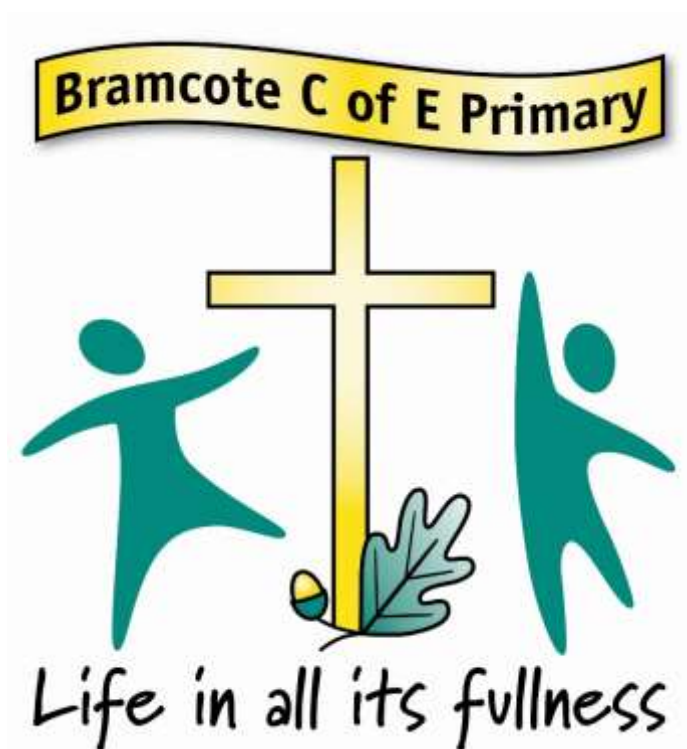


# BRAMCOTE C OF E PRIMARY SCHOOL



## Relationships, Sex & Health Education Policy RSHE

Approved by:	BRAMCOTE C of E PRIMARY SCHOOL SDC	Date: July 2024
Last reviewed on:	July 2023	
Next review due by:	July 2025	

## Amendments to policy

<b>September 2021</b>	<b>Page 3; Section 5 The Curriculum</b> <i>The school now follows <b>Heart Smart</b>; a scheme tailored for church schools. This scheme incorporates objectives from the PHSE and RSHE curriculum and is underpinned by core Christian values about relationships. Weekly lessons are built around 5 main themes and are year group specific and age appropriate. The scheme encourages children to be given opportunity to share and discuss their thoughts, feelings and experiences in a safe and appropriate context, and that these are to be respected by all.</i>
<b>March 2023</b>	<b>No changes</b>
<b>July 2023</b>	<b>Updated</b> -to reflect a change in the resources and scheme of work to be used from September 2023. <b>New Appendix 2</b> – Example of letter to parents
<b>July 2024</b>	<b>No changes</b>

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## 1. Aims

At Bramcote C of E our school vision is based on Christian principles and our Motto of “Life in all its fullness” (John 10.10) seeks to value the individual, knowing that everyone in our community really does matter. We nurture strength and talent, offer support in times of need whilst always recognising the value of the life we have been given and the opportunity to live it in a full and rich way. This is the foundation of our whole curriculum. When planning and delivering the Sex, Relationships and Health Education curriculum as laid out by the government, respect is central to everything we do being one of our seven school key values. (Respect, Honesty, Creativity, Responsibility, Co-operation, Perseverance, Kindness) Alongside our values we also follow the principles and guides as laid out in the Church of England document ‘Valuing all God’s Children’. We educate our children about the diverse world in which we live as well as how to behave and live in a healthy manner, safeguarding the wellbeing of ourselves and those we love.

The aims of Relationships and Sex Education (RSHE) teaching at our school are to:

- Provide a framework in which sensitive discussions can take place, exploring issues and values
- Help pupils develop feelings of self-respect, confidence and empathy
- Create a positive culture around issues of relationships and sexuality
- Teach pupils the correct vocabulary to describe themselves and their bodies
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene
- Developing children emotionally, socially and culturally
- Learn about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity
- Ensure pupils know how they can protect themselves and where to ask for help and support.
- Develop an awareness of sex abuse/exploitation, and what they should do if they are worried about any sexual matters.
- Empower pupils to make informed choices about their education and future adult life

**RSHE is not about the promotion of sexual activity.**

## 2. Statutory requirements

As a maintained primary school we must provide relationships education to all pupils as per section 34 of the Children and Social work act 2017. However, we are not required to provide sex education but we do need to teach the elements of sex education contained in the science curriculum.

