

Relationships, Sex, Health and Economics (RSHE) Policy

September 2026



This policy has been written following consultations with parents, carers, children, staff and Governors.

Date of consultations:

Date approved by Governors

Date of next review: September 2029 (every 3 years)

1. Aims: 'We LEARN with PRIDE'

Our children need to be equipped with the knowledge and skills that will prepare them for modern life in a digital age. We aim to develop the whole child through the learning we provide.

- We want our children to be at **PEACE** with themselves and live in peace with others.
- We want our children to **RESPECT** themselves and others.
- We want our children to grow in confidence, develop **INDEPENDENCE**, take responsibility for themselves and act responsibly in society.
- We want our children to show **DETERMINATION** and resilience in their relationships.
- We want our children to be ambassadors of justice and value **EQUALITY**.

Intent: What do we teach?

Our Relationships, Sex, Health and Economic (RSHE) curriculum plays a central role in equipping pupils with the knowledge, skills, and attributes they need for life. Lessons are carefully planned using our Priority lesson design framework to promote well-being, a healthy lifestyle, and positive relationships, while giving pupils the confidence to keep themselves safe and prepare for life in modern Britain.

We deliver lessons using medium- and long-term overviews (Appendix 1), organised into half-termly units. The curriculum is grounded in statutory RSHE requirements, the National Curriculum for Science, local needs assessments, and stakeholder consultations. Learning follows a spiral progression based on the PSHE Association Programme of Study, enabling pupils to build on prior knowledge and develop skills as they progress through school.

Children will learn how to build and maintain positive, respectful relationships, including friendships and family life. They will also learn how to stay safe and healthy, covering topics such as physical health, mental wellbeing, and online safety. In addition, children will develop an understanding of their role in society, including how to be responsible, active citizens in the wider world.

Our RSHE curriculum aims to:

- Provide a safe and memorable framework for sensitive discussions.
- Prepare pupils for puberty and teach the facts of human development, health and hygiene.
- Empower pupils to develop self-respect, confidence and empathy.
- Create a positive and inclusive culture around identity, relationships and well-being.
- Teach information using correct vocabulary for bodies, emotions, consent and concerns.
- Promote good physical health and mental wellbeing.
- Teach basic first aid, health risks and disease prevention.
- Outline and explore the importance of recognising risk, keeping safe, nutrition and sleep.

2. Statutory Requirements

All schools must provide a balanced and broadly based curriculum that meets the needs of all pupils. Under the Education Act 2002 and the Academies Act 2010, PSHE education must:

- promote pupils' spiritual, moral, cultural, mental and physical development

- prepare pupils for the opportunities, responsibilities and experiences of later life

Relationships Education and Health Education became statutory for all primary schools from September 2020 under the Children and Social Work Act 2017.

As a primary academy, we must provide relationships education to all pupils under section 34 of the [Children and Social Work Act 2017](#).

We do not have to follow the National Curriculum, but we are expected to offer all pupils a curriculum that is similar to the National Curriculum including requirements to teach science. This would include the elements of sex education contained in the science curriculum.

In teaching RSHE, we are required by our funding agreements to have regard to [guidance](#) issued by the secretary of state, as outlined in section 403 of the [Education Act 1996](#).

We also have regard to legal duties set out in:

- Sections 404 to 407 of the Education Act 1996
- Part 6, chapter 1 of the [Equality Act 2010](#)
- The Public Sector Equality Duty (PSED) (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

Transparency of Materials:

Lesson plans and teaching materials used in RSHE will be made available to parents/carers upon request (with key examples published on the school website), in full compliance with government guidance that restricts no external resource provider from prohibiting such sharing.

Inclusion and Equality:

Our teaching will reflect and uphold the principles of inclusion and equality as defined under the Equality Act. We will include diverse family types (single parents, same-sex parents, blended families, carers, foster families, etc.), and ensure that discussions about identity, relationships, respect and difference are inclusive, fact-based, respectful and unbiased.

Safeguarding, Online and Modern Context:

We will include age-appropriate lessons on online safety and harms, respectful relationships, boundaries, consent, the concept of personal safety (online and offline), and an understanding of how to recognise risk, exploitation, and inappropriate behaviour (including as informed by recent government guidance on safeguarding, online harms, and misogyny/violence against women and girls).

