



Mid-Trent  
Multi Academy Trust

Policy for Personal, Social, Health and  
Economic Education including Sex and  
Relationships (RSE)  
March 2024



St Andrew's CE  
Primary School



Colwich CE Primary  
School



St Peter's CE Primary  
School



Flourish Early  
Education

## Document Control Information

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|                 |            |                |               |                                                                                            |

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## **Policy for Personal, Social, Health and Economic Education including Sex and Relationships (RSE)**

The Mid-Trent MAT (hereafter called 'The Trust') PSHE and Citizenship, including sex and relationships policy encompasses the following policy:

- Sex and Relationships Education (RSE)

Other relevant Trust policies are: Safeguarding, E-safety, Drugs and Alcohol, Behaviour, Anti-Bullying, Equality and Inclusion, Health and Safety, Teaching and Learning.

### **Rationale**

Personal, Social, Health and Economic Education (PSHE) and Citizenship is to help children and young people deal with the real-life issues they face as they grow up. The issues that PSHE covers are central to children and young people's wellbeing: nutrition and physical activity; drugs, alcohol and tobacco; emotional health and wellbeing; safety; and personal finance.

The relationships education, relationships and sex education part of this policy is derived from the guidance provided by the Department of Education in the '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019*' makes it clear that primary schools should teach about relationships and health, including puberty, and from 1st September 2020, Relationships and Health Education become compulsory subjects within the national curriculum for primary schools. Sex Education is not compulsory in primary schools as the National Curriculum for Science covers most related subject content, but schools may choose to cover additional content on Sex Education to meet the needs of their pupils.

PSHE and RSE is enhanced by a supportive school ethos, where all are valued and encouraged, positive relationships are seen as important and there is a safe and secure school environment that is conducive to learning.

### **Definitions**

#### **PSHE**

Personal, Social, Health and Economic (**PSHE**) Education is a school curriculum subject in England which focuses on developing the knowledge, skills and attributes to keep children and young people healthy and safe and to prepare them for life and work.

#### **Relationships Education:**

*'the teaching of fundamental building blocks and characteristics of positive relationships, with particular reference to friendships, family relationships, and relationships with other children and with adults'*

*(RE, RSE & HE Statutory Guidance 2019)*

This includes developing and maintaining positive and healthy relationships; recognising and dealing with unhealthy relationships (including recognition of boundaries and privacy, bullying and online safety); being aware and respectful of different family structures; and understanding how to communicate effectively and confidently within relationships.

### **Health Education:**

*'the teaching of the characteristics of good physical health and mental well-being as a part of daily life'*

*(RE, RSE & HE Statutory Guidance 2019)*

This includes healthy lifestyles; healthy eating and exercise; mental and emotional health and wellbeing; drug, alcohol and tobacco education, and key facts about puberty and the changing adolescent body.

### **Sex Education:**

Teaching about *'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'* (RE, RSE & HE Statutory Guidance 2019)

This does not include the promotion of sexual activity.

### **Aims**

The agreed aim of providing good quality Relationships, Health and Sex Education (RSE) and PSHE in all of The Trust schools. Their aim is to ensure the following points:

- A positive culture around relationships
- A framework in which sensitive discussions can take place
- A positive culture around issues of relationships and sexuality.
- An engaging PSHE curriculum
- By developing and nurturing children's social skills.
- By sharing thoughts and ideas in a safe and stimulating environment.

And to enable all pupils:

- To possess the building blocks to develop healthy relationships, good mental health and well-being, and healthy, active lives.
- To develop feelings of self-respect, confidence and empathy.
- To have a diverse knowledge of other people's cultures and traditions and celebrate these differences.
- To be prepared for puberty, and have an understanding of the importance of health and hygiene and of sexual development.
- To know and use the correct vocabulary to describe themselves and their bodies and feelings.

### **Curriculum Organisation**

PSHE and RSE will be delivered through a combination of planned curriculum lessons and whole school approaches. This will take the form of:

- Discrete curriculum time;
- Cross Curricular;
- Agency/visitor input;
- Enrichment opportunities;
- Themed weeks;
- Assemblies;
- Planned weekly/fortnightly lessons

PSHE and RSE is a universal entitlement for **all** children and young people. This means learning is made accessible to children and young people of **all** abilities and that attendance in PSHE has an equal priority with other learning.