In teaching RSHE, we must have regard to guidance issued by the secretary of state as outlined in section 403 of the Education Act 1996. At Bramcote C of E Primary School we teach RSHE as set out in this policy.

The Statutory document from the DfE states:

“The Relationships Education, Relationships and Sex Education 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...They also make Health Education compulsory in all schools except independent schools. Personal, Social, Health and Economic Education (PSHE) continues to be compulsory in independent schools.”

DfE Guidance p.8

“Today’s children and young people are growing up in an increasingly complex world and living their lives seamlessly on and offline. This presents many positive and exciting opportunities, but also challenges and risks. In this environment, children and young people need to know how to be safe and healthy, and how to manage their academic, personal and social lives in a positive

“This is why we have made Relationships Education compulsory in all primary schools in England...as well as making Health Education compulsory in all state-funded schools.”

“In primary schools, we want the subjects to put in place the key building blocks of healthy, respectful relationships, focusing on family and friendships, in all contexts, including online. This will sit alongside the essential understanding of how to be healthy.”

“These subjects represent a huge opportunity to help our children and young people develop. The knowledge and attributes gained will support their own, and others’ wellbeing and attainment and help young people to become successful and happy adults who make a meaningful contribution to society.”

Secretary of State Foreword DfE Guidance 2019 p.4-5

### 3. Policy development

This policy will be developed in consultation with staff and parents. The consultation and policy development process involved the following steps:

1. **Review** –staff members will pull together relevant information including relevant national and local guidance
2. **Staff consultation** – all school staff are given the opportunity to look at the policy and make recommendations
3. **Parent/stakeholder consultation** – parents and any interested parties are invited to take part in an online questionnaire.
4. **Pupil consultation** – We will speak with pupils to gauge what exactly pupils want from their RSHE
5. **Ratification** – once amendments were made, the policy was shared with governors and ratified

### 4. Definition

At Bramcote C of E Primary School RSHE is about the emotional, social and cultural development of pupils and involves learning about relationships, sexual health, health lifestyles, diversity and personal identity. RSHE involves a combination of sharing information, and exploring issues and values.

**RSHE is not about the promotion of sexual activity.**

### 5. Curriculum

Our curriculum is set out as per Appendix 1 this will be updated and adapted as needed. From September 2023, we will be using Kapow Primary Curriculum for PSHE and RSE. We will use a condensed scheme of work which fulfils the statutory requirements for Relationships and Health Education set out by the Department for Education. It also fulfils the National Curriculum requirement to teach PSHE.

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.

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

Sex education 'should ensure that both boys and girls are prepared for the changes that adolescence brings and – drawing on knowledge of the human life cycle as set out in the national curriculum for science

- 'How a baby is conceived and born'. At Bramcote C of E, we believe children should understand the facts about human reproduction before they leave primary school and so primary sex education will focus on:
  - Preparing boys and girls for the changes that adolescence brings
- How a baby is conceived and born

For more information about our curriculum, see our curriculum map in Appendix 1.

#### 5.1 SEND Pupils

At Bramcote C of E Primary School we ensure that content of the curriculum is accessible to all pupils which may mean that we differentiate resources as required. We recognise that pupils with SEND can be more vulnerable to exploitation, bullying and other issues. So we take into consideration the 'Preparing for Adulthood' outcomes from the SEND code of practice.

## 6. Delivery of RSHE

RSHE is taught within the personal, social, health and economic education (PSHE) often referred to as 'Circle time'. Biological aspects of RSHE are taught within the science curriculum, and other aspects are included in religious education (RE). When studying healthy online relationships, the children study this within our computing curriculum as part of e-safety. Each subject can provide an appropriate framework for RSHE to take place providing our pupils with a consistent message.

RSHE is usually taught by classroom teachers, teaching assistants and where appropriate, outside visitors such as NSPCC representatives or health care professionals. A range of teaching methods are used to include use of video, discussion, looking at case studies, drama, worksheets and drama. RSHE is usually delivered in mixed gender groups however; there may be occasions where single gender groups are more appropriate and relevant.

RSHE should focus on the development of skills and attitudes not just the acquisition of knowledge. It will always be delivered with content that is age appropriate.

