

New Generation Schools Trust 



## Relationship, Sex and Health Education Policy

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## Contents

1. Aims .....	2
2. Statutory requirements.....	2
3. Policy development .....	2
4. Definition.....	2
5. Curriculum .....	3
6. Delivery of RSHE .....	3
6.1 Skills to be taught.	
6.2 Values promoted through RSHE	
6.3 Teaching RSHE	
6.4 Inclusion	
6.5 Confidentiality, Safeguarding and Child Protection	
7. Roles and responsibilities.....	6
7.1 The governing body	
7.2 The Principal	
7.3 Staff	
7.4 Pupils	
8. Parents' right to withdraw .....	6
9. Training.....	7
10. Monitoring arrangements .....	7
11. Appendix 1 Statutory elements of relationship and health education .....	8
12. Appendix 2 Non statutory elements of sexual education	
13. Appendix 3 Parent form: withdrawal from sex education within RSHE.....	11

## Introduction

As a Trust we want pupils to flourish and to gain every opportunity to live fulfilled lives. In our schools, Relationships and Sex Education (RSHE) is about the emotional, social and physical aspects of growing up, combined with guidance on healthy relationships and sexual development. It is also about the spiritual and moral aspects of relationships within a context of a Christian vision for the purpose of life.

As a Christian Designated school RSHE will be through the perspective of the Christian faith. Everyone will be treated with dignity as all people are made in the image of God and loved equally by God.

We aim to prepare pupils for the opportunities, responsibilities and experiences of adolescence and adult life. All pupils have a right to an education which enables them to flourish and is set in a learning community where differences of lifestyle and opinion (within that which is permissible under UK law) are treated with dignity and respect; bullying of all kinds is eliminated; and where they are free to be themselves and fulfil their potential without fear.

RSHE should ensure that children are able to cherish themselves and others as unique and wonderfully made, keep themselves safe and able to form healthy relationships where they respect and afford dignity to others. It will provide pupils with the knowledge that will enable them to navigate and contextualise a world in which many will try to tell them how to behave, what to do and what to think. It will help them to develop the skills to express their own views and make their own informed decisions. This is a responsibility that should normally be shared between parents and school. RSHE teaching and learning should afford dignity and worth to the views of pupils from the faith and other communities represented in the school as part of ensuring that the Equality Act of 2010 is applied in the school.

We encourage parents and carers to communicate their child's questions and thoughts in relation to RSHE with us so that we can best support their developing understanding in school. This may mean that we offer materials for you to share at home, but are mindful in school that your child developing a particular understanding at that time.

### 1. Aims

- To work in partnership with parents and carers
- To deliver RSHE professionally and as an identifiable part of PSHE
- To deliver RSHE in a way that affords dignity and shows respect to all who make up our diverse community
- To ensure that RSHE will seek to build resilience in our pupils to help them form healthy relationships and learn how to keep themselves safe
- To promote healthy resilient relationships set in the context of character and virtue development.
- To base RSHE teaching on honest and medically accurate information from reliable sources of information, including about the law and legal rights
- To take a particular care to meet the individual needs of all pupils including those with special needs and disabilities
- To seek pupils' views about RSHE so that the teaching can be made relevant to their lives.
- To promote good physical health and mental wellbeing, addressing issues such as isolation, loneliness, unhappiness, bullying and the negative impacts of poor health and wellbeing

## 2. Statutory requirements

The Relationships, Sex and Health Education (England) Regulations 2019, made under sections 34 and 35 of the Children and Social Work Act 2017, make Relationships Education compulsory for all pupils receiving primary education.

This Policy reflects the Equalities Act 2010. Hope Community School recognises that no direct or indirect discrimination may take place on the basis of any of the protected characteristics. It also recognises its obligations under the Public Sector Equality Duty (PSED) (See Appendix A).

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.

The Statutory Guidance for Relationships, Sex and Health Education may be found at Relationships Education, Relationships and Sex Education and Health Education guidance ([publishing.service.gov.uk](http://publishing.service.gov.uk))

Primary schools are required, by law, to teach statutory science from the National Curriculum however a school may go beyond this and teach age-appropriate sex education. Parents will be consulted on the content of the sex education that will be covered within the Relationships education.

