

Relationship and Sex Education Policy

Willowbrook Mead Primary Academy

Policy Monitoring, Evaluation and Review

This policy is effective for all academies within The Mead Educational Trust, the Teaching School, the SCITT and all other activities under the control of the Trust and reporting to the Trust Board.

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4.0	March 2025	JH	Wording changes to section 9 and 11
3.0	November 2022	ACU	Updated Appendices Inclusion of LGBT section
2.0	Jan 2020	TMET	To update in line with revised legislation in place-Sep 2020
1.0	March 2018	TMET	New Trust Policy Template

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Relationships and Sex Education Policy

1. Introduction

The aims of relationships and sex education (RSE) at our school are to:

- Provide a framework in which sensitive discussions can take place.
- Prepare pupils for puberty, and give them an understanding of sexual development and the importance of health and hygiene.
- Help pupils develop feelings of self-respect, confidence and empathy.
- Create a positive culture around issues of sexuality and relationships.
- Teach pupils the correct vocabulary to describe themselves and their bodies.

2. Statutory requirements

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

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

The Trust's funding agreements require it to have regard to RSE [guidance](#) issued by the Secretary of State, as outlined in section 403 of the [Education Act 1996](#), when teaching RSE.

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 review 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 exactly pupils want from their RSE (only where this was deemed age appropriate and beneficial)
5. Ratification – once amendments were made, the policy was shared with Trustees and ratified.

4. Definition

RSE is about the emotional, social and cultural development of pupils, and involves learning about relationships, sexual health, sexuality, healthy lifestyles, diversity and personal identity.

RSE involves a combination of sharing information and exploring issues and values.

RSE is not about the promotion of sexual activity.

5. Curriculum

Our curriculum is set out as per Appendix 1, but we may need to adapt it as and when necessary.

The curriculum has been developed 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.

If significant or repeated issues occur within the academy or its community these will be addressed through the curriculum.

Primary sex education is not compulsory in primary schools, it is up to your school to determine whether you need to cover any additional content on sex education to meet the needs of your pupils. If your school decides to cover this, please include the following statement which you can add or adapt according to your pupils' needs.

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.

6. Delivery of RSE

RSE is taught within the personal, social, health and economic (PSHE) education curriculum.

Biological aspects of RSE are taught within the science curriculum, and other aspects are included in religious education (RE).

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

For more information about our RSE curriculum, see the Appendices.

7. Lesbian, Gay, Bisexual and Transgender (LGBT)

TMET Schools will ensure that the needs of all pupils are appropriately met, and that all pupils understand the importance of equality and respect. Schools will ensure that they comply with the relevant provisions of the [Equality Act 2010](#) and [The Equality Act 2010: advice for schools](#), under which sexual orientation and gender reassignment are amongst the protected characteristics.

Teaching will be sensitive and age appropriate in approach and content. At the point at which schools consider it appropriate to teach their pupils about LGBT, this content will be fully integrated into the programmes of study rather than delivered as a standalone unit or lesson.

Inclusion of Lesbian, Gay, Bisexual and Transgender within the context of family life will be carefully planned, taking care to ensure that there is no stigmatisation of children based on their home circumstances, recognising that there is a wide variety of different family types and parenting arrangements.

8. Roles and responsibilities

8.1 The Board of Trustees

The Board will approve the RSE policy and hold the Principal to account for its implementation.

8.2 The Principal

The Principal is responsible for ensuring that RSE is taught consistently across the school, and for managing requests to withdraw pupils from non-statutory components of RSE (see section 8).

8.3 Staff

Staff are responsible for:

- Delivering RSE in a sensitive way
- Modelling positive attitudes to RSE
- Monitoring progress
- Responding to the needs of individual pupils
- Responding appropriately to pupils whose parents wish them to be withdrawn from the non-statutory / non-science components of RSE

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

8.4 Pupils

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

9. Parents' right to withdraw

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

At Willowbrook Mead, the part of RSE that parents can withdraw from can be found in Appendix 1.

