



Compassion Joy Perseverance Respect

'Live life in all its fullness' John 10:10

PSHE / Relationship & Sex Education Policy

Approved – January 2025
Next review – January 2027

Achieving Excellence Together

Policy For Relationship and Sex Education

Definition

RSE is the lifelong learning about physical, moral and emotional development. It is about the understanding of the importance of marriage for family life, stable and loving relationships, respect, love and care. It is also about the teaching of sex, sexuality and sexual health. It is not about the promotion of sexual activity.

We undertake to follow the principles of the Church of England *Charter for faith sensitive and inclusive relationships education, relationships and sex education (RSE) and health education (RSHE)*.

1. Statutory Requirements

In June 2019, the Department for Education launched the final statutory guidance to accompany the introduction of compulsory health education, relationships education and relationships and sex education (RSE) in 2020.

The Relationships and Health and well-being sections of PSHE education is compulsory in primary schools from September 2020. Sex education is not compulsory in primary schools. The recommendation is that all primary schools have a programme of sex education.

The Sex Education Forum believes that Relationships Education should promote equal, safe and enjoyable relationships and be taught in a way which fosters LGBT and gender equality, in line with the Equalities Act 2010.

What does the new Relationships Education cover?

Sex Education (Primary)

The content set out in the DfE guidance covers everything that primary schools should teach about relationships and health, including puberty. The national curriculum for science also includes subject content in related areas, such as the main external body parts, the human body as it grows from birth to old age (including puberty) and reproduction of some plants and animals.

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

There is widespread agreement that children need to be able to recognise abusive behaviour and to know how to seek help if they are worried about abuse or experience it. The new guidance states that by the end of primary school all children should know: 'how to report concerns or abuse, and the vocabulary and confidence needed to do so'.

2. Aims & Objectives

At Hunton it is our aim to ensure that our children grow up as informed and responsible adults. Our RSE programme is therefore not taught in isolation but is firmly rooted in our PSHE (Personal, Social, Health and Education) framework based on guidance from the PSHE association and Science teaching based on the statutory National Curriculum.

The School recognises the wide variety of family units from which the children come.

As a school we aim:

- To create a positive culture around issues of sexuality and relationships.
- To provide pupils with the knowledge and skills to develop feelings of self-respect, confidence

and empathy.

- To teach pupils the correct vocabulary to describe themselves and their bodies.
- To create a climate in which sensitive discussion can take place.
- To prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.

The objectives of Relationships and Sex Education are:

- To promote pupils' self-esteem, confidence and body image.
- To give accurate information about puberty, reproduction and contraception particularly in the transition year before moving to secondary school.
- To promote the skills needed to build positive personal relationships
- To provide pupils with the opportunity to clarify some of their misconceptions / attitudes towards friendships, sexuality and gender.
- To explore and respect the views of others and understand that they may differ to their own,
- To develop their communication and decision making skills, from an informed basis.
- To help young people resist unwanted pressure.
- To give pupils the opportunity to explore ideas about family, stable relationships and parenting.
- To be responsive and aware of differing needs and backgrounds.
- To prepare young people for transitions in later life.

3. Curriculum

Our Relationships and Sex Education is based upon our Christian values of compassion, joy, perseverance and respect which are lived out in our school each day. Pupils' personal, social, health and emotional development are all promoted in the supportive Christian ethos of this church school, where kindness and respect towards each other are paramount. It is in the context of the absolute value of 'living life in all its fullness', that RSE is taught at Hunton CE Primary School.

Sex education should be seen in school as part of promoting health and wellbeing through the curriculum. Sex education is more than just biological facts and hygiene, it has moral, legal, cultural and ethnic dimensions. Sex education does involve knowledge of how the human body functions, but it also involves feelings about love, sexuality, relationships and responsibility towards oneself and towards others.

At Hunton CEP school we recognise the importance of preparing pupils for the transition phase to secondary school. Thus ensuring 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. Consultation with Year 6 parents should start at the beginning of the academic year. This process includes offering parents support in talking to their children about sex education and how to link this with what is being taught in school.

Parents have the right to withdraw their child from sex education which goes beyond the national curriculum content for science. (See App 1)

4. Teaching of RSE

At primary school level Relationship and Sex Education should contribute to the delivery of the Science curriculum and the foundation of PSHE. (Please see attached scheme of work and progression document – App 2)

National Curriculum Science
Key Stage 1:

- a. identify, name, draw and label basic parts of the human body
- b. know that animals, including humans, have offspring which grow into adults
- c. the importance for humans of exercise, eating the right amounts of different types of food and hygiene

Key Stage 2:

- a. describe the life processes of reproduction in some plants and animals
- b. describe changes as humans develop from birth to old age
recognise the impact of diet, exercise, drugs and lifestyle on ways the body functions

5. The Delivery of RSE

All teachers are responsible for teaching about and modelling good relationships within school and the delivery of the RSE curriculum. We use the 'Kapow Primary' Scheme of work to support our delivery of the RSE and PSHE curriculum from years 1-6.

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Responding to the needs of individual pupils
- Responding appropriately to pupils who parents wish them to be withdrawn from the non-statutory components of RSE.

RSE is delivered through stand alone lessons as well as through Science, RE, PSHE, literacy activities and circle time. It is usually delivered in mixed gender groups. However, there may be occasions where single gender groups are more appropriate and relevant. For detailed information about our curriculum please see class plans on our website. Click here [Hunton Primary School](#)

At Hunton the children are encouraged to participate in discussions, investigations and problem-solving activities. A range of opportunities are provided for children to learn including group work, debate, discussion, role play and the use of visitors and outside agencies. If a visitor is invited in a teacher should always remain present.

Early Years Foundation Stage

Personal, social and emotional development (PSED) is one of three prime areas of learning in the EYFS Curriculum Framework. It involves helping children to develop a positive sense of themselves, and others; to form positive relationships and develop respect for others; to develop social skills and learn how to manage their feelings; to understand appropriate behaviour in groups; and to have confidence in their own abilities.

PSED has three aspects:

Self Regulation: Children show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly. They are able to set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate. They can give focused attention to what the teacher says, responding appropriately even when engaged in activity, and show an ability to follow instructions involving several ideas or actions.