The minimum statutory requirement for RSHE is that schools must deliver the National Curriculum for Science to all children within school as described below;

### Key Stage 1

- Animals, including humans, move, feed, grow, use their senses and reproduce.
- Children should name and recognise the main external parts of the human body.
- That humans can produce offspring and these grow into adults.
- Describe the importance of exercise, eating the right amounts of different types of food, and hygiene.

### Key Stage 2

- That the life processes common to humans and other animals include nutrition, growth and reproduction.
- The main stages of the human life cycle, including puberty.
- To be prepared for puberty and adulthood, including physical and emotional changes that take place at puberty, including conception, pregnancy and birth.

### Relationships education:

This 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

These areas of learning are taught within the context of family life taking care to ensure that there is no stigmatisation of children based on their home circumstances (families can include single parent families, LGBT parents, families headed by grandparents, adoptive parents, foster parents/carers amongst other structures) along with reflecting sensitively that some children may have a different structure of support around them (for example: looked after children or young carers).

Lessons are reinforced and enhanced in many ways: Assemblies and collective worship, our praise and reward system (Good to be Green, Star of the day and Bramcote Stars), through relationships child to child, adult to child and adult to adult across the school. We aim to 'live' what is learnt and apply it to everyday situations in our school community.

For more information about our RSHE curriculum, see Appendices 1 and 2

As a Church school we are very mindful of ensuring children experience RSHE within the context of faith and religion and include in our curriculum relationship norms as laid out in many of the religions represented in our school.

Parents should also be aware that the Church of England states in "Valuing All God's Children", 2019, that Relationships and Sex education should: *"Make it clear that relationships and sex education is designed to prepare all pupils for the future, regardless of sexual orientation or gender identity. RSHE must promote gender equality and LGBT equality and it must challenge discrimination. RSHE must take the needs and experiences of LGBT people into account and it should seek to develop understanding that there are a variety of relationships and family patterns in the modern world."* (Page 34)

It also asserts:

*“Central to Christian theology is the truth that every single one of us is made in the image of God. Every one of us is loved unconditionally by God. We must avoid, at all costs, diminishing the dignity of any individual to a stereotype or a problem. Church of England schools offer a community where everyone is a person known and loved by God, supported to know their intrinsic value”* (page 1)

*“Opportunities to discuss issues to do with self-esteem, identity and bullying, including HBT (homophobic, biphobic and transphobic) bullying, should be included in physical, social, health and economic education or citizenship programmes. The curriculum should offer opportunities for pupils to learn to value themselves and their bodies. Relationships and sex education should take LGBT people into account.”* (Page 6)

We believe this is very much in line with our vision of living the best and most abundant life.

## **6.1 Assessing Learning**

Following the delivery of the lessons teachers can use the pupil's outcomes to assess the knowledge and understanding pupils have gained from the RSHE programme. It is also useful for pupils to evaluate their own learning and experiences these also help to inform the teachers' assessment.

Roles and responsibilities

### **7.1 The governing body**

The governing body will approve the RSHE policy, and hold the Headteacher to account for its implementation.

### **7.2 The Headteacher**

The Headteacher 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 8).

### **7.3 Staff**

Staff are responsible for:

- › Delivering RSHE in a sensitive way in line with the vision and values of our school
- › 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/non-science components of RSHE

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

### **7.4 Pupils**

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

### **7.5 Parents' right to withdraw**

We will inform parents when we are teaching Relationships & Sex education and example of the letter is contained within Appendix 2.

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education as taught in discrete lessons in Year 6.

We encourage all parents to come and discuss this first with the class teacher and / or Headteacher and then formalise by putting in writing their request if they still feel they would want their child withdrawn.

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

## **8. Training**

Online training is available using the National College and NSPCC. The Headteacher where appropriate will also arrange for outside agencies such as school nurses or sexual health professionals, to provide support and training to staff teaching RSHE.

## **9. Monitoring arrangements**

The delivery of RSHE is monitored by the PSHE Subject Leader through:

- Learning walks
- Book looks
- Discussions with pupils
- Planning scrutinies

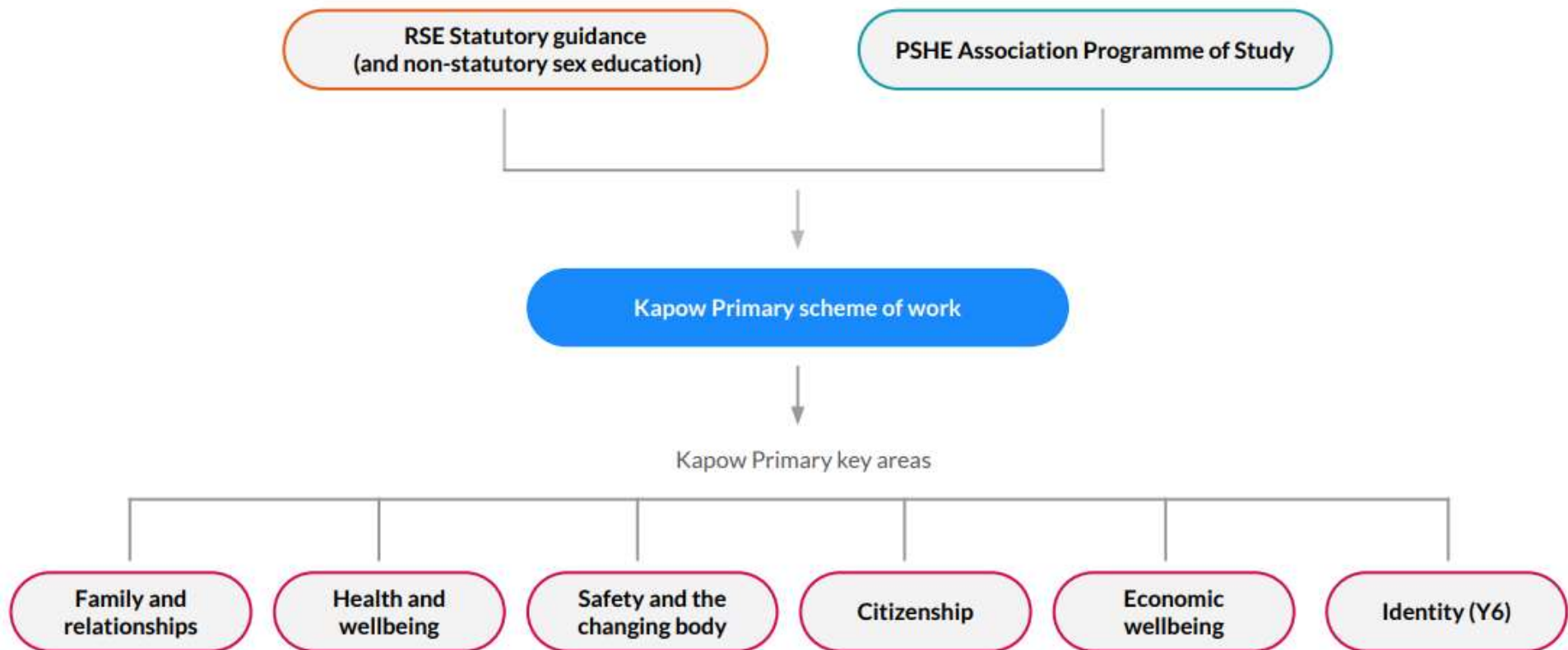
Pupils' development in RSHE is monitored by class teachers as part of our internal assessment systems.

This policy will be reviewed by the Headteacher and PSHE Subject Leader every 2 years. At every review, the policy will be approved by Strategic Development Committee and ratified by the Full Governing Body.



## APPENDIX 1: Curriculum Map for Kapow curriculum

### How is the RSE & PSHE scheme of work organised?



## Key areas

We have categorised our lessons into the five key areas below, which we return to in each year group, making pupil's prior and future learning clear and shows how what you are teaching fits into their wider learning journey. Year 6 also have a further key area: Identity.

### Family and relationships

Learning how to: form respectful relationships with others, deal with conflict and bullying and the importance of challenging stereotypes.

### Health and wellbeing

Learning strategies for looking after their mental and physical health, including: healthy eating, relaxation techniques, sun safety, immunisation facts and the benefits of sleep.

### Safety and the changing body

Learning: how to administer first aid in a variety of situations and about safety around medicines, online and road safety and the changes which occur during puberty,

### Citizenship

Learning about: human rights and the rights of the child, democracy, diversity and community and protecting the environment.

### Economic wellbeing

Learning how to make decisions when it comes to spending, budgeting and saving money and exploring different career choices.

Year 6 only:

### Identity

Considering what makes us who we are whilst learning about body image.