Year 6 lesson: Conception and pregnancy

Requests for withdrawal should be put in writing and addressed to the Principal, and can be submitted via email to office@willowbrook-tmet.uk

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

10. Training

Staff are trained on the delivery of RSE, and it is included in our continuing professional development calendar. Add any further details here of your own school approach.

11. Monitoring arrangements

The delivery of RSE at Willowbrook Mead is monitored by Ms Lopez as PSHE lead and Mrs Hill as curriculum lead through visiting classrooms, talking to children and reviewing learning in floorbooks.

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

This policy will be reviewed by TMET every three years or when legislation changes. At every review, the policy will be reviewed by the Board of Trustees.

12. Appendix 1: Relationships and sex education curriculum map

Year Group	Term	Topic theme details:	Resource
Nursery	Summer 1	<p>Relationships Theme: Being Friends I can:</p> <ul style="list-style-type: none"> • Know how to make friends • Try to solve friendship problems when they occur. • Help others to feel part of a group. • Show respect in how I treat others. • Know how to help myself and others when they feel upset and hurt. • Know and show what makes a good relationship. 	All Jigsaw Based

Year Group	Term	Topic theme details:	Resource
Reception	Summer 1	<p>Relationships: Theme: Friends and family. I can:</p> <ul style="list-style-type: none"> • Identify how I belong in my family. • Make friends and stop myself feeling lonely. • Think of ways to solve friendship problems. • Use calm me time to manage my feelings. • Be a good friend. 	All Jigsaw Based

	Throughout the Year	Everyone's Welcome: I can: <ul style="list-style-type: none"> • understand that all families are different. • say what I think. • celebrate my family. • can make friends with someone different. • can understand that it's ok to like different things. 	Books as listed
Reception	Summer 1	Changing me: I can: <ul style="list-style-type: none"> • Name parts of the body • Tell you activities and food that keep me healthy. • Understand that we grow from babies into adults. • Express how I feel about moving into Year 1. • Share my best memories of my class this year. 	Jigsaw Based

Year Group	Term	Topic theme details:	Resource
Year 1	Summer 1	Relationships: Theme: Friendship and people who are special to me. I can: <ul style="list-style-type: none"> • Identify the members of my family and understand that there are lots of different sorts of families. • Identify what being a good friend means to me. • Know appropriate ways of physical contact to greet my friends and know which ways I prefer. • Know who can help me in my school community. • Recognise my qualities as a person and a friend. • Tell you why I appreciate someone who is special to me. 	All Jigsaw based

Year 1	Throughout the Year	<p>Everyone's Welcome Elmer by David McKee <i>I can like the way I am</i> Ten Little Pirates by Mike Brownlow and Simon Rickerty <i>I can play with boys and girls</i> That's not how you do it! By Ariane Hofman Maniyar <i>I can accept that everyone is different.</i> Max the Champion by S Stockdale <i>I can understand that our bodies work in different ways.</i> My World, Your World by Melanie Walsh <i>I can understand that we share the world with lots of people</i></p>	Books as listed
Year 1	Summer 2	<p>Changing me I can:</p> <ul style="list-style-type: none"> • Start to understand the life cycles of animals and humans. • Tell you some things about me that have changed and some that have stayed the same. • Tell you how my body has changed since I was a baby. • I can identify the parts of the body that make boys different to girls and can use the correct names for these. • Identify what I am looking forward to in Year 2. 	Jigsaw Based

Year Group	Term	Topic theme details:	Resource
Year 2	Summer 1	<p>Relationships: Theme: <i>Staying safe and being a good friend.</i> I can:</p> <ul style="list-style-type: none"> • Identify the different members of my family, understand my relationship with each of them and know why it is important to share and co-operate. • Understand that there are lots of forms of physical contact within a family and that some are acceptable and some are not. • Identify some of the things that cause conflict with my friends. • Understand that sometimes it is good to keep a secret and sometimes it is not good to keep a secret. • Recognise and appreciate people who help me in my family, my school and my community. <p>Express my appreciation for the people in my special relationships.</p>	All Jigsaw based
Year 2	Throughout the Year	<p>Everyone’s Welcome The great Big book of Families by M. Hoffman <i>I can understand what diversity is</i> The First Slodge by Jeanne Willis <i>I can understand how we share the world.</i> The Odd Egg by Emily Gravett <i>I can understand what makes someone feel proud.</i> What the Jackdaw Saw by Julia Donaldson and Nick Sharratt. <i>I can feel proud of being different.</i> Blown Away by Rob Biddulph <i>I can work with everyone in my class.</i></p>	Books as listed