Managing Self: Children will be confident to try new activities and show independence, resilience and perseverance in the face of challenge. They will be able to explain the reasons for rules, know right from wrong and try to behave accordingly. Children will manage their own basic hygiene and personal needs,

including dressing, going to the toilet and understanding the importance of healthy food choices.

Building Relationships: Children will work and play cooperatively and take turns with others. Children will form positive attachments to adults and friendships with peers. They will show sensitivity to their own and to others' needs.

6. Specific Issues

Working with Parents/Carers and our School Community

We are committed to sharing our role as educators with parents and carers, who are the key figures in supporting their children through the emotional and physical aspects of growing up. We seek to work in partnership with parents and carers when planning and delivering RSE. We will encourage this partnership by:

- Informing parents and carers by letter of forthcoming RSE topics
- Inviting parents to review resources and activities used in RSE
- Making the RSE policy available.
- Providing supportive information about parents' role in RSE
- Informing parents and carers about visits from professionals supporting the RSE programme
- Providing information about support opportunities for young people within the school. Parents and carers have the right to withdraw their children from all or part of those elements of RSE which are not included in the statutory National Curriculum. This does not include the elements of RSE to be found in the National Curriculum for Science.
- Requests for withdrawal should be put in writing using the form found in Appendix 1 of this policy and addressed to the Headteacher of the school.

Pupils

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

Special Educational Needs

RSE is taught to all children, whatever their ability, in accordance with the school curriculum policy of providing a broad and balanced education to all children. Teachers provide learning opportunities matched to the needs of children with learning difficulties.

Dealing with sensitive issues

Teachers need to be sure that they are aware of issues that may arise out of teaching and learning about RSE. The following are protocols for discussion based lessons with pupils:

- no one (teacher or pupil) will have to answer a personal question;
- no one will be forced to take part in a discussion, children may 'pass';
- only the correct names for body parts will be used;
- meanings of words will be explained in a sensible, biological and factual way
- teachers may use their discretion in responding to questions and may say that the appropriate person to answer that question is the parent/guardian/carer
- all teachers will set ground rules at the start of their RSE lessons

7. Monitoring & Evaluation

The provision of RSE will be monitored, evaluated and reviewed by the designated RSE leader, Headteacher and the Governing Body. It will review this policy every two years in consultation with staff, pupils and parents.

8. Equal Opportunities

Hunton Church of England Primary School is committed to equal opportunities in all areas of school life. We believe that pupils' religious and cultural difference should also be respected.

We believe that God has made each of us as a unique human being and we are all equally valued. We recognise and celebrate this. We also recognise and respect cultural differences within the school and the wider community. Abusive, disrespectful and judgmental comments or attitudes will never be tolerated, whilst giving due regard to the age and maturity of the class or group taught.

APPENDIX 1

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	(Include notes from discussions with parents and agreed actions taken)

EYFS (Reception) units

Self-regulation: My feelings

In this unit, children are learning to explore and understand their feelings, identify when they may be feeling something, and begin learning how to communicate and cope with their feelings and emotions.

Building relationships: Special relationships

In this unit, children are learning to explore why families and special people are valuable, understand why it is important to share and develop strategies, see themselves as valuable individual and explore diversity through thinking about similarities and differences.

Managing self: Taking on challenges

In this unit, children will understand why we have rules, the importance of persistence and perseverance in the face of challenges, learn how to communicate effectively with others, practice 'grounding' coping strategies, and to learn new skills that will help them show resilience and perseverance in the face of challenge.

Self-regulation: Listening and following instructions

In this unit, children will learn why it is important to be an honest, thoughtful and resilient active listener who can respond to instructions and how they can become one.

Building relationships: My family and friends

In this unit, children will learn how we all have different beliefs and celebrations, what characteristics make a good friend, and how we need to listen to one another.

Managing self: My wellbeing

In this unit, children will learn how to look after their wellbeing through exercise, meditation, a balanced diet and care for themselves.

	Families and relationships		Health and wellbeing	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Introduction: Setting ground rules for RSE & PSHE lessons*	Introduction: Setting ground rules for RSE & PSHE lessons*	Understanding my feelings*	Understanding my feelings*
2	Family*	Family*	Relaxation - laughter and progressive muscle relaxation	Steps to success
3	Friendships*	Friendships*	What am I like?	Developing a growth mindset
4	Families are all different	Other people's feelings	Ready for bed?	Being active
5	Other people's feelings	Getting along with others*	Hand washing and personal hygiene	Relaxation: breathing exercises
6	Getting along with others*	Friendship problems*	Sun safety	Healthy diet
7	Friendship problems*	Gender stereotypes*	Allergies	Looking after our teeth
8	Gender stereotypes*	Change and loss	People who help us stay healthy	

	Safety and the changing body		Citizenship	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Communicating with adults*	Communicating with adults*	Rules*	Rules*
2	People who help to keep us safe in our local community	Road safety*	Similar, yet different *	Similar, yet different *
3	Road safety*	Safety at home	Belonging	Caring for others: Animals
4	Safety with medicines*	Safety with medicines*	Job roles in the community	The needs of others
5	Making a call to the emergency services	What to do if I get lost	Our school environment	Democratic decisions
6	The difference between secrets and surprises	The internet	Our local environment	School council
7	Appropriate contact*	Appropriate contact*		Giving my opinion
8	My private parts are private*	My private parts are private*		

Economic Wellbeing		
	<u>Cycle A</u>	<u>Cycle B</u>
1	Money*	Money*
2	Needs and wants*	Needs and wants*
3	Looking after money	Saving and spending
4	Banks and building societies*	Banks and building societies*
5	Jobs*	Jobs*
Transition		
	<u>Cycle A</u>	<u>Cycle B</u>
1	Transition lesson*	Transition lesson*