Parents only have the right to request that their child be withdrawn from the *non-statutory* parts of sex education which will be delivered as part of statutory RSHE. See section 8 of this policy.

## 3. Policy development

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

1. Review – a member of staff or working group pulled together all relevant information including relevant national and local guidance
2. Staff consultation – all school staff were given the opportunity to look at the policy and make recommendations
3. Parent/stakeholder consultation – parents and any interested parties were invited to attend a meeting about the policy
4. Pupil consultation – we investigated what pupils want from relationships education
5. Ratification – once amendments were made, the policy was shared with council members and ratified

See linked policies: Behaviour, Safeguarding, Anti-Bullying, Emotional Health and Wellbeing.

## 4. Definition

From: [Mandatory PSHE requirements for Health Education, Relationships Education and RSE \(pshe-association.org.uk\)](http://pshe-association.org.uk)

- *The statutory guidance for RSHE should ensure that every child is guaranteed a PSHE education that covers mental health and wellbeing, physical health (including healthy lifestyles and first aid) and learning about safe, healthy relationships, including understanding consent and negotiating life online*
- *The Department for Education ‘continues to recommend that all primary schools should have a sex education programme tailored to the age and the physical and emotional maturity of the pupils’*

## 5. Curriculum

RSHE is taught specifically within the personal, social, health and economic (PSHE) education curriculum. It is enhanced through

- Special days such as Anti-Bullying day, Mental Health Day and Safer Internet Day
- The on-going promotion of the 40 Christian school values through collectives, behaviour policy and role modelling
- The PE and RE curriculums

Relationships education focuses on teaching the fundamental building blocks and characteristics of positive relationships including:

- Families and people who care for me
- Caring friendships
- Respectful relationships
- Online relationships
- Being safe
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Health Education focuses on teaching including the

- Mental wellbeing
- Internet safety and harms
- Physical health and fitness
- Healthy eating
- Drugs, alcohol and tobacco
- Health and prevention
- Basic first aid
- Changing adolescent body

The school uses a range of resources including guidance from the PSHE ASSOCIATION and Goodness and Mercy resources (written by the Church of England.)

Within the science curriculum staff will teach about external body parts, plant/animal reproduction and puberty. (See Appendix 1.)

As human reproduction/conception (sex education) is a non-statutory part of the curriculum this will be taught in Year 6 as a specific part of our Relationships and Health Education. (See Appendix 2.) This may be delivered by a health professional. The school's programme of sex education will be placed in Years 6 following on from puberty (which is in both the Science curriculum and KS2 Health Education). Children will be taught about human heterosexual sexual intercourse, conception, and pregnancy. This will be taught within a Christian context as part of Relationships Education developing a sense of self-worth and respect for ourselves and others, not merely as a factual stand alone. Children will be taught about the legal age for sexual intercourse; that sexual intercourse is for adults and not children. They will be encouraged to see sex as a special part of the giving and receiving of human love, most securely experienced within the context of faithfulness.

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

## 6.0 Delivery of RSHE

It is important to teach RSHE as:

- It provides an opportunity to talk about feelings and relationships
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships
- It prepares children for the physical and emotional changes that will take place at puberty
- It helps develop positive attitudes, values and self-esteem and challenges negative attitudes and prejudices
- It helps make sense of misinformation in the media and from peers
- It promotes the skills necessary for effective communication and loving, caring, respectful and happy relationships
- It protects children from sexual exploitation and inappropriate on line content

### 6.1 Skills to be taught

Across all Key Stages, pupils will be supported with developing the following skills:

- Communication, including how to manage changing relationships and emotions
- Recognising and assessing potential risks
- Assertiveness
- Seeking help and support when required
- Informed decision-making
- Self-respect and empathy for others
- Recognising and maximising a healthy lifestyle
- Managing conflict
- Discussion and group work