Year 2	Summer 2	<p>Changing me</p> <p>I can:</p> <ul style="list-style-type: none"> • Recognise cycles of life in nature. • Tell you about the natural process of growing from young to old and understand that this is not in my control. • Recognise how my body has changed since I was a baby and know where I am on the continuum scale from young to old. • Recognise the physical differences between boys and girls, use the correct names for parts of the body and appreciate that some parts of my body are private. • Understand there are different types of touch and can tell you which ones I like and don't like. • Identify what I am looking forward to in Year 3. 	Jigsaw Based
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Year Group		Term	Topic theme details:	Resource
Year 3		Summer 1	<p>Relationships</p> <p><i>Theme: Understanding my place in my family and the wider world.</i></p> <p>I can:</p> <ul style="list-style-type: none"> • Identify the roles and responsibilities of each member of my family and can reflect on the expectations for males and females. • Identify and put into practise some of the skills needed for friendship i.e. turn taking, sharing, being a good listener. • Know and use some strategies to keep myself safe online. • Explain how some of the actions and work of people around the world help and influence my life. • Understand how my needs and rights are shared by children around the world and identify how our lives may be different. • Know how to express my appreciation to my friends and family 	All Jigsaw based

Year 3		Throughout the Year	<p>Everyone's Welcome Big Bob, Little Bob by James Howe <i>I can use my pupil voice.</i> This is our House by Micheal Rosen <i>I can understand what discrimination means.</i> Two Monsters by David Mckee <i>I can find a solution to a problem.</i> The Huey's new Jumper by Oliver Jeffers <i>I can use strategies to help someone who feels different.</i> Beegu by Alexis Deacon <i>I can be welcoming.</i></p>	Books as listed
Year 3		Summer 2	<p>Changing me I can:</p> <ul style="list-style-type: none"> • Understand that in animals and humans lots of changes happen between conception and growing up. I know that it is usually the female who carries the baby. • Understand how a baby grow and develop in their mother's uterus. • Understand what a baby needs to live and grow. • Understand that boys and girls bodies need to change so that when they grow up they can make babies. I can identify how the outside of the body develops during these changes. • Identify how boys and girls bodies change on the inside during the growing process and can tell you why these changes are necessary so that their bodies can make babies when they grow up. • Start to recognise stereotypical ideas I might have about parenting and family roles. <p>Identify what I am looking forward to when I move to a new class.</p>	Jigsaw Based

Year Group	Term	Topic theme details:	Resource
Year 4	Summer 1	<p>Relationships Theme: Being a good friend and people who are special.</p> <p>I can:</p> <ul style="list-style-type: none"> • Recognise negative feelings within friendships and know how to resolve these. • Identify someone I love and why they are special to me. • Tell you about someone I love that I no longer see. • Recognise how friendships change, know how to make new friends and how to manage when I fall out with my friends. • Understand what having a boyfriend / girlfriend might mean and that it is a special relationship for when I am older. • Know how to show love and appreciation to the people and animals who are special to me. 	All Jigsaw based
Year 4	Throughout the Year	<p>Everyone's Welcome</p> <p>Dogs Don't Do ballet by A. Kemp and S. Ogiivie I know when to be assertive.</p> <p>King and King by L.de Hann and S. Nijland I can understand why people choose to get to married.</p> <p>They Way back Home by Oliver Jeffers I can overcome language as a barrier.</p> <p>The Flower by John Light I can ask questions</p> <p>Red: A crayons story by Micheal Hall. I know who I want to be.</p>	Books as listed