	Families and relationships		Health and wellbeing	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Introductory lesson: Setting ground rules and signposting*	Introductory lesson: Setting ground rules and signposting*	My healthy diary	My healthy diary
2	Friendship issues and bullying*	Friendship issues and bullying*	Diet and dental health	Looking after our teeth
3	The effects of bullying and the responsibility of the bystander	Healthy families	Relaxation - stretches	Relaxation - visualisation
4	Stereotyping - Gender*	Stereotyping - Gender*	Wonderful me	Meaning and purpose - my role
5	Stereotyping - Age/disability*	Stereotyping - Age/disability*	My superpowers	Resilience: breaking down problems
6	Healthy friendships - boundaries	How my behaviour affects others	Celebrating mistakes	Emotions
7	Learning who to trust	Effective communication to support relationships	My happiness	Mental health
8	Respecting differences*	Respect and manners		
9	Change and loss - bereavement*	Respecting differences		

	Safety and the changing body		Citizenship	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Be kind online	Fake emails	Recycling / reusing*	Recycling? reusing*
2	Cyberbullying	Internet safety: age restrictions	Local community buildings and groups*	Local community buildings and groups*
3	Share aware	Consuming information online	Local council and democracy*	Local council and democracy*
4	Privacy and secrecy	Tobacco	Rules	Diverse communities
5	First Aid: Bites and stings	First Aid: asthma	Rights of the child*	Rights of the child
6	Choices and influences*	Choices and influences*	Human rights	Charity
7	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty	Year 3: First Aid: Emergencies and calling for help Year 4: Introducing puberty		
8	Year 3: Road safety Year 4: Growing up	Year 3: Road safety Year 4: Growing up		

Economic Wellbeing		
	Cycle A	Cycle B
1	Spending choices*	Spending choices*
2	Budgeting*	Budgeting*
3	Money and emotions *	Money and emotions *
4	Jobs and careers*	Jobs and careers*
5	Gender and careers	Jobs for me
Transition		
	Cycle A	Cycle B
1	Coping strategies*	Coping strategies*

	Families and relationships		Health and wellbeing	
	Cycle A	Cycle B	Cycle A	Cycle B
1	Introduction lesson: Setting rules and signposting*	Introduction lesson: Setting rules and signposting*	Relaxation - yoga	Relaxation - mindfulness
2	Build a friend - what makes a good friend	Friendship skills	The importance of rest	What can I be?
3	Respect*	Respect*	Embracing failure	Taking responsibility for my health
4	Respecting myself	Resolving conflict	Going for goals	The impact of technology on health
5	Marriage	Family life	Taking responsibility for my feelings	Resilience toolbox
6	Bullying	Stereotyping	Healthy meals	Immunisation
7	Stereotyping	Challenging stereotypes	Sun safety	Physical health concerns
8	Challenging stereotypes	Change and loss		Good and bad habits

	Safety and the changing body		Citizenship	
	<u>Cycle A</u>	<u>Cycle B</u>	<u>Cycle A</u>	<u>Cycle B</u>
1	Online friendships	Critical digital consumers	Breaking the law	Pressure groups
2	Staying safe online	Social media	Prejudice and discrimination	Valuing diversity
3	First Aid: Choking	First Aid: Bleeding	Protecting the planet	Food choices and the environment
4	Alcohol	First Aid: Basic life support	Contributing to the community	Caring for others
5	Drugs, alcohol and tobacco: Influences	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Rights and responsibilities*	Rights and responsibilities*
6	Year 5: Puberty Year 6: Physical and emotional changes of puberty	Year 5: Menstruation <u>Year 6: Conception</u>	Parliament and national democracy*	Parliament and national democracy*
7	Year 5: Menstruation <u>Year 6: Conception</u>	Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u>		
8	Year 5: Emotional changes in puberty <u>Year 6: Pregnancy and birth</u>			

Economic wellbeing		
	<u>Cycle A</u>	<u>Cycle B</u>
1	Borrowing	Attitudes to money
2	Income and expenditure	Keeping money safe
3	Prioritising spending	Stereotypes in the workplace
4	Risks with money	Gambling
5	Careers*	Careers*
Identity		
	<u>Cycle A</u>	<u>Cycle B</u>
1	Year 6: What is identity?	Year 6: What is identity?
2	Year 6: Identity and body image	Year 6: Identity and body image
Transition lesson		
	<u>Cycle A</u>	<u>Cycle B</u>
1	Roles and responsibilities*	Roles and responsibilities*

Sub-strand	Year 1/2	
	Skills	Knowledge
Family	<p>Y2: Understanding that families offer love, care and support.</p> <p>Y1/Y2 (Cycle A): Exploring how families are different to each other.</p> <p>Y1/Y2 (Cycle A): Discussing ways to show respect for different families.</p>	<p>Y1: To understand that families look after us.</p> <p>Y1: To know some words to describe how people are related (eg. aunty, cousin)</p> <p>Y1: To know that some information about me and my family is personal.</p> <p>Y1/Y2 (Cycle A): To know that families can be made up of different people.</p> <p>Y1/Y2 (Cycle A): To know that families may be different to my family.</p>
Friendships	<p>Y1: Exploring how friendship problems can be overcome.</p> <p>Y1: Exploring friendly behaviours.</p> <p>Y2: Understanding difficulties in friendships and discussing action that can be taken.</p>	<p>Y1: To understand some characteristics of a positive friendship.</p> <p>Y1: To understand that friendships can have problems but that these can be overcome.</p> <p>Y2: To know some problems which might happen in friendships.</p> <p>Y2: To understand that some problems in friendships might be more serious and need addressing.</p>
Respectful relationships	<p>Y1: Recognising how other people show their feelings.</p> <p>Y1: Identifying ways we can care for others when they are sad.</p> <p>Y1: Exploring the ability to successfully work with different people.</p> <p>Y2: Learning how other people show their feelings and how to respond to them.</p> <p>Y2: Exploring the conventions of manners in different situations.</p>	<p>Y1: To know that it is called stereotyping when people think of things as being 'for boys' or 'for girls' only.</p> <p>Y2: To understand some ways people show their feelings.</p> <p>Y2: To understand what good manners are.</p> <p>Y2: To understand some gender stereotypes related to jobs.</p>
Change and loss	<p>Y1/Y2 (Cycle B): Exploring how loss and change can affect us.</p>	<p>Y1/Y2 (Cycle B): To know that there are ways we can remember people or events.</p>