### 6.2 Values promoted through RSHE

Our RSHE programme promotes the aims and values of our school which include:

- The sanctity of marriage; valuing family life and stable, loving and committed Relationships
- Respect for self and others
- Commitment, trust and love within relationships
- Respect for rights and responsibilities in relationships
- Understanding diversity regarding religion, gender, culture and sexual orientation
- Working to reduce intolerance and discrimination based on sexual orientation, disability, ethnicity, religion, and gender
- Acceptance of difference and diversity
- Promoting gender equality, challenge gender stereotypes and inequality and promote equality in relationships
- Care is taken to ensure there is no stigmatisation of children based on their different home circumstances

## 6.3 Teaching of RSHE

- On the whole pupils are taught in mixed groups to ensure that boys and girls learn the same information. However, sometimes it is useful in Key stage two, i.e. Years 4 to 6 to include time when single sex groups can discuss issues with a teacher of the same gender. This is mostly applicable when they learn about body changes through puberty and about reproduction. Pertinent information will be shared with both groups e.g. periods and wet dreams
- Teaching is to be sensitive and age appropriate in content and approach.
- Teachers set a group agreement or ground rules with pupils to ensure that an atmosphere is created where pupils feel able to ask questions, discuss concerns, talk about feelings and relationships, but do not discuss or ask private information of each other or the teacher
- Staff are to answer questions honestly and sensitively, appropriate to the age and maturity of the pupils. Some questions may not be answered immediately if the teacher feels they need to consult with the Principal and some questions may be more appropriately answered on a one-to-one basis, rather than with the whole class. In Key Stage 2 classes we provide a question box so that pupils can anonymously ask questions and these are then answered by the class teacher.
- Resources, are chosen to ensure that they are appropriate to the age and maturity of pupils. They take into account equality of opportunity through their use of language, cultural attitudes, family make-up and images, including body image, avoiding stereotyping, racism and sexism
- A variety of teaching methods are used that enable pupils to participate and reflect on their learning, role play, quizzes, pair and small group work, mixing groups so that pupils work with a range of peers. We also use case studies, stories and role plays to help de-personalise discussions and help pupils gain confidence to talk and listen to each other
- Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA
- Staff do not discuss details of their personal relationships with pupils.
- Teachers are sensitive to the issues of different types of relationships. Promoting inclusion and reducing discrimination are part of RSHE throughout the school and reflect our equality policy. When teaching about relationships and families we also include same sex relationships
- Homophobic and transphobic references and homophobic and transphobic actions and bullying are not tolerated in school and are challenged and dealt with as part of our commitment to promoting inclusion, gender equality and preventing bullying
- Teaching about different families is part of RSHE and we aim to reflect the broad range of experiences amongst pupils and ensure all pupils feel their family is valued. We will emphasise the importance of strong and supportive relationships, including marriage (both heterosexual and gay) and civil partnerships, for family life and bringing up children
- After the lessons on sex education we will invite in a parent and baby to enable children to find out about and discuss the reality of parenting

## 6.4 Inclusion

- The RSHE teaching programme is an inclusive one and is appropriate and relevant to all pupils, including those with SEN and disabilities. Teachers ensure that the content, approach and use of

inclusive language reflect the diversity of the school community, and help all pupils feel valued and included, regardless of their gender, ability, disability, experiences and family background

- Where needed, RSHE is differentiated to meet the needs of pupils and specialist resources may be used to respond to their individual needs. In some cases pupils have individual support or work in small groups with a TA

## **6.5 Confidentiality, Safeguarding and Child Protection**

RSHE is not about personal disclosures and personal issues, however, it is possible that a pupil may disclose personal information. Staff understand that they cannot promise a pupil absolute confidentiality, and pupils know this too.

If teachers are concerned in any way that a pupil is at risk of sexual or any other kind of abuse, they will talk to the Designated Child Protection Officer and follow the school's Safeguarding and Child Protection Procedures. If a pupil discloses to a teacher that they are sexually active, or are considering sexual activity, then this would be viewed as a child protection issue.