Year 4	Summer 2	<p>Changing me</p> <p>I can:</p> <ul style="list-style-type: none"> • Know that personal characteristics have come from my birth parents and that this happens because I am made from both of them. • Know the parts of male and female bodies that are necessary for making a baby. • Know how the circle of change works and can apply it to changes I want to make in my life. • Identify changes that have been and may continue to be outside of my control that I learnt to accept. • Identify what I am looking forward to when I move to a new class. <p>Willowbrook have removed session 5 Girls and Puberty and postponed until Yr 5.</p>	Jigsaw Based
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Year Group	Term	Topic theme details:	Resource
Year 5	Summer 1	<p>Relationships: Theme: Online Relationships I can:</p> <ul style="list-style-type: none"> • Have an accurate picture of who I am as a person in terms of my characteristics and personal qualities. • Understand that belonging to an online community can have positive and negative consequences. • Understand that there are rights and responsibilities in an online community or social network. • Know that there are rights and responsibilities when playing a game online. • Recognise when I am spending too much time using devices (screen time) • Explain how to stay safe when using technology to communicate with my friends. 	All Jigsaw based
Year 5	Throughout the Year	<p>Everyone’s Welcome Where the Poppies Now Grow by H. Robinson and M. Impey <i>I can learn from the past.</i> Rose Blanche by Ian McEwan <i>I can justify my actions.</i> How to heal a broken Wing by Bob Graham <i>I can recognise when someone needs help.</i> The Cow who climbed tree by Gemma Merino <i>I can exchange dialogue</i> And Tango makes Three by J. Richardson and P. Parnell. <i>I can accept who people are.</i></p>	Books as listed

Year 5	Summer 2	<p>Changing me:</p> <p>I can:</p> <ul style="list-style-type: none"> • Be aware of my own self-image and how my body image fits with that. • Explain how a girl's body changes during puberty (menstruation) and understand the importance of looking after yourself physically and emotionally. • Describe how boys and girls bodies change during puberty. • Understand the scientific concept of how an egg and sperm meet and this can lead to conception which is how babies are made. • Understand that sometimes people need IVF to help them have a baby. • Identify what I am looking forward to about becoming a teenager. • Identify what I am looking forward to when I move to a new class. 	Jigsaw Based
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Year Group	Term	Topic theme details:	Resource
Year 6	Summer 1	<p>Relationships: <i>Theme: Looking after myself and staying safe.</i> I can:</p> <ul style="list-style-type: none"> • Know it is important to take care of my mental health. • Know how to take care of my mental Health. • Understand that there are different types of loss that cause people to grieve. • Stand up for myself my beliefs. Show respect and understand that I deserve respect from others in return. • Judge whether something online is safe and helpful for me. • Understand what it might mean to have a boyfriend / girlfriend and that mutual respect is important. I should not feel pressured into doing something I don't want to. • Use technology positively and safely to communicate with my friends and family. 	All Jigsaw based
Year 6	Throughout the Year	<p>Every One's Welcome My Princess Boy by C. Kilodavis and S. Simone <i>I can promote diversity</i> The Thing by Simon Puttock and Daniel Egneus <i>I can welcome difference</i> The Island by Armin Greder <i>I can challenge the causes of racism.</i> Leaf by Sandra Dieckman <i>I can overcome fears about difference.</i> Dreams of Freedom by Amnesty International <i>I can recognise my freedom.</i></p>	Books as listed

Year 6	Summer 2	<ul style="list-style-type: none"> • Be aware of my own self-image and how my body image fits with that. • Explain how boy's and girl's bodies change during puberty and understand the importance of looking after yourself physically and emotionally. • To know the different ways babies are conceived and born including sexual intercourse (Sex education) • Describe how a baby develops from conception through the nine months of pregnancy and how it is born. • Know the importance of self-esteem and what I can do to develop my own. • Identify what I am looking forward to and what worries me about the transition to secondary school. 	<p>Jigsaw Based</p> <p>Those identified in green constitute as sex education, therefore parents have the right to withdraw from these using the right to withdraw form in appendix 4.</p>
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13. Appendix 2: Relationships Education - Knowledge that pupils should have by the end of primary school