Sub-strand	Year 3/4	
	Skills	Knowledge
Family	<p>Y4: Using respectful language to discuss different families.</p> <p>Y3/Y4 (Cycle B): Learning that problems can occur in families and that there is help available if needed.</p>	<p>Y 4: To know that families are varied in the UK and across the world.</p> <p>Y3/Y4 (Cycle B): To know that I can talk to trusted adults or services such as Childline if I experience family problems.</p>
Friendships	<p>Y3: Exploring ways to resolve friendship problems.</p> <p>Y4: Developing an understanding of the impact of bullying and what to do if bullying occurs.</p> <p>Y3/Y4 (Cycle A): Exploring physical and emotional boundaries in friendships.</p>	<p>Y3: To know that violence is never the right way to solve a friendship problem.</p> <p>Y4: To know that bullying can be physical or verbal.</p> <p>Y4: To know that bullying is repeated, not a one off event.</p> <p>Y3 /Y4 (Cycle A): To understand the different roles related to bullying including victim, bully and bystander.</p> <p>Y3/Y4 (Cycle A): To understand that everyone has the right to decide what happens to their body.</p>
Respectful relationships	<p>Y3: Exploring the negative impact of stereotyping.</p> <p>Y3/Y4 (Cycle A): Identifying who I can trust.</p> <p>Y3/Y4 (Cycle B): Exploring how my actions and behaviour can affect other people.</p> <p>Y3/Y4 (Cycle B): Learning about the effects of non verbal communication.</p>	<p>Y3: To understand that there are similarities and differences between people.</p> <p>Y3: To understand some stereotypes related to age.</p> <p>Y4: To understand some stereotypes related to disability.</p> <p>Y3/Y4 (Cycle A): To know that trust is being able to rely on someone and it is an important part of relationships.</p> <p>Y3/Y4 (Cycle B): To understand the courtesy and manners which are expected in different scenarios.</p> <p>Y3/Y4 (Cycle B): To know the signs of a good listening.</p>
Change and loss	<p>Y3/Y4 (Cycle A) Discussing how to help someone who has experienced a bereavement.</p>	<p>Y3/Y4 (Cycle A): To know that bereavement describes the feeling someone might have after someone dies or another big change in their lives.</p>

Sub-strand	Year 5/6	
	Skills	Knowledge
Family	Y5/Y6 (Cycle B): Identifying ways families might make children feel unhappy or unsafe.	Y5/Y6 (Cycle A): To know that marriage is a legal commitment and is a choice people can make. Y5/Y6 (Cycle B): To know that if I have a problem, I can call ChildLine on 0800 1111.
Friendships	Y5/Y6 (Cycle A): Exploring the impact that bullying might have. Y5/Y6 (Cycle B): Exploring issues which might be encountered in friendships and how these might impact the friendship. Y5/Y6 (Cycle B): Identifying ways to resolve conflict through negotiation and compromise.	Y5/Y6 (Cycle A): To know what attributes and skills make a good friend. Y5/Y6 (Cycle A): To understand what might lead to someone bullying others. Y5/Y6 (Cycle A): To know what action a bystander can take when they see bullying. Y5/Y6 (Cycle B): To know that a conflict is a disagreement or argument and can occur in friendships. Y5/Y6 (Cycle B): To understand the concepts of negotiation and compromise.
Respectful relationships	Y5: Exploring and questioning the assumptions we make about people based on how they look. Y5: Identifying ways to challenge stereotypes. Y6: Discussing how and why respect is an important part of relationships. Y5/Y6 (Cycle A): Exploring our positive attributes and being proud of these (self respect).	Y5: To understand what respect is. Y5: To understand that everyone deserves respect but respect can be lost. Y6: To know that stereotypes can be unfair, negative and destructive. Y6: To know that discrimination is the unfair treatment of different groups of people, especially on the grounds of race, age, sex, or disability. Y6: To understand that stereotypes can lead to bullying and discrimination Y5/Y6 (Cycle A): To understand that positive attributes are the good qualities that someone has.
Change and loss	Y5/Y6 (Cycle B): Exploring the process of grief and understanding that it is different for different people.	Y5/Y6 (Cycle B): To understand that loss and change can cause a range of emotions. Y5/Y6 (Cycle B): To know that grief is the process people go through when someone close to them dies.

Sub-strand	Year 1/2	
	Skills	Knowledge
Health and prevention	<p>Y1/Y2 (Cycle A): Learning how to wash hands properly.</p> <p>Y1/Y2 (Cycle A): Learning how to deal with an allergic reaction.</p> <p>Y1/Y2 (Cycle B): Exploring the effect that food and drink can have on my teeth.</p>	<p>Y1/Y2 (Cycle A): To understand we can limit the spread of germs by having good hand hygiene.</p> <p>Y1/Y2 (Cycle A): To know the five S's for sun safety: slip, slop, slap, shade, sunglasses.</p> <p>Y1/Y2 (Cycle A): To know that certain foods and other things can cause allergic reactions in some people.</p> <p>Y1/Y2 (Cycle B): To know that food and drinks with lots of sugar are bad for my teeth.</p>
Physical health and wellbeing	<p>Y1/Y2 (Cycle A): Exploring positive sleep habits.</p> <p>Y1/Y2 (Cycle A): Exploring two different methods of relaxation: progressive muscle relaxation and laughter.</p> <p>Y1/Y2 (Cycle A): Exploring health-related jobs and people who help look after our health.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of exercise on body and mind.</p> <p>Y1/Y2 (Cycle B): Exploring some of the benefits of a healthy balanced diet.</p> <p>Y1/Y2 (Cycle B): Suggesting how to improve an unbalanced meal.</p> <p>Y1/Y2 (Cycle B): Learning breathing exercises to aid relaxation.</p>	<p>Y1/Y2 (Cycle A): To know that sleep helps my body to repair itself, to grow and restores my energy.</p> <p>Y1/Y2 (Cycle B): To understand the importance of exercise to stay healthy.</p> <p>Y1/Y2 (Cycle B): To understand the balance of foods we need to keep healthy.</p> <p>Y1/Y2 (Cycle B): To know that breathing techniques can be a useful strategy to relax.</p>
Mental wellbeing	<p>Y1: Identifying different ways to manage feelings.</p> <p>Y2: Exploring strategies to manage different emotions.</p> <p>Y2: Developing empathy.</p> <p>Y1/Y2 (Cycle A): Identifying personal strengths and qualities.</p> <p>Y1/Y2 (Cycle B): Identifying personal goals and how to work towards them.</p> <p>Y1/Y2 (Cycle B): Exploring the need for perseverance and developing a growth mindset.</p>	<p>Y1: To know the words to describe some positive and negative emotions.</p> <p>Y2: To know that we can feel more than one emotion at a time.</p> <p>Y1/Y2 (Cycle A): To know that strengths are things we are good at.</p> <p>Y1/Y2 (Cycle A): To know that qualities describe what we are like.</p> <p>Y1/Y2 (Cycle B): To know that a growth mindset means being positive about challenges and finding ways to overcome them.</p>