On the PSHE curriculum overview (see website for details) there are a few extra topics included as we feel that it is important that children are aware of all topics mentioned in our Safeguarding Policy so that they can protect themselves.

## **7. Roles and responsibilities**

### **7.1 The governing board**

The Trust Board will approve the RSHE policy, and hold the Principal to account for its implementation.

### **7.2 The Principal**

The Principal is responsible for ensuring that RSHE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory/non-science components of RSHE (see section 7).

### **7.3 Staff**

RSHE will be taught by the class teacher but sometimes health professionals or other visitors will help deliver RSHE, such as the school nurse or a visit from a pregnant mum or a mum with their baby. If visitors are involved in RSHE we will

- Plan and evaluate their contribution as part of the school's RSHE teaching programme
- Provide the visitor with an up-to-date copy of the school's RSHE Policy and ensure they adhere to it. We will highlight the importance of inclusion and equal opportunity
- ensure that the class teacher is present throughout the lesson, taking responsibility for class management
- Follow up in later lessons

Staff are responsible for:

- Delivering RSHE in a sensitive way
- Modelling positive attitudes to RSHE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory components of RSHE and Science
- A named member of staff is the curriculum lead for RSHE. All teaching staff have responsibility for teaching the RSHE curriculum
- 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 Principal

## **7.4 Pupils**

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

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

Parents do not have the right to withdraw their children from Relationships, Health education or Science. In KS2 puberty and changing bodies are taught in Health Education and Science. Parents have no right to withdraw from this. The Year 5 Science curriculum includes puberty and the gestation of animals including humans; it does not cover how the animals or humans begin life.

The school's programme of sex education will be placed in Years 6 following on from Puberty (which is in both the Science curriculum and KS2 Health Education).

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

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

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

## **9. Training**

Staff are trained on the delivery of RSHE as part of their induction and it is included in our continuing professional development calendar.

The RSHE curriculum lead will also invite visitors from outside the school, such as school nurse or sexual health professionals, to provide support and training to staff teaching RSHE.

## **10. Monitoring arrangements**

The delivery of RSHE is monitored by RSHE / PSHE lead through monitoring arrangements, such as planning scrutiny's and learning walks.

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

This policy will be reviewed by the Principals of the Schools, biennially. At every review, the policy will be approved by the Trust Board.

Appendix 1 – Statutory topics – EYFS, Science, Relationships Education and Health Education.

Appendix 2 – non statutory – sex education and the "Living in the Wider World" part of the PSHE curriculum. This is thoroughly recommended by the PSHE Association.

Appendix 3 – withdrawal form for parents to use for non-statutory sex education.

Appendix 4 – Hope Community School Values.

## **APPENDIX 1. Statutory Education**

### **Early Years Framework**

#### **Early Years**

- **Children will learn about Personal, Social and Emotional Education through the Early Years Framework. They will focus on:**

### **Expectations at school, families and friendship.**

Some children are given “pet” names or “baby” names to describe their private body parts. This can create a sense of secrecy about these parts of their bodies or cause embarrassment as they grow older. At Hope Community School we wish to empower children to talk openly and comfortably about their bodies.

Therefore, we will use the correct terminology for the body parts unique to boys and girls i.e. penis, vagina and breasts from the age of Reception. If children use their own terminology, we will respond to them but try to model the correct language to them.

## **Key Stage 1 and 2 Science**

### **Key Stage 1 - Science**

#### **Year 1**

**Animals, including humans Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.**

As part of this teaching children will be taught that most body parts are the same for girls and boys, but some are different e.g. boys have a penis and girls have a vagina. From this point on we will ask children to use the correct terms if they are talking about those body parts. This will prepare them for talking about puberty in Year 5.