EYFS: Reception	Self-regulation		Building relationships		Managing self	
	My feelings: <a href="#">L1 Identifying my feelings</a> <a href="#">L3 Coping strategies</a> <a href="#">L4 Emotional adjectives</a> <a href="#">L5 Facial expressions</a>		Special relationships: <a href="#">L2 Special people</a> <a href="#">L3 Sharing</a> <a href="#">L4 I am unique</a> <a href="#">L6 Similarities and differences</a>	My family and friends: <a href="#">L1 Festivals</a> <a href="#">L2 Sharing</a> <a href="#">L3 What makes a good friend</a> <a href="#">L4 Being a good friend</a>	Taking on challenges: <a href="#">L1 Why do we have rules?</a> <a href="#">L2 Building towers</a> <a href="#">L5 Team races</a>	My wellbeing: <a href="#">L1 What is exercise?</a> <a href="#">L4 Being a safe pedestrian</a> <a href="#">L5 Eating healthily</a>
	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 1	<a href="#">Setting ground rules for RSE and PSHE lessons</a>	<a href="#">L1 What is family?</a> <a href="#">L2 What are friendships?</a> <a href="#">L5 Friendship problems</a> <a href="#">L6 Healthy friendships</a> <a href="#">L7 Gender stereotypes</a>	<a href="#">L1 Understanding my emotions</a> <a href="#">L3 Ready for bed</a> <a href="#">L5 Handwashing &amp; personal hygiene</a> <a href="#">L6 Sun safety</a> <a href="#">L7 Allergies</a>	<a href="#">L1 Adults in school</a> <a href="#">L2 Adults outside school</a> <a href="#">L4 Making an emergency phone call</a> <a href="#">L5 Appropriate contact</a> <a href="#">L6 Safety with substances</a>	<a href="#">L1 Rules</a> <a href="#">L4 Similar, yet different</a>	<a href="#">L1 Introduction to money</a> <a href="#">L4 Saving and spending</a>
Year 2	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L2 Families are all different</a> <a href="#">L4 Unhappy friendships</a> <a href="#">L5 Introduction to manners and courtesy</a> <a href="#">L6 Change and loss</a> <a href="#">L7 Gender stereotypes: Careers and jobs</a>	<a href="#">L1 Experiencing different emotions</a> <a href="#">L5 Developing a growth mindset</a> <a href="#">L6 Healthy diet</a> <a href="#">L7 Looking after our teeth</a>	<a href="#">L2 Communicating online</a> <a href="#">L3 Secrets and surprises</a> <a href="#">L4 Appropriate contact: My private parts</a> <a href="#">L5 Appropriate contact: My private parts are private</a> <a href="#">L8 Staying safe with medicine</a>	<a href="#">L1 Rules beyond school</a> <a href="#">L5 Similar yet different- my local community</a> <a href="#">L7 Giving my opinion</a>	<a href="#">L3 Wants and needs</a> <a href="#">L4 Looking after money</a>
Year 3	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Healthy families</a> <a href="#">L2 Friendship conflicts</a> <a href="#">L3 Friendship: conflict vs bullying</a> <a href="#">L5 Learning who to trust</a> <a href="#">L6 Respecting differences in others</a> <a href="#">L7 Stereotyping gender</a>	<a href="#">L1 My healthy diary</a> <a href="#">L3 Health and wellbeing</a> <a href="#">L5 Resilience: breaking down barriers</a> <a href="#">L6: Diet and dental health</a>	<a href="#">L1 First Aid: emergencies and calling for help</a> <a href="#">L4 Cyberbullying</a> <a href="#">L7 Influences</a> <a href="#">L8 Keeping safe out and about</a>	<a href="#">L1 Rights of the child</a> <a href="#">L5 Charity</a> <a href="#">L6 Local democracy</a>	<a href="#">L1 Ways of paying</a> <a href="#">L5 Jobs and careers</a>