Sub-strand	Year 3/4	
	Skills	Knowledge
Health and prevention	<p>Y3/Y4 (Cycle A): Discussing why it is important to look after my teeth.</p> <p>Y3/Y4 (Cycle B): Developing independence in looking after my teeth.</p>	<p>Y3/Y4 (Cycle A): To understand ways to prevent tooth decay.</p> <p>Y3/Y4 (Cycle B): To know key facts about dental health.</p>
Physical health and wellbeing	<p>Y3/Y4 (Cycle A): Learning stretches which can be used for relaxation.</p> <p>Y3/Y4 (Cycle B): Identifying what makes me feel calm and relaxed.</p> <p>Y3/Y4 (Cycle B): Learning visualisation as a tool to aid relaxation.</p> <p>Y3 & Y4 (Cycle A & B): Developing the ability to plan for a healthy lifestyle with physical activity, a balanced diet and rest.</p>	<p>Y3/Y4 (Cycle A): To understand the positive impact relaxation can have on the body.</p> <p>Y3/Y4 (Cycle B): To know that visualisation means creating an image in our heads.</p> <p>Y3 & Y4 (Cycle A & B): To know the different food groups and how much of each of them we should have to have a balanced diet.</p>
Mental wellbeing	<p>Y3/Y4 (Cycle A): Exploring ways we can make ourselves feel happy or happier.</p> <p>Y3/Y4 (Cycle A): Developing a growth mindset.</p> <p>Y3/Y4 (Cycle A): Exploring my own identity through the groups I belong to.</p> <p>Y3/Y4 (Cycle A): Identifying my strengths and exploring how I use them to help others.</p> <p>Y3/Y4 (Cycle B): Exploring how my skills can be used to undertake certain jobs.</p> <p>Y3/Y4 (Cycle B): Developing the ability to appreciate the emotions of others in different situations.</p> <p>Y3/Y4 (Cycle B): Learning to take responsibility for my emotions by knowing that I can control some things but not others.</p> <p>Y3/Y4 (Cycle B): Being able to breakdown a problem into smaller parts to overcome it.</p>	<p>Y3/Y4 (Cycle A): To understand that mistakes can help us to learn.</p> <p>Y3/Y4 (Cycle A): To understand the importance of belonging.</p> <p>Y3 /Y4 (Cycle A): To understand what being lonely means and that it is not the same as being alone.</p> <p>Y3/Y4 (Cycle B): To know that different job roles need different skills and so some roles may suit me more than others.</p> <p>Y3/Y4 (Cycle B): To know that it is normal to experience a range of emotions.</p> <p>Y3/Y4 (Cycle B): To know that mental health refers to our emotional wellbeing, rather than physical.</p> <p>Y3/Y4 (Cycle B): To know who can help if we are worried about our own or other people's mental health.</p> <p>Y3/Y4 (Cycle B): To understand what a problem or barrier is and that these can be overcome.</p>

Sub-strand	Year 5/6	
	Skills	Knowledge
Health and prevention	<p>Y5/Y6 (Cycle A): Developing independence for protecting myself in the sun.</p> <p>Y5/Y6 (Cycle B): Discussing ways to prevent illness.</p> <p>Y5/Y6 (Cycle B): Identifying some actions to take if I am worried about my health or my friends' health.</p>	<p>Y5/Y6 (Cycle A): To understand the risks of sun exposure.</p> <p>Y5/Y6 (Cycle B): To understand that vaccinations can give us protection against disease.</p> <p>Y5/Y6 (Cycle B): To know that changes in the body could be possible signs of illness.</p>
Physical health and wellbeing	<p>Y5/Y6 (Cycle A): Considering calories and food groups to plan healthy meals.</p> <p>Y5/Y6 (Cycle A): Developing greater responsibility for ensuring good quality sleep.</p> <p>Y5/Y6 (Cycle B): Identifying a range of relaxation strategies and situations in which they would be useful.</p> <p>Y5/Y6 (Cycle B): Exploring ways to maintain good habits.</p> <p>Y5/Y6 (Cycle B): Setting achievable goals for a healthy lifestyle.</p> <p>Y5 & Y6 (Cycle A & B): Understanding the relationship between stress and relaxation.</p>	<p>Y5/Y6 (Cycle A): To know that relaxation stretches can help us to relax and de-stress.</p> <p>Y5/Y6 (Cycle A): To know that calories are the unit that we use to measure the amount of energy certain foods give us.</p> <p>Y5/Y6 (Cycle A): To know that what we do before bed can affect our sleep quality.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my physical health (diet, exercise, rest/relaxation, dental health).</p> <p>Y5/Y6 (Cycle B): To know that a habit is a behaviour that we often do without thinking and that we can have good and bad habits.</p>
Mental wellbeing	<p>Y5/Y6 (Cycle A): Taking responsibility for my own feelings.</p> <p>Y5/Y6 (Cycle B): Exploring my personal qualities and how to build on them.</p> <p>Y5/Y6 (Cycle B): Developing strategies for being resilient in challenging situations.</p>	<p>Y5/Y6 (Cycle A): To understand what can cause stress.</p> <p>Y5/Y6 (Cycle A): To understand that failure is an important part of success.</p> <p>Y5/Y6 (Cycle B): To understand that a number of factors contribute to my mental health (Diet, exercise, rest/relaxation).</p> <p>Y5/Y6 (Cycle B): To know the effects technology can have on mental health.</p>