#### **Year 2**

**Animals, including humans, including humans, have offspring which grow into adults  
Find out about and describe the basic needs of animals, including humans, for survival (water, food and air)**

### **Key Stage 2 - Science**

**Year 3 Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.**

**Identify that humans and some other animals have skeletons and muscles for support, protection and movement.**

**Year 4 Describe the simple functions of the basic parts of the digestive system in humans.  
Identify the different types of teeth in humans and their simple functions.**

#### **Year 5**

**Describe the changes as humans develop to old age including puberty.  
Describe the life process of reproduction in some plants and animals.**

#### **Year 6**

**Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood.**

**Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function.  
Describe the ways in which nutrients and water are transported within animals, including humans.**

## RELATIONSHIP EDUCATION

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> <li>• That families are important for children growing up because they can give love, security and stability</li> <li>• 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</li> <li>• 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</li> <li>• 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</li> <li>• That marriage represents a formal and legally recognised commitment of two people to each other which is intended to be lifelong</li> <li>• How to recognise if family relationships are making them feel unhappy or unsafe, and how to seek help or advice from others if needed</li> </ul>
Caring friendships	<ul style="list-style-type: none"> <li>• How important friendships are in making us feel happy and secure, and how people choose and make friends</li> <li>• The characteristics of friendships, including mutual respect, truthfulness, trustworthiness, loyalty, kindness, generosity, trust, sharing interests and experiences and support with problems and difficulties</li> <li>• That healthy friendships are positive and welcoming towards others, and do not make others feel lonely or excluded</li> <li>• 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</li> <li>• 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 or advice from others, if needed</li> </ul>

TOPIC	PUPILS SHOULD KNOW
Respectful relationships	<ul style="list-style-type: none"> <li>• 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</li> <li>• Practical steps they can take in a range of different contexts to improve or support respectful relationships</li> <li>• The conventions of courtesy and manners</li> <li>• The importance of self-respect and how this links to their own happiness</li> <li>• 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</li> <li>• 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</li> <li>• What a stereotype is, and how stereotypes can be unfair, negative or destructive</li> <li>• The importance of permission-seeking and giving in relationships with friends, peers and adults</li> </ul>
Online relationships	<ul style="list-style-type: none"> <li>• That people sometimes behave differently online, including by pretending to be someone they are not</li> <li>• 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</li> <li>• The rules and principles for keeping safe online, how to recognise risks, harmful content and contact, and how to report them</li> <li>• How to critically consider their online friendships and sources of information including awareness of the risks associated with people they have never met</li> <li>• How information and data is shared and used online</li> </ul>
Being safe	<ul style="list-style-type: none"> <li>• What sorts of boundaries are appropriate in friendships with peers and others (including in a digital context)?</li> <li>• 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</li> <li>• That each person’s body belongs to them, and the differences between appropriate and inappropriate or unsafe physical, and other, contact</li> <li>• How to respond safely and appropriately to adults they may encounter (in all contexts, including online) whom they do not know</li> <li>• How to recognise and report feelings of being unsafe or feeling bad about any adult</li> <li>• How to ask for advice or help for themselves or others, and to keep trying until they are heard</li> <li>• How to report concerns or abuse, and the vocabulary and confidence needed to do so</li> <li>• Where to get advice e.g. family, school and/or other sources</li> </ul>

## HEALTH EDUCATION

TOPIC	<ul style="list-style-type: none"> <li>● PUPILS SHOULD KNOW</li> </ul>
Mental wellbeing	<ul style="list-style-type: none"> <li>● that mental wellbeing is a normal part of daily life, in the same way as physical health</li> <li>● that there is a normal range of emotions (e.g. happiness, sadness, anger, fear, surprise, nervousness) and scale of emotions that all humans experience in relation to different experiences and situations</li> <li>● how to recognise and talk about their emotions, including having a varied vocabulary of words to use when talking about their own and others' feelings.</li> <li>● how to judge whether what they are feeling and how they are behaving is appropriate and proportionate</li> <li>● the benefits of physical exercise, time outdoors, community participation, voluntary and service-based activity on mental wellbeing and happiness.</li> <li>● simple self-care techniques, including the importance of rest, time spent with friends and family and the benefits of hobbies and interests</li> <li>● isolation and loneliness can affect children and that it is very important for children to discuss their feelings with an adult and seek support.</li> <li>● that bullying (including cyberbullying) has a negative and often lasting impact on mental wellbeing</li> <li>● where and how to seek support (including recognising the triggers for seeking support), including whom in school they should speak to if they are worried about their own or someone else's mental wellbeing or ability to control their emotions (including issues arising online).</li> <li>● it is common for people to experience mental ill health. For many people who do, the problems can be resolved if the right support is made available, especially if accessed early enough</li> </ul>
Internet safety and harms	<ul style="list-style-type: none"> <li>● that for most people the internet is an integral part of life and has many benefits</li> <li>● 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</li> <li>● how to consider the effect of their online actions on others and know how to recognise and display respectful behaviour online and the importance of keeping personal information private.</li> <li>● why social media, some computer games and online gaming, for example, are age restricted</li> <li>● 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.</li> <li>● how to be a discerning consumer of information online including understanding that information, including that from search engines, is ranked, selected and targeted</li> <li>● where and how to report concerns and get support with issues online</li> </ul>