	Introductory lesson	Family and relationships	Health and wellbeing	Safety and the changing body	Citizenship	Economic wellbeing
Year 4	<a href="#">Setting ground rules and signposting</a>	<a href="#">L1 Respect and manners</a> <a href="#">L2 Healthy friendship</a> <a href="#">L4 Bullying</a> <a href="#">L6 Stereotypes: Disability</a> <a href="#">L8 Change and loss</a>	<a href="#">L1 Looking after our teeth</a> <a href="#">L3 Celebrating mistakes</a> <a href="#">L5 My happiness</a> <a href="#">L6 Emotions</a> <a href="#">L7 Mental health</a>	<a href="#">L1 Internet safety: Age restrictions</a> <a href="#">L2 Share aware</a> <a href="#">L4 Privacy and security</a> <a href="#">L7 Introducing puberty</a> <a href="#">L8 Tobacco</a>	<a href="#">L1 What are human rights?</a> <a href="#">L5 Diverse communities</a>	<a href="#">L2 Keeping track of money</a> <a href="#">L4 Influences on career choices</a>
Year 5	<a href="#">Setting rules and signposting</a>	<a href="#">L2 Friendship skills</a> <a href="#">L3 Marriage</a> <a href="#">L4 Respecting myself</a> <a href="#">L5 Family life</a> <a href="#">L6 Bullying</a> <a href="#">L8 Stereotypes: Race and religion</a>	<a href="#">L2 The importance of rest</a> <a href="#">L5 Taking responsibility for my feelings</a> <a href="#">L6 Healthy meals</a> <a href="#">L7 Sun safety</a>	<a href="#">L1 Online friendships</a> <a href="#">L2 Staying safe online</a> <a href="#">L3 Puberty</a> <a href="#">L4 Menstruation</a> <a href="#">L6 First Aid: Bleeding</a> <a href="#">L7 Alcohol, drugs and tobacco: Making decisions</a>	<a href="#">L1: Breaking the law</a> <a href="#">L6 Parliament</a>	<a href="#">L3 Risks with money</a>
Year 6	<a href="#">Setting ground rules for RSE and PSHE</a>	<a href="#">L1 Respect</a> <a href="#">L2 Respectful relationships</a> <a href="#">L4 Challenging stereotypes</a> <a href="#">L5 Resolving conflict</a> <a href="#">L6 Change and loss</a>	<a href="#">L3 Taking responsibility for my health</a> <a href="#">L4 The impact of technology on health</a> <a href="#">L5 Resilience toolkit</a> <a href="#">L6: Immunisation</a> <a href="#">L8 Physical Health concerns</a>	<a href="#">L1 Alcohol</a> <a href="#">L3 Social media</a> <a href="#">L4 Physical and emotional changes of puberty</a> <a href="#">L8 First Aid: Basic life support</a>	<a href="#">L1 Human rights</a> <a href="#">L4 Prejudice and discrimination</a> <a href="#">L6 National democracy</a>	<div> <a href="#">L4 What jobs are available</a> </div> <div>Identity</div> <div> <a href="#">L2 Identity and body image</a> </div>

### APPENDIX 3: Physical health and mental well-being education in Primary schools – DfE Guidance

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

	Pupils should know
<b>Mental wellbeing</b>	<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 well-being 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 well-being.</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 well-being 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>
<b>Internet safety and harms</b>	<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></ul>

	<ul style="list-style-type: none"> <li>• where and how to report concerns and get support with issues online.</li> </ul>
<b>Physical health and fitness</b>	<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).</li> <li>• how and when to seek support including which adults to speak to in school if they are worried about their health.</li> </ul>
<b>Healthy eating</b>	<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>
<b>Drugs, alcohol and tobacco</b>	<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 immunisation and vaccination</li> </ul>
<b>Basic first aid</b>	<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>
<b>Changing adolescent body</b>	<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

Dear Parent / Carer,

As part of our PSHE provision to pupils, we deliver a comprehensive Relationships and Health Education curriculum. We ensure that all statutory objectives are adequately covered so that all children learn about different relationships, different families, physical/mental health and wellbeing and staying safe.

In Reception we will be learning about Caring Friendships, Being Kind and Families

As in our RSHE policy:

Parents do not have the right to withdraw their children from relationships education.

Parents have the right to withdraw their children from the non-statutory/non-science components of sex education as taught in discrete lessons in Year 6.

We encourage all parents to come and discuss this first with the class teacher and / or Headteacher and then formalise by putting in writing their request if they still feel they would want their child withdrawn.

Our Relationships, Health and Sex Education is fully inclusive to meet the needs of all our pupils. We fully believe that all children should learn about these important life skills in an open, honest and safe environment. We also believe that they should be taught in an age-appropriate way.

We believe it is important to have a strong partnership with parent/carers and will always communicate what is being taught when. We will also provide any further reading or support for any parent/carer wishing to discuss the objectives taught with their children at home.

Any children who are withdrawn from lessons covering non-statutory content will be provided with alternative learning in another learning space.

If you would like to know more about our curriculum and the resources we use, we would be very happy to talk through any concerns you may have. Please contact your child's class teacher. Alternatively, you're welcome to chat to Mrs Bodily (RSE lead teacher) or Mrs Meredith.

Yours faithfully,