Sub-strand	Year 1/2	
	Skills	Knowledge
Being safe (including online)	<p>Y1: Discussing the concept of privacy.</p> <p>Y1/Y2 (Cycle A): Understanding people's roles within the local community that help keep us safe.</p> <p>Y1/Y2 (Cycle B): Practising what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): Identifying hazards that may be found at home.</p> <p>Y1/Y2 (Cycle B): Exploring ways to stay safe online.</p> <p>Y1 & Y2 (Cycle A & B): Learning how to behave safely near the road and when crossing the road.</p>	<p>Y1: To know that some types of physical contact are never appropriate.</p> <p>Y1: To know the PANTS rule.</p> <p>Y1/Y2 (Cycle A): To understand the difference between secrets and surprises.</p> <p>Y1/Y2 (Cycle B): To know what to do if I get lost.</p> <p>Y1/Y2 (Cycle B): To know that a hazard is something which could cause an accident or injury.</p> <p>Y1/Y2: (Cycle B): To know that I should tell an adult if I see something which makes me uncomfortable online.</p> <p>Y1/Y2 (Cycle A & B): To know the rules for crossing the road safely.</p>
Drugs, alcohol and tobacco	<p>Y1: Learning what is and is not safe to put in or on our bodies.</p> <p>Y2: Exploring what people can do to feel better when they are ill.</p> <p>Y2: Learning how to be safe around medicines.</p>	<p>Y1: To know that some things are unsafe to put onto or into my body and to ask an adult if I am not sure.</p> <p>Y2: To know that medicine can help us when we are ill.</p> <p>Y2: To understand that we should only take medicines when a trusted adult says we can.</p>
The changing adolescent body		<p>Y1: To know the names of parts of my body including private parts.</p>
Basic first aid	<p>Y1/Y2 (Cycle A): Practising making an emergency phone call.</p>	<p>Y1/Y2 (Cycle A): To know that an emergency is a situation where someone is badly hurt, very ill or a serious accident has happened.</p> <p>Y1/Y2 (Cycle A): To know that the emergency services are the police, fire service and the ambulance service.</p>

Sub-strand	Year 3/4	
	Skills	Knowledge
Being safe (including online)	<p>Y3: Identifying things people might do near roads which are unsafe.</p> <p>Y3/Y4 (Cycle A): Discussing how to seek help if I need to.</p> <p>Y3/Y4 (Cycle A): Exploring what to do if an adult makes me feel uncomfortable.</p> <p>Y3/Y4 (Cycle A): Learning about the benefits and risks of sharing information online.</p> <p>Y3/Y4 (Cycle A): Exploring ways to respond to cyberbullying or unkind behaviour online.</p> <p>Y3/Y4 (Cycle B): Beginning to recognise unsafe digital content.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>	<p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p> <p>Y3/Y4 (Cycle A): To understand that there are risks to sharing things online.</p> <p>Y3/Y4 (Cycle A): To know the difference between private and public.</p> <p>Y3/Y4 (Cycle A): To understand that cyberbullying is bullying which takes place online.</p> <p>Y3/Y4 (Cycle B): To know the signs that an email might be fake.</p> <p>Y3 & 4 (Cycle A & B): Developing skills as a responsible digital citizen.</p>
Drugs, alcohol and tobacco	<p>Y3: Exploring choices and decisions that I can make.</p> <p>Y4: Exploring that people and things can influence me and that I need to make the right decision for me.</p> <p>Y3/Y4 (Cycle B): Discussing the benefits of being a non-smoker.</p>	<p>Y4: To understand that other people can influence our choices.</p> <p>Y3/Y4 (Cycle B): To understand the risks associated with smoking tobacco.</p>
The changing adolescent body	<p>Y4: Discussing some physical and emotional changes during puberty.</p>	<p>Y4: To understand the physical changes to both male and female bodies as people grow from children to adults.</p>
Basic first aid	<p>Y3: Learning what to do in a medical emergency, including calling the emergency services.</p> <p>Y3/Y4 (Cycle B): Learning how to help someone who is having an asthma attack.</p>	<p>Y3: To know that it is important to maintain the safety of myself and others, before giving first aid.</p> <p>Y3/Y4 (Cycle A): To know that bites or stings can sometimes cause an allergic reaction.</p> <p>Y3/Y4 (Cycle B): To know that asthma is a condition which causes the airways to narrow.</p>

Sub-strand	Year 5/6	
	Skills	Knowledge
Being safe (including online)	<p>Y5/Y6 (Cycle A): Developing an understanding of how to ensure relationships online are safe.</p> <p>Y5/Y6 (Cycle B): Developing an understanding about the reliability of online information.</p> <p>Y5 /Y6 (Cycle B): Exploring online relationships including dealing with problems.</p>	<p>Y5/Y6 (Cycle A): To know the steps to take before sending a message online (using the THINK mnemonic).</p> <p>Y5/Y6 (Cycle A): To know some of the possible risks online.</p> <p>Y5/Y6 (Cycle B): To understand that online relationships should be treated in the same way as face to face relationships.</p> <p>Y5/Y6 (Cycle B): To know where to get help with online problems.</p>
Drugs, alcohol and tobacco	<p>Y5/Y6 (Cycle A): Learning to make 'for' and 'against' arguments to help with decision making.</p> <p>Y5/Y6 (Cycle A): Discussing the reasons why adults may or may not drink alcohol.</p>	<p>Y5/Y6 (Cycle A): To know some strategies I can use to overcome pressure from others and make my own decisions.</p> <p>Y5/Y6 (Cycle A): To understand the risks associated with drinking alcohol.</p>
The changing adolescent body	<p>Y5: Learning about the emotional changes during puberty.</p> <p>Y5: Identifying reliable sources of help with puberty.</p> <p>Y6: Discussing problems which might be encountered during puberty and using knowledge to help.</p>	<p>Y5: To understand the process of the menstrual cycle.</p> <p>Y5: To know the names of the external sexual parts of the body and the internal reproductive organs.</p> <p>Y5: To know that puberty happens at different ages for different people.</p> <p>Y6: To understand how a baby is conceived and develops.</p>
Basic first aid	<p>Y5/Y6 (Cycle A): Learning how to help someone who is choking.</p> <p>Y5/Y6 (Cycle B): Learning about how to help someone who is bleeding.</p> <p>Y5/Y6 (Cycle B): Placing an unresponsive patient into the recovery position.</p>	<p>Y5/Y6 (Cycle B): To know how to assess a casualty's condition.</p> <p>Y5/Y6 (Cycle B): To know how to conduct a primary survey (using DRSABC).</p>