Physical health and fitness	<ul style="list-style-type: none"> <li>• the characteristics and mental and physical benefits of an active lifestyle</li> <li>• 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</li> <li>• 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</li> </ul>
Healthy eating	<ul style="list-style-type: none"> <li>• what constitutes a healthy diet (including understanding calories and other nutritional content)</li> <li>• the principles of planning and preparing a range of healthy meals</li> <li>• the characteristics of a poor diet and risks associated with unhealthy eating (including, for example, obesity and tooth decay) and other behaviours (e.g. the impact of alcohol on diet or health)</li> </ul>
Drugs, alcohol and tobacco	<ul style="list-style-type: none"> <li>• the facts about legal and illegal harmful substances and associated risks, including smoking, alcohol use and drug-taking</li> </ul>
Health and prevention	<ul style="list-style-type: none"> <li>• how to recognise early signs of physical illness, such as weight loss, or unexplained changes to the body</li> <li>• about safe and unsafe exposure to the sun, and how to reduce the risk of sun damage, including skin cancer</li> <li>• the importance of sufficient good quality sleep for good health and that a lack of sleep can affect weight, mood and ability to learn</li> <li>• about dental health and the benefits of good oral hygiene and dental flossing, including regular check-ups at the dentist</li> <li>• about personal hygiene and germs including bacteria, viruses, how they are spread and treated, and the importance of handwashing</li> <li>• the facts and science relating to allergies, immunisations and vaccination</li> </ul>
Basic first aid	<ul style="list-style-type: none"> <li>• how to make a clear and efficient call to emergency services if necessary.</li> <li>• concepts of basic first-aid, for example dealing with common injuries, including head injuries</li> </ul>
Changing adolescent body	<ul style="list-style-type: none"> <li>• key facts about puberty and the changing adolescent body, particularly from age 9 through to age 11, including physical and emotional changes</li> <li>• about menstrual wellbeing including the key facts about the menstrual cycle</li> </ul>

## Appendix 2: Non Statutory Education

### Sex Education

Sex Education will be taught in Year 6.

Parents have the right to withdraw their children from the non-statutory components of sex education within RSHE if they so wish.