For further details, please refer to pages 19-22 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](http://www.gov.uk)

TOPIC	PUPILS SHOULD KNOW
Families and people who care about me	<ul style="list-style-type: none"> • what a family is • why families are important • to show appreciation for their families, parents and carers • that different people in a family have different responsibilities and identify what these are. • How to identify what jobs they do in their family and those carried out by parents/carers and siblings • that everyone’s family is different • that families are founded on belonging, love and care • that families function well when there is trust, respect, care, love and co-operation • how to recognise the value that families can bring • that there are lots of forms of physical contact within a family • that sometimes family members don’t get along and some reasons for this • that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc • how to use the ‘Solve it together’ technique to calm and resolve conflicts with friends and family • how to use technology safely and positively to communicate with their friends and family

TOPIC	PUPILS SHOULD KNOW
Caring friendships	<ul style="list-style-type: none"> • some of the characteristics of healthy and safe friendships • some skills to make friendships • how to identify emotions associated with making a new friend • how to suggest ways to make a friend or help someone who is lonely • that friends sometimes fall out and some ways to mend a friendship • how to recognise ways in which they are the same as their friends and ways they are different • that friends can be different and still be friends • to use different ways to mend a friendship • be able to Celebrate an achievement with a friend • some reasons why friends have conflicts • that friendships have ups and downs and sometimes change with time • Can use positive problem-solving techniques (Mending Friendships or Solve it together) to resolve a friendship conflict • how different friendship groups are formed and how they fit into them • that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe • how to stay safe when using technology to communicate with friends • Know which friends they value most • Be able to help friends make positive choices
TOPIC	<ul style="list-style-type: none"> • PUPILS SHOULD KNOW

Respectful relationships

- To respect and value their own bodies
- To accept and respect themselves for who they are
- Can identify who they trust in their own relationships
- Know that loss is a normal part of relationships
- Know that sometimes it is better for a friendship/relationship to end if it is causing negative feelings or is unsafe
- Know that jealousy can be damaging to relationships
- Can suggest ways to manage relationship changes including how to negotiate
- how being physically attracted to someone changes the nature of the relationship

- Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- what bullying means and identify what is bullying and what isn't

- the difference between a one-off incident and bullying
- that sometimes people get bullied because of difference
- Understand how being bullied might feel
- Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do
- Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary
- Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying
- Know the reasons why witnesses sometimes join in with bullying and don't tell anyone
- Identify feelings that a bystander might feel in a bullying situation and reasons why a bystander might join in with bullying
- Use the 'Solve it together' technique to practise conflict and bullying scenarios
- external forms of support in regard to bullying e.g. Childline
- that rumour-spreading is a form of bullying online and offline
- that power can play a part in a bullying or conflict situation
- that bullying can be direct and indirect
- Can express how they feel about having a romantic relationship when they are an adult
- Be able to recognise when someone is exerting power negatively in a relationship
- Understand that mutual respect is essential in a boyfriend/girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to
- Know that gender stereotypes can be unfair, e.g. Mum is always the carer, Dad always goes to work etc
- Develop respect for cultures different from their own
- that it is OK not to conform to gender stereotypes
- what culture means
- communicating with someone from a different culture means that they can learn from them and vice versa

TOPIC	PUPILS SHOULD KNOW
	<ul style="list-style-type: none"> • be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens • Identify their own culture and different cultures within their class community • Appreciate the differences between themselves and someone from a different culture • that differences in culture can sometimes be a source of conflict • be non-judgemental about others who are different
Online relationships	<ul style="list-style-type: none"> • some strategies for keeping themselves safe online • that there are rights and responsibilities in an online community or social network • that there are rights and responsibilities when playing a game online • that belonging to an online community can have positive and negative consequences • how to identify when an online community/social media group feels risky, uncomfortable, or unsafe • how to suggest strategies for staying safe online/ social media • Can say how to report unsafe online/social network activity • Can identify when an online game is safe or unsafe • Can suggest ways to monitor and reduce screen time • that there are rights and responsibilities in an online community or social network • Can resist pressure to do something online that might hurt themselves or others • how to use technology safely and positively to communicate with their friends and family • Know some of the dangers of being 'online'