3. Policy Development

This policy has been developed in consultation with staff, pupils and parents.

1. **Review** – SLT gathered relevant national and local guidance.
2. **Staff consultation** – all staff and Governors were invited to comment.
3. **Parent/stakeholder consultation** – parents and stakeholders attended a meeting outlining RSHE expectations and policy.
4. **Pupil consultation** – pupils shared views about what they want from RSHE.
5. **Ratification** – Governors approved the final version.

4. Definition

This RSHE policy defines three distinct but complementary strands:

1. Statutory Relationships Education (all primary pupils) — covering family, friendships, respectful relationships, online relationships, being safe, diversity of families, and social and emotional wellbeing.
2. Statutory Health Education (all primary pupils) — covering mental wellbeing, physical health, hygiene, healthy lifestyles, internet safety and harms, basic first aid, changes to the body (puberty), understanding human life cycles, and animal reproduction (as required in Science).
3. Optional additional Sex Education (beyond the statutory/curriculum-required content) e.g. human reproduction, conception and birth. This will only be taught in Year 6 using age-appropriate, sensitive resources. Parents have the right to withdraw children from this optional component.

RSHE includes factual information, discussion and exploration of views and values. It is not the promotion of sexual activity.

5. Curriculum

Our spiral, question-based curriculum is set out in Appendix 1 and may be adapted to meet pupils' needs when necessary. It has been developed through consultation with parents, pupils, staff, Governors and local data.

We have developed the curriculum in consultation with parents and carers, pupils and staff, and taking into account the age, developmental stage, needs (such as cultural and religious needs) and feelings of our pupils. If pupils ask questions outside the scope of this policy, teachers will respond in an appropriate manner so that pupils are fully informed and do not seek answers online.

We will share all curriculum materials with parents and carers on request.

6. How We Deliver RSHE

RSHE at Priory Junior School is delivered as part of our 'We LEARN with PRIDE' ethos and is underpinned by our commitment to safeguarding, inclusion and the development of the whole child. Delivery follows the statutory RSHE guidance for September 2026.

6.1 Curriculum Delivery

- RSHE is taught through regular weekly lessons, supported by cross-curricular links and whole-school events such as All Together Week (Anti-bullying), Safer Internet Day and Mental Health Awareness Week.
- Biological aspects of RSHE are taught through the statutory Science curriculum.
- Themes relating to families, belonging, identity, emotions and community may be explored in Religious Education, PE, Computing, and other curriculum areas where appropriate.
- RSHE principles are reinforced throughout everyday school life, including playtimes, assemblies, educational visits and extra-curricular opportunities.

6.2 Age, Stage and Developmental Appropriateness

- All RSHE teaching will follow the statutory requirement that content is age-appropriate, developmentally appropriate and sensitive to pupils' readiness.

- The school will teach about the processes of reproduction and birth as part of the human lifecycle (science) in Year 6 – this includes how babies are conceived and how babies are cared for. (This is a recommendation for primary school to teach this area).
- Teaching relating to identity will be:
 - factual
 - safeguarding-led
 - based on biological sex where appropriate
 - not based on any contested or political viewpoints

6.3 Use of resources

We will consider whether any resources we plan to use:

- Are aligned with the teaching requirements set out in the statutory RSE guidance
- Would support pupils in applying their knowledge in different contexts and settings
- Are age-appropriate, given the age and maturity of the pupils
- 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 pupils' experiences and won't provoke distress

We will make sure that when we consult parents/carers we provide examples of the resources that the school plans to use.

6.4 Inclusion and Meeting Needs

- Lessons are adapted to meet the needs of all learners, including SEND pupils, those with English as an additional language, and pupils requiring emotional support.
- We promote respect and inclusion by representing a range of family structures, including single parents, LGBT parents, adoptive families, foster families and kinship carers.
- Planning reflects local context, safeguarding trends and the school community.

6.5 Safe and Sensitive Teaching

- Teachers establish ground rules and confidentiality expectations at the start of lessons.
- Pupils are encouraged to ask questions through both open discussion and an anonymous question system (ask-it basket).
- Staff respond to questions sensitively and factually, ensuring the level of detail is appropriate for primary pupils.
- Questions beyond the scope of the curriculum, or those requiring further consideration, will be followed up at a later point after seeking advice from senior staff or safeguarding leads.