Year 1/2		Year 3/4	
Skills	Knowledge	Skills	Knowledge
<p>Y1: Recognising why rules are necessary.</p> <p>Y1: Exploring the differences between people.</p> <p>Y2: Explaining why rules are in place.</p> <p>Y1/Y2 (Cycle A): Recognising the groups that we belong to.</p> <p>Y1/Y2 (Cycle A): Identifying positives and negatives about the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the importance of looking after the school environment.</p> <p>Y1/Y2 (Cycle A): Identifying ways to help look after the school environment.</p> <p>Y1/Y2 (Cycle A): Recognising the contribution people make to the local community.</p> <p>Y1/Y2 (Cycle B): Discussing how to meet the needs of different pets.</p> <p>Y1/Y2 (Cycle B): Learning how to discuss issues of concern to me.</p>	<p>Y1: To know the rules in school.</p> <p>Y1: To understand that people are all different.</p> <p>Y2: To know some of the different places where rules apply.</p> <p>Y2: To understand that everyone has similarities and differences.</p> <p>Y2: To know that some rules are made to be followed by everyone and are known as 'laws'.</p> <p>Y1/Y2 (Cycle A): To know some of the jobs people do to look after the environment in school and the local community.</p> <p>Y1/Y2 (Cycle B): To know that different pets have different needs.</p> <p>Y1/Y2 (Cycle B): To understand the needs of younger children and that these change over time.</p> <p>Y1/Y2 (Cycle B): To know that voting is a fair way to make a decision.</p> <p>Y1/Y2 (Cycle B): To understand how democracy works in school through the school council.</p>	<p>Y3: Discussing ways we can make a difference to recycling rates at home/school.</p> <p>Y3: Identifying local community groups.</p> <p>Y4: Discussing how local community groups support the community.</p> <p>Y4: Considering the responsibilities that adults and children have to maintain children's rights.</p> <p>Y4: Identifying ways items can be reused.</p> <p>Y4: Explaining why reusing items is of benefit to the environment.</p> <p>Y3/Y4 (Cycle A): Discussing how we can help to protect human rights.</p> <p>Y3/Y4 (Cycle B): Identifying the benefits different groups bring to the local community.</p> <p>Y3/Y4 (Cycle B): Discussing the positives diversity brings to a community.</p> <p>Y3 & Y4 (Cycle A & B): Exploring how children's rights help them and other children.</p>	<p>Y3: To understand how recycling can have a positive impact on the environment.</p> <p>Y3: To know that the local council is responsible for looking after the local area.</p> <p>Y3: To know that elections are held where adults can vote for local councillors.</p> <p>Y4: To know that reusing items is of benefit to the environment.</p> <p>Y4: To understand that councillors have to balance looking after local residents and the needs of the council.</p> <p>Y3/Y4 (Cycle A): To understand some of the consequences of breaking rules.</p> <p>Y3/Y4 (Cycle B): To understand the role of charities in the community.</p> <p>Y3/Y4 (Cycle B): To know that there are a number of groups which make up the local community.</p> <p>Y3 & Y4 (Cycle A & B): To understand the UN Convention on the Rights of the Child.</p>

Year 5/6

Skills	Knowledge
Y5: Discussing how rights and responsibilities link.	Y5: To know that parliament is made up of the House of Commons, the House of Lords and the Monarch.
Y5: Exploring the right to a freedom of expression.	Y5: To know that parliament is where MPs debate issues, propose laws, amend existing laws and challenge the government's work.
Y5: Developing an understanding of how parliament and Government work.	Y6: To know that education is an important human right.
Y6: Discussing how education and other human rights protect us.	Y6: To know that the prime minister appoints 'ministers' who have responsibility for different areas, such as healthcare and education.
Y6: Identifying causes which are important to us.	Y5/Y6 (Cycle A): To know what happens when someone breaks the law.
Y6: Discussing how people can influence what happens in parliament.	Y5/Y6 (Cycle A): To understand the waste hierarchy.
Y6: Identifying appropriate ways to share views and ideas with others.	Y5/Y6 (Cycle A): To know that prejudice is making assumptions about someone based on certain information.
Y5/Y6 (Cycle A): Discussing ways to challenge prejudice and discrimination.	Y5/Y6 (Cycle A): To know that discrimination is treating someone differently because of certain factors.
Y5/Y6 (Cycle A): Explaining why reducing the use of materials is positive for the environment.	Y5/Y6 (Cycle B): To know that a pressure group is a group of people who feel very strongly about an issue and want to see something change.
Y5/Y6 (Cycle A): Identifying the contribution people make to the community and how this is recognised.	Y5/Y6 (Cycle B): To know that our food choices can affect the environment.
Y5/Y6 (Cycle B): Identifying ways people can bring about change in society.	
Y5/Y6 (Cycle B): Learning about environmental issues relating to food.	

Year 1/2		Year 3/4	
Skills	Knowledge	Skills	Knowledge
Y1: Developing an understanding of how banks work.	Y1: To know that coins and notes have different values.	Y3: Discussing the range of feelings which money can cause.	Y3: To know that budgeting money is important.
Y1: Identifying whether something is a want or need.	Y1: To know some of the ways children may receive money.	Y3: Discussing the different attitudes people have to money.	Y3: To understand that there are a range of jobs available.
Y2: Exploring the reasons why people choose certain jobs.	Y1: To know that it is wrong to steal money.	Y3: Exploring the impact our spending can have on other people.	Y4: To know that money can be lost in a variety of ways.
Y1/Y2 (Cycle A): Discussing how to keep money safe.	Y1: To know that banks are places where we can store our money.	Y4: Exploring the factors which affect whether something is value for money.	Y4: To understand the importance of tracking money.
Y1/Y2 (Cycle B): Exploring choices people make about money.	Y1: To know some jobs in school.	Y4: Discussing some impacts of losing money.	Y3/Y4 (Cycle B): To know that many people will have more than one job or career in their lifetimes.
Y1/Y2 (Cycle B): Recognising that people make choices about how to spend money.	Y1: To know that different jobs need different skills.	Y4: Identifying negative and positive influences that can affect our career choices.	Y3 & Y4 (Cycle A & B): Exploring ways to overcome stereotypes in the workplace.
Y1 & Y2 (Cycle A & B): Discussing what to do if we find money.	Y1: To know the difference between a 'want' and 'need'.		Y3 & Y4 (Cycle A & B): To understand that there are different ways to pay for things.
	Y2: To know some of the ways in which adults get money.		Y3 & Y4 (Cycle A & B): To understand that some stereotypes can exist around jobs but these should not affect people's choices.
	Y2: To know some of the features to look at when selecting a bank account.		