Being safe

- some of the characteristics of healthy and safe friendships
- they have a right to learn and play, safely and happily
- the characteristics of healthy and safe friends
- how to keep safe when crossing the road
- about people who can keep them safe
- that it is important to use medicines safely
- **how to make their class a safe and fair place**
- when something feels safe or unsafe
- a range of strategies to keep themselves safe
- how to stay safe when using technology to communicate with friends
- Can take responsibility for their own safety and well-being
- how to stay stop if someone is hurting them
- Are motivated to care for their own physical and emotional health
- there are good secrets and worry secrets and why it is important to share worry secrets
- what trust is
- How to recognise own feelings and know when and where to get help
- how to get help in emergency situations
- external forms of support e.g. Childline
- that there are things, places and people that can be dangerous
- what to do if they get lost
- Can explain what to do if a stranger approaches them
- that some people can be exploited and made to do things that are against the law
- why some people join gangs and the risk that this can involve
- Know that all household products, including medicines, can be harmful if not used properly
- ways to resist when people are putting pressure on them
- which parts of the body are private and that they belong to that person and that nobody has the right to hurt these
- that sometimes people can try to gain power or control them

14. Appendix 3: Physical Health and Mental Wellbeing - Knowledge that pupils should have by the end of primary school

Curriculum content related to RSE can be found detailed below. For further details, please refer to pages 32-35 of [Relationships and sex education \(RSE\) and health education - GOV.UK \(www.gov.uk\)](#)

TOPIC	PUPILS SHOULD KNOW
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<p>Mental wellbeing</p>	<p>Recognise that people can get problems with their mental health and that it is nothing to be ashamed of</p> <p>Can help themselves and others when worried about a mental health problem</p> <p>what it means to be emotionally well</p> <p>how to make choices that benefit their own health and well-being</p> <p>how to regulate my emotions</p> <p>what it means to be emotionally well</p> <p>Are motivated to care for their own physical and emotional health</p> <p>how to use Jigsaw's Calm Me to help when feeling angry</p> <p>who to talk to if they are feeling worried</p> <p>Recognise feelings of happiness, sadness, worry and fear in themselves and others</p> <p>Identify a range of strategies for managing their own feelings</p> <p>recognise their own feelings when faced with a challenge/obstacle</p> <p>Can identify feelings and emotions and know where to get help</p> <p>Are motivated to care for their own physical and emotional health</p> <p>Recognise how being healthy helps them to feel happy</p> <p>Can use different strategies to manage stress and pressure</p> <p>Are motivated to find ways to be happy and cope with life's situations without using drugs</p> <p>Know what makes them feel relaxed/stressed</p> <p>Can suggest strategies for dealing with different emotions and situations</p> <p>Use strategies to prepare themselves emotionally for the transition (changes) to secondary school</p> <p>Can take responsibility for their own safety and well-being</p> <p>Know that the media, social media and celebrity culture promotes certain body types</p> <p>ways that they can take care of their own mental health</p>
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<p>Internet safety and harms</p>	<ul style="list-style-type: none"> ● some strategies for keeping themselves safe online ● that there are rights and responsibilities in an online community or social network ● that there are rights and responsibilities when playing a game online ● that belonging to an online community can have positive and negative consequences ● how to identify when an online community/social media group feels risky, uncomfortable, or unsafe ● how to suggest strategies for staying safe online/ social media ● Can say how to report unsafe online/social network activity ● Can identify when an online game is safe or unsafe ● Can suggest ways to monitor and reduce screen time ● that there are rights and responsibilities in an online community or social network ● Can resist pressure to do something online that might hurt themselves or others ● how to use technology safely and positively to communicate with their friends and family ● some of the dangers of being 'online'
<p>Physical health and fitness</p>	<ul style="list-style-type: none"> ● what the word 'healthy' means ● how to explain what they need to do to stay healthy ● Know that they need to exercise to keep healthy ● how to recognise how exercise makes them feel ● how to explain how they might feel if they don't get enough sleep. ● how to feel good about themselves when they make healthy choices. ● how exercise affects their bodies ● How to set themselves a fitness challenge