6.6 External Providers

- External agencies (e.g. NHS staff, NatWest/HSBC, NSPCC, DAaRT, ELSA team) may support delivery where appropriate.
- All external contributors must:
 - follow the school's safeguarding policy

- use pre-agreed, age-appropriate content
- deliver teaching consistent with school policy and statutory RSHE guidance
- Teachers remain responsible for the content and quality of all RSHE teaching delivered by visitors.

6.7 Safeguarding

- RSHE is a key part of our safeguarding approach.
- Staff will follow safeguarding procedures for any disclosure or concern arising during RSHE lessons.
- Content will be chosen to ensure that pupils learn how to recognise risks, seek help, stay safe online and offline, and report concerns.

6.8 Digital and Online Safety

In line with the strengthened 2026 expectations, RSHE includes explicit teaching on:

- online relationships and digital behaviour
- risks associated with social media, gaming and online platforms
- reporting concerns
- harmful or age-restricted content
- digital footprints, privacy and security

6.9 Assessment

- Teachers assess pupils' understanding through pre-assessments, lesson observations and post-assessments, focusing on knowledge and skills—not personal experiences.
- Learning is recorded in class books.
- Progress and engagement are shared with parents through Seesaw, meetings, informal communication and end-of-year reports.

7. Roles and Responsibilities

7.1 Governing Body

The governing body approves the RSHE policy and holds the headteacher to account for its implementation.

7.2 Headteacher

The headteacher ensures RSHE is taught consistently and manages parental requests for withdrawal from non-statutory sex education.

7.3 Staff

Staff are responsible for:

- delivering RSHE sensitively in a way that is high-quality and age group-appropriate
- modelling positive attitudes
- assessing learning and monitoring progress
- responding to individual needs
- responding appropriately to pupils whose parents/carers wish them to be withdrawn from the non-science components of RSHE.

- modelling positive behaviour and avoiding language that might perpetuate harmful stereotypes and being conscious of everyday discrimination.
- reporting any safeguarding concerns or disclosures that pupils may make because of the subject content to the school's designated safeguarding lead (DSL).

Staff must teach RSHE as part of their professional role. Concerns should be discussed with the headteacher.

7.4 Pupils

Pupils are expected to engage fully in RSHE lessons and treat others with respect and sensitivity.

7.5 Parent Partnership

- Parents are kept informed about RSHE coverage across the year and may view resources on request.
- The school will work closely with families to ensure pupils feel supported and safe.
- Any parental concerns will be addressed in line with statutory requirements and school policy.

8. Parents' Right to Withdraw from Sex Education

Parents **cannot** withdraw their children from Relationships Education, Health Education or the statutory Science curriculum (including puberty and human lifecycles).

Parents may **request** withdrawal from non-statutory sex education elements that are not part of science curriculum (In Yr6 how a baby is made/conception, birth).

Requests should be made in writing using the form in Appendix 3 and addressed to the headteacher. Alternative work will be provided.

9. Training

Staff receive training in RSHE delivery as part of induction and ongoing CPD. Subject leaders may invite external professionals (e.g. school nurses, NSPCC, NHS workers) to provide training and support.

10. Monitoring

RSHE delivery is monitored by SLT through planning and book scrutiny, learning walks, pupil interviews and Governor visits.

Pupil progress in RSHE is monitored by class teachers.

This policy will be reviewed every two years by SLT and approved by the headteacher and governing body.