Year 5/6

Skills	Knowledge
Y6: Identifying jobs which might be suitable for them.	Y6: To understand that different jobs have different routes into them.
Y5/Y6 (Cycle A): Discussing risks associated with money.	Y6: To understand that people change jobs for a number of reasons.
Y5/Y6 (Cycle A): Making a budget based on priorities.	Y5/Y6 (Cycle A): To know that when money is borrowed it needs to be paid back, usually with interest.
Y5/Y6 (Cycle B): Recognising differences in how people deal with money and the role of emotions in this.	Y5/Y6 (Cycle A): To know that it is important to prioritise spending.
Y5/Y6 (Cycle B): Discussing some risks associated with gambling.	Y5/Y6 (Cycle A): To know some ways that people lose money.
	Y5/Y6 (Cycle A): To know that income is the amount of money received and expenditure is the amount of money spent.
	Y5/Y6 (Cycle B): To understand that there are certain rules to follow to keep money safe in bank accounts.
	Y5/Y6 (Cycle B): To know that gambling is a risk where money, or something else, is swapped in the hope of winning something better or more money.
	Y5/Y6 (Cycle B): To know that banks and organisations such as Citizens' Advice can help with money-related problems.

*Progression of skills and knowledge***Identity****Year 6 only**

Skills	Knowledge
Discussing the factors that make our 'identity'. Recognising the difference between how we see ourselves and how others see us. Exploring how the media might influence our identity.	To know that identity is the way we see ourselves and also how other people see us.

*Progression of skills and knowledge***Transition**

Year 1/2		Year 3/4		Year 5/6	
Skills	Knowledge	Skills	Knowledge	Skills	Knowledge
Y1: Recognising our own strengths. Y2: Identifying people who can help us when we are worried about changes.	Y1 & Y2 (Cycle A & B): To understand that changes can be both positive and negative. Y1 & Y2 (Cycle A & B): To understand that change is part of life.	Y3: Being able to set goals. Y4: Learning strategies to deal with change. Y3 & Y4 (Cycle A & B): Recognising our own achievements.	Y3: To know that setting goals can help us to achieve what we want. Y4: To understand that change often brings about more opportunities and responsibilities.	Y5: Recognising own skills and how these can be developed. Y6: Exploring a greater range of strategies to deal with feelings associated with change.	Y5: To understand the skills needed for roles in school. Y6: To know that a big change can bring opportunities but also worries.



Kapow Primary Parents' and carers' guide for Relationships, Sex and Health Education (RSHE).

From the academic year 2020-2021, all primary schools in England must teach Relationships and Health Education (RSHE). The government has set out guidance about what they expect children to know by the time they leave primary education but it is up to schools to decide how they will teach this. Schools will discuss their approach with parents and carers.

There is no legal requirement for schools to teach sex education but the government recommends children learn about some key areas before they leave primary school.

Many schools will have been teaching these topics for a number of years. As with other subjects, we will work hard to make sure the lessons meet the needs of the children and are age appropriate. These topics are really important in helping children deal with current experiences and also to prepare them for the next stage of their education and ultimately for adult life.

Schools and the government recognise the important role you play in educating your children and this is especially true for RSHE. It is important that children can discuss and ask questions both at home and at school.

What will my child be learning about?

Your child's school has chosen to use lesson plans from Kapow Primary, an online provider of resources for primary schools. These lessons cover the statutory requirements and have been carefully planned to be age appropriate. They also give the opportunity for children to revisit topics in different year groups. This is important as they will learn more and see things differently as they mature.

The lessons are divided up into three overarching themes:

- Families and relationships
- Health and wellbeing
- Safety and the changing body

Below is a summary of some of the areas covered within each theme:

Families and relationships

- How to form and maintain friendships
- Importance of family
- Different types of families
- Dealing with problems in friendships
- Online relationships, including staying safe
- Stereotyping

Health and wellbeing

- Mental health and wellbeing
- Healthy eating
- Physical activity
- Dental health
- Importance of sleep
- Medicines
- Tobacco
- Alcohol
- First aid

Safety and the changing body

- Online safety
- Safety around adults
- Understanding their body
- Physical changes during puberty
- Emotional changes during puberty
- Asking for help when needed

The lessons will give children the opportunity to increase their knowledge and understanding of the topic. They will also be able to explore their feelings and ideas about topics and listen to the views of other people. The overall aim is for children to be able to make their informed choices and decisions.

Will my child have to take part?

All the content outlined above is statutory and therefore all children should be taught it. As with any other subject teachers will ensure that the lesson is taught in a way which means children of all abilities will learn. The government is very clear that they want children with special educational needs (SEN) to be included in these lessons.

As a parent you do **not** have the right to withdraw your child from any of the statutory content on either relationships or health. You only have the right to withdraw your child from the sex education content that we choose to teach, apart from National Curriculum Science. It is recommended that you talk to your child's school about this before making a decision.

Parents and carers are sometimes concerned about the conversations children may have in RSHE lessons, but teachers have lots of ways to make sure children are safe in these lessons. For example, they will have ground rules to make sure children feel confident to share their ideas, they will use things like puppets and stories, so children are discussing a made up characters' experiences rather than their own. They also know the children in their class well and will have a sense of their needs and what they teach will be age appropriate.

It is important to balance what children know already and to prepare them for the future. Discussing issues in the safe learning environment of the classroom before they experience them in real life is very valuable for children.

We will be very happy to share more information with you on how they approach these topics.