<p>Healthy eating</p>	<ul style="list-style-type: none"> • Can give examples of healthy food. • Recognise how different foods can make them feel. • Feel good about themselves when they make healthy choices. • Know how to make some healthy snacks. • know that the number of calories, fat and sugar that they put into their bodies will affect their health • Know why healthy snacks are good for their bodies. • Have a healthy relationship with food. • Express how it feels to share healthy food with their friends. • Know which foods given their bodies energy. • Know the different roles food can play in people’s lives and know that people can develop eating problems/disorders related to body image pressure. • Respect and value their own bodies • Can reflect on their own body image and know how important it is that this is positive. • Know that the media, social media and celebrity culture. • promotes certain body types.
<p>Drugs, alcohol and tobacco</p>	<ul style="list-style-type: none"> • Identify how they feel about drugs. • that there are different types of drugs • the facts about smoking and its effects on health • some of the reasons some people start to smoke. • some of the reasons some people drink alcohol. • ways to resist when people are putting pressure on them. • how smoking tobacco affects the lungs, liver and heart. • some of the risks linked to misusing alcohol, including antisocial behaviour. • how to make informed decisions about whether or not they choose to smoke when they are older. • that being stressed can cause drug and alcohol misuse. • Are motivated to find ways to be happy and cope with life’s situations without using drugs. • How to make informed decisions about whether they choose to drink alcohol when they are older. • Know about different types of drugs and their uses.

<p>Health and prevention</p>	<ul style="list-style-type: none"> ● what the word 'healthy' means ● some things that they need to do to keep healthy. ● when and how to wash their hands properly ● how to help themselves go to sleep and that sleep is good for them ● the difference between being healthy and unhealthy. ● that all household products, including medicines, can be harmful if not used properly. ● that medicines can help them if they feel poorly. ● how to keep safe when crossing the road ● how to keep themselves clean and healthy ● that germs cause disease/illness. ● Recognise ways to look after themselves if they feel poorly. ● that it is important to use medicines safely ● how medicines work in their bodies ● why their hearts and lungs are such important organs. ● that their bodies are complex and need taking care of
<p>Basic first aid</p>	<ul style="list-style-type: none"> ● basic emergency procedures, including the recovery position. ● how to get help in emergency situations ● how to identify ways to keep themselves calm in an emergency

Changing adolescent
body

- that we grow from baby to adult
- how to identify how they have changed from a baby.
- what to say what might change for them they get older
- that animals including humans have a life cycle.
- that changes happen when we grow up.
- that people grow up at different rates and that is normal.
- some of the outside body changes that happen during puberty.
some of the changes on the inside that happen during puberty.

- that in nature it is usually the female that carries the baby
- that personal characteristics are inherited from birth parents, and this is brought about by an ovum joining with a sperm
- that babies are made by a sperm joining with an ovum.
- the names of the different internal and external body parts that are needed to make a baby.
- how the female and male body change at puberty
- that change can bring about a range of different emotions.
- that personal hygiene is important during puberty and as an adult.
- how to express any concerns they have about puberty
- that sexual intercourse can lead to conception.
- that some people need help to conceive and might use IVF

15. Appendix 4: Parent form: withdrawal from sex education within RSE

Parents can request withdrawal from sex education within RSE as per section 9 of this policy.

Requests for withdrawal should be put in writing and addressed to the principal, or submitted via email to: **office@willowbrook-tmet.uk**

Parents may wish to use the form below. All requests should include: the name of the child, the child's class or tutor group, the name and signature of the parent requesting withdrawal, the date that the request was submitted and the reason for withdrawal.

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

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