Appendix 1: Curriculum map

	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6
Year 3	Mental health and wellbeing Building on the learning in year 2, this unit develops pupils' bank of self-regulation strategies and provides the opportunity to apply them in new contexts, such as managing worries. Zones Curriculum	Me, my friends and belonging This unit explores themes of personal identity and friendship. Pupils learn ways to make others feel welcome and included. Respecting boundaries This unit explores personal boundaries, different types of touch, and how to respectfully ask, give or not give permission. PANTS rule to keep safe. Antibullying Week	Building healthy habits This unit develops pupils' understanding of healthy habits, including healthier food and drink choices, maintaining dental health and regular physical activity.	Making choices online This unit explores how to protect information online and make choices about online content, including understanding age ratings.	Keeping safe out and about This unit supports pupils to identify risk and keep safe in the sun, as well as around roads, water and railways.	Money Choices This unit will explore spending and saving choices. It encourages pupils to explore 'wants and needs' and think about their future hopes and dreams.
Year 4	Mental health and wellbeing Building on the learning in year 3, this unit extends pupils' understanding of self-regulation strategies and explores factors that can support wellbeing. Zones Curriculum	Forming respectful relationships This unit supports pupils to respond appropriately to conflicts and bullying, and to understand the importance of kindness. Antibullying Week	Exploring ways to manage risk This unit explores assessing and managing risk in different contexts, and the role that peer influence can play in personal safety. (Yr4 Life Skills STARS)	Families and growing together This unit supports pupils' understanding of diverse family structures, and how families can change.	Me, my body and growing up This unit focuses on the physical and emotional changes experienced during puberty and builds pupils' confidence in using the Talk PANTS rule to keep safe. Affect on emotions.	Money matters and news literacy This unit explores how attitudes and influences can impact decisions about money. It encourages pupils to critically engage with news stories and recognise how they might affect emotions. Keep money safe. Gambling.
Year 5	Mental health and wellbeing This unit revisits and builds on prior learning about mental health and exploring how different self-regulation strategies can help shift habitual thoughts and emotions, and support wellbeing. Zones Curriculum	Friendships, stereotypes and bullying This unit explores respectful relationships and what to do about bullying. Pupils learn how to recognise and challenge stereotypes and prejudiced or extreme views. Antibullying Week	Drug education: assessing risk and managing influences This unit covers legal and illegal drugs, and the risks and effects of legal and illegal drug use. (DAaRT)	Looking out for each other This unit explores the basics of first aid (bites/allergies), and revisits how to make an efficient call to the emergency services. Water safety – swimming lessons. (DAaRT)	Safe connections This unit supports pupils to stay safe and manage risks if socialising online. It also touches on cybercrime. (Play Like Share)	Managing money and online spending This unit explores economic wellbeing and online financial harms (incorporating elements of statutory RSHE) – including targeted advertising and other influences on online spending.
Year 6	Mental health and wellbeing This unit revisits and builds on prior learning about mental health, self-regulation toolkits/pathways, helping pupils to explore strategies that support wellbeing. Zones Curriculum	Changing relationships This unit is about exploring what makes a healthy relationship and how friendships can change and develop over time. It teaches children how to restore friendships and how to use conflict resolution. It also explores setting boundaries. Antibullying Week The Great Project	Embedding healthy habits and learning first aid This unit supports pupils to recognise the benefits of healthy habits such as sun safety, regular exercise and goal setting. It also covers first aid (asthma / head injuries).	Positively engaging with our world This unit examines healthy ways of engaging with news stories and the impact that climate change can have on emotions and wellbeing. Developing our AI literacy This unit introduces different types of AI, including generative AI, and explores the opportunities, challenges and risks associated with its use.	Changes in puberty (and sex education*) This unit builds pupils' understanding of how to manage the changes that occur during puberty, including increased independence and new sleep patterns.	Looking to the future This unit explores career related learning (including different career pathways) and supports pupils to prepare for the transition to secondary school. Mental health and wellbeing In the context of the transition to secondary school. Change, loss and grief

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

TOPIC	PUPILS SHOULD KNOW BY THE END OF PRIMARY SCHOOL:
Families and people who care for me	That families are important for children growing up because they can give love, security and stability The characteristics of safe and happy family life, such as commitment to each other, including in times of difficulty, protection and care for children and other family members, the importance of spending time together and sharing each other's lives. That other children's families, either in school or in the wider world, sometimes look different from their own, but they should respect those differences and know that other families are also characterised by love and care. That stable, caring relationships are at the heart of safe and happy families and are important for children's security as they grow up. That marriage and civil partnerships represent a formal and legally recognised commitment of 2 people to each other which is intended to be lifelong. How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed
Caring friendships	How important friendships are in making us feel happy and secure, and how people choose and make friends. The characteristics of friendships that lead to happiness and security, including: mutual respect, truthfulness, trust and trustworthiness, loyalty, kindness, generosity, sharing interests and experiences and support with problems and difficulties. That healthy, caring and kind friendships are positive and welcoming towards others, and do not make others feel lonely or excluded. Pupils should learn skills for developing caring, kind friendships. That not every child will have the friends they would like at all times, that most people feel lonely sometimes, and that there is no shame in feeling lonely or talking about it. That most friendships have ups and downs, and that these can often be worked through so that the friendship is repaired or even strengthened. About managing conflict with kindness and respect, and that violence is never right. How to recognise when a friendship is making them feel unhappy or uncomfortable, and how to seek help or advice from others, if needed.