### **Teaching and Learning**

PSHE and RSE is delivered in line with The Trust's teaching and Learning policy. As PSHE and RSE – perhaps more than any other subject – works within the real-life experiences of children and young people, it is important to establish a safe, secure and positive learning environment. To facilitate this, the following teaching and learning approaches are used:

- Establishing clear ground rules, understood by all, covering confidentiality, right to privacy and respect, and boundaries;
- Using clear language that avoids misunderstandings, prejudice and assumptions about children and young peoples' abilities, desires, background and experiences;
- Dealing with unexpected questions and comments from children and young people sensitively;
- Building on children and young people's knowledge and experiences;
- Ensuring that learning is vivid and real, developing understanding through enquiry, group discussion and problem-solving.

### **Curriculum Content**

See Appendix A for details of the scheme of work for PSHE and RSE across The Trust.

The PSHE and RSE programme has been developed using identified children and young people's needs and national and local guidance. Clear learning outcomes describe the skills, knowledge and attitudes children and young people will develop.

PSHE and RSE is provided and effectively taught through a progressive programme that gradually expands and enriches key concepts, increases knowledge, deepens understanding and rehearses and develops key skills through a thematic approach. The aim of the curriculum is to review and revisit themes and concepts throughout pupil's time in The Trust schools, thus aims to ensure the child is more prepared for future life skills and issues that may occur.

### **PSHE and RSE within the Early Years Foundation Stage**

The Statutory Framework for Early Years Foundation Stage (DFE 2024) has been used to inform the agreed curriculum content and vocabulary for children in Reception.

The EYFS Curriculum is organised within seven areas of learning and development. All areas of learning and development are important and inter-connected; the three prime areas are particularly crucial for igniting children's curiosity and enthusiasm for learning, and support development in the other areas of learning. The prime areas are Communication and Language, Physical Development and Personal, Social and Emotional Development. Within the EYFS curriculum, Relationships Education is embedded within the prime area of Personal, Social and Emotional Development, and is also a key aspect of the Understanding of the World area of learning. Aspects of Health Education are included within Physical Development. Through these, EYFS children are encouraged to form good relationships with peers and adults in school, learn about similarities and differences between themselves and others, know about ways to keep healthy and safe and manage their own basic hygiene and personal needs.

### **Lesbian, Gay, Bisexual and Transgender (LGBT)**

Schools must comply with the relevant provisions of the Equality Act 2010, under which sexual orientation and gender reassignment are protected characteristics. The Act encourages schools to meet the diverse needs of children and to improve their outcomes regardless of background. Mid Trent MAT schools do this

by teaching children about their rights and responsibilities, and acceptance, empathy and understanding of others.

In the Trust's schools, all teaching is sensitive and age-appropriate in approach and content. The agreed curriculum content enables appropriate learning to take place about differences and similarities in family situations, and prevents children whose families arrangements are different to others from feeling unaccepted or isolated, and becoming vulnerable to the effects of mental and emotional stigma. The curriculum raises children's awareness of differences and similarities between people, such as their physical appearance and personality, likes and dislikes, points of view, cultures and ethnicities, religions and beliefs, disabilities or special needs, and relationships. It has a clear focus on helping children to form opinions about others based on whether they are kind, law-abiding, respectful, trustworthy and responsible citizens, rather than judging them on appearance or differences to oneself. As a Christian school, the agreed curriculum protects, informs and nurtures all pupils as unique and wonderfully made individuals. As a result, it affords dignity and shows respect to all types of relationships which make up our diverse communities; recognising that all people are made in the image of God and loved equally.

The curriculum also enables appropriate learning to take place about the importance of respect and kindness, and that the use of any word as an insult is hurtful and unkind. The timely introduction and correct use of appropriate vocabulary within the agreed curriculum content supports children's learning and understanding, and prevents misunderstandings about what words in common use mean. Therefore, where children do use words incorrectly or in a derogatory manner, this will be addressed appropriately and sensitively.

### **Assessment, Recording and Reporting**

Children and young people do not pass or fail within this area of the curriculum but are expected to show progression. They have opportunities to reflect on their own learning and personal experiences and to set personal goals and agree strategies to reach them. The process of assessment has a positive impact on children and young people's self-awareness and self-esteem. However, during these sessions teachers may notice that some children may struggle with their own mental wellbeing, if these issues are identified the appropriate intervention will be actioned and parents will be notified.

