a negative and often lasting impact on mental well-being. • H9 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 well-being or ability to control their emotions (including issues arising online). 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me • Relationships • Changing Me • Celebrating Difference

	<ul style="list-style-type: none"> • H10 it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough. 	
Internet safety and harms	<ul style="list-style-type: none"> • H11 that for most people the internet is an integral part of life and has many benefits. • H12 about the benefits of rationing time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. • H13 how to consider the effect of their online actions on others and knowhow to recognise and display respectful behaviour online and the importance of keeping personal information private. • H14 why social media, some computer games and online gaming, for example, are age restricted. • H15 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. • H16 how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted. • H17 where and how to report concerns and get support with issues online. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Relationships • Healthy Me
Physical health and fitness	<ul style="list-style-type: none"> • H18 the characteristics and mental and physical benefits of an active lifestyle. • H19 the importance of building regular exercise into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, vigorous exercise. • H20 the risks associated with an inactive lifestyle (including obesity). • H21 how and when to seek support including which adults to speak to in school if they are worried about their health. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Healthy eating	<ul style="list-style-type: none"> • H22 what constitutes a healthy diet (including understanding calories and other nutritional content). • H23 the principles of planning and preparing a range of healthy meals. 	<p>All of these aspects are covered in lessons within the Puzzles</p>

	<ul style="list-style-type: none"> • H24 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). 	<ul style="list-style-type: none"> • Healthy Me
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> • H25 the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking 	
Health and prevention	<ul style="list-style-type: none"> • H26 how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body. • H27 about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer. • H28 the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn. • H29 about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist. • H30 about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. • H31 the facts and science relating to immunisation and vaccination 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Basic first aid	<ul style="list-style-type: none"> • H32 how to make a clear and efficient call to emergency services if necessary. • H33 concepts of basic first-aid, for example dealing with common injuries, including head injuries. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Healthy Me
Changing adolescent body	<ul style="list-style-type: none"> • H34 key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes. • H35 about menstrual wellbeing including the key facts about the menstrual cycle. 	<p>All of these aspects are covered in lessons within the Puzzles</p> <ul style="list-style-type: none"> • Changing Me • Healthy Me

Appendix 3 - Right to Withdrawal Form.

Parents have a right to withdraw their child from additional sex education within RSE, not the statutory Science Curriculum. Please be aware that puberty is taught to all pupils within KS2 as part of the statutory Relationships and Health Education. Please read the PSHE and RSE policy prior to requesting the right to withdrawal.

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 / carer signature			
Date			

To be completed by school	
Agreed actions from discussions with parents	
Headteacher Signature	
Date	