TOPIC	PUPILS SHOULD KNOW BY THE END OF PRIMARY SCHOOL:
Respectful, kind relationships	The importance of respecting others, including in families and friendships. Pupils should be encouraged to discuss how we can balance the needs and wishes of different people, and why this can be complicated The importance of setting and respecting healthy boundaries in all relationships with friends, family, peers and adults How to communicate effectively: how to be assertive and express needs and boundaries and manage feelings, including disappointment and frustration That they can expect to be treated with respect and the importance of respecting others, including those who are different (for example: physically, in character, personality or background), or make different choices, or have different preferences or beliefs. The practical steps they can take in a range of different contexts to improve or support their relationships. The conventions of courtesy and manners. The importance of self-respect and how this links to their own happiness. They should have opportunities to consider issues like self-esteem and building a sense of their own identity. Pupils should have opportunities to discuss the difference between being assertive and being controlling, and the difference between being kind to other people and neglecting your own needs. 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. How to seek help when needed, including when they are concerned about violence, harm, or when they are unsure who to trust. What a stereotype is, and how stereotypes can be unfair, negative or destructive or lead to bullying and how to challenge a stereotype
Online safety and awareness	That people sometimes behave differently online, including by pretending to be someone they are not and/or pretending to be a child. 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. The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them. That there is a minimum age for joining most social media sites which protects children from inappropriate content or unsafe content with older social media users, who may be strangers, including other children and adults. That it's important to be cautious about sharing any information about themselves online, and how to use privacy and location settings to protect their information online. How to critically consider their online friendships and sources of information, including awareness of the risks associated with people they have never met. How information and data is shared and used online, including where pictures or words might be circulated. Online risks, including that any material provided online might be circulated, and that once a picture or words has been circulated there is no way of deleting it everywhere and no control over where it ends up. That the internet contains a lot of content that can be inappropriate and upsetting for children, and where to go for advice and support when they feel worried or concerned about something they have seen or engaged with online

TOPIC	PUPILS SHOULD KNOW BY THE END OF PRIMARY SCHOOL:
Being safe	What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context). This can include learning about boundaries in play and in negotiations about space, toys, books, resources for example. About the concept of privacy and the implications of it for both children and adults, including that it's 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 (in all contexts, including online) including those they do/don't know. How to recognise when a relationship is harmful or dangerous, including skills for recognising who to trust and who not to trust. How to report concerns or abuse, about something seen online or experienced in real life, or feelings of being unsafe or feeling bad about any adult, and the vocabulary and confidence needed to do so. Where to get advice, for example from their family, school and/or other sources.
General wellbeing	The benefits of physical activity, time outdoors, and helping others for health, wellbeing and happiness. Simple self-care techniques, including the importance of rest, time spent with friends and family, as well as hobbies, interests and community participation. The importance of promoting general wellbeing and physical health. The range and scale of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) that they might experience in different situations. Pupils should understand that worrying and feeling down are normal, affect everyone at different times, and are not in themselves a sign of a mental health condition. How to recognise feelings and use varied vocabulary to talk about their own and others' feelings. How to judge whether what they are feeling and how they are behaving is appropriate and proportionate. That isolation and loneliness can affect children, and the benefits of seeking support. That bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing and how to seek help for themselves or others. That change and loss, including bereavement, can provoke a range of feelings, that grief is a natural response to bereavement, and that everyone grieves differently. Where and how to seek support (including recognising the triggers for seeking support), including who in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online). That it is common to experience mental health problems, and early support can help.