Topic	Key Stage 2 outcomes
<b>Sexual intercourse</b>	<ul style="list-style-type: none"> <li>• Pupils can describe, using accurate vocabulary, what happens between a man and woman that has the possibility of resulting in a baby</li> <li>• Pupils can suggest how close intimate relationships might affect people physically, emotionally and spiritually</li> <li>• Pupils can discuss how people choose to have babies and can suggest criteria for when it might be a sensible time</li> <li>• Pupils can explain why some people argue that the best time for such closeness is within a long-term, faithful and committed relationships such as marriage</li> <li>• Pupils can talk about how some people don't choose this option and prefer to not have sexual intercourse with anyone and that this is another positive choice</li> </ul>
<b>Sex and the Law</b>	<ul style="list-style-type: none"> <li>• Pupils can show that they know that in the UK it is unlawful to have sex until you are 16. (Law, British Values, Citizenship)</li> </ul>
<b>Gestation , pregnancy , birth and parenthood</b>	<ul style="list-style-type: none"> <li>• Pupils can explain what happens at conception and are able to explain the journey from pregnancy to birth. (Science)</li> <li>• Pupils can talk about why having a baby is wonderful but a huge responsibility</li> </ul>
<b>Key theology</b>	<ul style="list-style-type: none"> <li>• Pupils can explain that most Christians believe that God loves all people with a love that is stronger and purer than the love of a husband, wife or partner; that Christians believe (as do people of other faiths) that love never dies or fails</li> <li>• Pupils can explain that most Christians believe that humans are beautifully created; can explain that this means in a one-to-one relationship a person can practice enjoying the wonderful creation of another human and get to carefully observe and celebrate another person over time.</li> <li>• Pupils can explain that Christians believe that humans are fallen – they can make mistakes and hurt people on purpose or unintentionally</li> <li>• Pupils can explain how the Christian idea of forgiveness can help to keep intimate relationships going over time</li> <li>• Pupils can explain why the Christian belief in the faithfulness of God is a model for human relationships and why the quality of faithfulness may help keep marriages and other long-term committed relationships going over time</li> </ul>

## **Non statutory PSHE Education - Living in the Wider World:**

- Shared responsibilities – rules, needs, rights, showing care and concern for other living things, protecting the environment
- Community – groups, contributions, diversity, stereotypes and prejudice
- Economic wellbeing – money – needs/wants/choices, keeping track and risks
- Media literacy and digital resilience – the role of the internet, positives/negatives, assessing reliability of information, manipulation of information, sharing appropriately on line
- Economic wellbeing – aspirations, work and career – personal strengths/achievements, jobs/career options, stereotypes/decisions and opportunities for the future

**Appendix 3: Parent form: withdrawal from sex education within RSHE – Year 6 only.**

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

TO BE COMPLETED BY THE SCHOOL	
Agreed actions from discussion with parents	

## Appendix 4: Hope Community School Values

Knowledge	Learning something new so you can be better at whatever you do	Kindness	Showing others they are valuable by how you treat them
Compassion	Caring enough to do something about some else's need	Courage	Being brave enough to do what you should do, even when you're afraid
Gratitude	Letting others know you see how they've helped you	Co-operation	Working together to do more than you can do alone
Humility	Putting others first by giving up what you think you deserve	Self-control	Choosing to do what you should do, not what you want to do
Faith	Believing in what you can't see by what you can see.	Love	Choosing to give someone your time and friendship no matter what
Peace	Proving you care more about each other than winning an argument	Forgiveness	Deciding that someone who has wronged you doesn't have to pay
Hope	Believing that something good can come out of something bad	Friendship	Spending time with someone you trust and enjoy
Goodness	Acting with love for the benefit of others	Honesty	Choosing to be truthful in whatever you say and do
Contentment	Deciding to be happy with what you've got	Wisdom	Finding out what to you should do and doing it
Obedience	Trusting those who lead you by doing what you're asked to	Determination	Deciding it's worth it to finish what you've started
Faithfulness	Showing I can be trusted by keeping my promises	Responsibility	Showing you can be trusted with what's expected of you
Respect	Showing others they are important by what you do and say	Gentleness	Using words and actions that make others feel cared for and special
Initiative	Taking the opportunity to do something good before others do	Joy	Finding a way to be happy even when things don't go your way
Justice	Being fair so that we can all live safely and happily	Acceptance	Everyone is special to God, everyone matters at Hope School
Thoughtfulness	Showing concern for the needs and feelings of other people	Creativity	Using your imagination to do something unique
Perseverance	Sticking with what you started even when it gets tough	Worship	Giving to God what He deserves
Listening	Using my hearing to show I respect and care for others	Uniqueness	Discovering who you are meant to be, so you can make a difference
Reliability	Showing I can be trusted to do what is needed	Trust	Putting your confidence in someone you can depend on
Curiosity	Asking good questions to keep on learning	Honour	Letting someone know how valuable they are
Generosity	Making someone's day by giving something away	Patience	Waiting until later for what you want now