TOPIC	PUPILS SHOULD KNOW BY THE END OF PRIMARY SCHOOL:
Wellbeing online	That for almost everyone the internet is an integral part of life. Pupils should be supported to think about positive and negative aspects of the internet. Pupils should be supported to discuss how online relationships can complement and support meaningful in-person relationships, but also how they might be in tension, and the reasons why online relationships are unlikely to be a good substitute for high quality in-person relationships, looking at the pros and cons of different ways of using online connection. The benefits of limiting time spent online, the risks of excessive time spent on electronic devices and the impact of positive and negative content online on their own and others' mental and physical wellbeing. How to consider the impact of their online behaviour on others, and how to recognise and display respectful behaviour online. Why social media, some apps, computer games and online gaming, including gambling sites, are age restricted. The risks relating to online gaming, video game monetisation, scams, fraud and other financial harms, and that gaming can become addictive. How to take a critical approach to what they see and read online and make responsible decisions about which content, including content on social media and apps, is appropriate for them. That abuse, bullying and harassment can take place online and that this can impact wellbeing. How to seek support from trusted adults. How to understand the information they find online, including from search engines, and know how information is selected and targeted. That they have rights in relation to sharing personal data, privacy and consent. 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 physical activity into daily and weekly routines and how to achieve this; for example, walking or cycling to school, a daily active mile or other forms of regular, moderate and/or vigorous physical activity. The risks associated with an inactive lifestyle, including obesity. How and when to seek support including which adults to speak to in school if they are worried about their health.
Healthy eating	What constitutes a healthy diet (including understanding calories and other nutritional content). Understanding the importance of a healthy relationship with food. The principles of planning and preparing a range of healthy meals. The characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health).
Drugs, alcohol, tobacco and vaping	The facts about legal and illegal harmful substances and associated risks, including smoking, vaping, alcohol use and drug-taking. This should include the risks of nicotine addiction, which are also caused by other nicotine products such as nicotine pouches.

TOPIC	PUPILS SHOULD KNOW BY THE END OF PRIMARY SCHOOL:
Health protection 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 health, the amount of sleep recommended for their age, and practical steps for improving sleep, such as not using screens in the bedroom. The impact of poor sleep on weight, mood and ability to learn. About dental health and the benefits of good oral hygiene, including brushing teeth twice a day with fluoride toothpaste, cleaning between teeth, and regular check ups at the dentist. About personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing. The facts and scientific evidence relating to vaccination and immunisation. The introduction of topics relating to vaccination and immunisation should be aligned with when vaccinations are offered to pupils.
Personal safety	About hazards (including fire risks) that may cause harm, injury or risk and ways to reduce risks. How to recognise risk and keep safe around roads, railways, including level crossings, and water, including the water safety code.
Basic first aid	How to make a clear and efficient call to emergency services if necessary, including the importance of reporting incidents rather than filming them. Concepts of basic first aid, for example dealing with common injuries and ailments, including head injuries.
Developing bodies	About growth and other ways, the body can change and develop, particularly during adolescence. This topic should include the human lifecycle, and puberty should be discussed as a stage in this process. The correct names of body parts, including the penis, vulva, vagina, testicles, scrotum, nipples. Pupils should understand that all of these parts of the body are private and have skills to understand and express their own boundaries around these body parts. The facts about the menstrual cycle, including physical and emotional changes, whilst the average age of the onset of menstruation is twelve, periods can start at eight, so covering this topic before girls' periods start will help them understand what to expect and avoid distress.
Sex Education (Year 6)	In Year 6, our school teaches 'how a baby is conceived' using Medway, Twinkl and Life Lessons resources. This includes clear, age-appropriate scientific explanations and diagrams showing how sperm meets egg, which may include simplified representations of sexual intercourse as part of human reproduction. This learning is delivered sensitively and factually to support pupils' understanding of how a baby is made. Parents have the right to request withdrawal from this specific element of sex education; however, they cannot withdraw their child from the statutory science curriculum or relationships education. Staff will inform parents in advance of any updates or changes to RSHE content where withdrawal rights apply. This may include responding to emerging needs or incidents within the school or local area, such as issues relating to online safety (e.g. exposure to inappropriate websites, images or Youtubers), sharing of unsafe images, or safeguarding concerns.

Appendix 3: Parent form: withdrawal from non-science sex education

TO BE COMPLETED BY PARENTS			
Name of child		Class	
Name of parent		Date	
Reason for withdrawing from sex education within the Relationships, Sex, Health and Economic curriculum (RSHE):			
Any other information you would like the school to consider			
Parent signature			
TO BE COMPLETED BY THE SCHOOL			
Agreed actions from discussion with parents			