### **Monitoring and Evaluation**

There is on-going evaluation and monitoring of the programme for PSHE by senior management and the co-ordinator. Monitoring takes place in accordance with the school's monitoring cycle. Headteachers and PHSE Leaders will monitor and evaluate the implementation and effectiveness of the Trust policy and agreed curriculum content for Relationships, Health and Sex Education, and the school's policy for Personal, Social, Health and Economic Education, and provide feedback to the Local Governing Body and to the Trust as required.

The '*Relationships Education, Relationships and Sex Education (RSE) and Health Education (England) Regulations 2019*' document will be reviewed by the Department for Education three years from first required teaching (September 2020) and every three years from that point. **This has not yet been released and therefore the Trust policy will be formally reviewed in line with the review of the statutory guidance, and no later than three years from the date of adoption of the policy.**

School policies will be formally reviewed in line with each school's own programme of policy review, which will be detailed within each policy, and with the school's Local Governing Body policy review plan.

### **Safeguarding**

Teachers and other adults involved in PSHE may sometimes hear disclosures that suggest a child may be at risk. All staff are aware of The Trust's Safeguarding policy and procedures that should be followed.

## **Confidentiality**

The Trust's schools will ensure that:

- Children are informed of the limits of confidentiality that may be offered by teachers;
- Children are informed of sources of confidential support e.g. school nurse/health adviser;
- Children and young people are encouraged to talk to their parents or carers and given support to do so.

## **Parental Right to Withdraw**

As Science, Relationships and Health Education are statutory (compulsory) subjects, parents do not have a right to withdraw their children from these lessons.

As Sex Education is not mandatory, parents do have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.

Where a parent requests that their child is excused from these lessons, the headteacher of the school should meet with the parent to discuss their concerns, but must respect the parent's wishes and grant the request to withdraw the pupil from any Sex Education delivered, other than as part of Science, Relationships or Health Education. It is then the school's responsibility to ensure the pupil receives appropriate, purposeful education during the period of withdrawal.

***See Appendix A: A progression map which outlines with parts of RSE can be withdrawn from.***

***See Appendix B: Parental Request to Withdraw Pupil from Sex Education***

## **Roles and Responsibilities**

This Policy has been developed through the collaboration of PHSE Leaders from all of the Trust Schools on behalf of the Mid-Trent Multi Academy Trust. The Trust is responsible for ensuring that this Policy is used by all Trust schools to inform their statutory provision for teaching Relationships, Health and Sex Education as part of each school's Personal, Social, Health and Economic Education provision.

Local Governing Bodies of the Trust schools have the responsibility to ensure that the school's provision for Relationships, Health and Sex Education is well-led, effectively managed and well planned, so that teaching is accessible to all pupils and all pupils make progress in achieving the expected outcomes. They must also ensure that the subjects are resourced, staffed and timetabled so that the school can fulfil its legal obligations, and that clear information is provided for parents on the subject content and the right to request that their child is withdrawn.

Headteachers are responsible for ensuring that the agreed curriculum is taught consistently across the school, that pedagogy and resources employed for delivery of the content is appropriate to the age and stage of the pupils, and that teachers have the necessary training and expertise to confidently and effectively teach the curriculum content. Headteachers also have the responsibility to liaise with parents and manage requests to withdraw a pupil from non-mandatory Sex Education.

**Appendix A: Mid Trent Multi Academy Trust Agreed Curriculum Content and Vocabulary for Relationships, Health and Sex Education, September 2024**

**Appendix A: Mid Trent Multi Academy Trust Agreed Curriculum Content and Vocabulary for Relationships, Health and Sex Education, September 2020**

|   | <b>National Curriculum – Statutory Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                   | <b>Additional Content</b>         |
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|   | <i>No parental right to withdraw from statutory content</i>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                   | <i>Parental right to withdraw</i> |
|   | <b>Science</b><br>Understanding of the World                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Relationships Education</b><br>Making Relationships / Managing Feelings and Behaviour / People and Communities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>Health Education</b><br>Self Confidence and Self Awareness / Health and Self-care                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>Vocabulary</b><br>Using and understanding the correct words to name and explain                                                                                                                                                                                                | <b>Sex Education</b>              |
| R | <b>Understanding of the World</b> <ul style="list-style-type: none"> <li>Know some similarities and differences between different religious and cultural communities in this country, drawing on their experiences and what has been read in class</li> <li>Explain some similarities and differences between life in this country and life in other countries, drawing on knowledge from stories, non-fiction texts and – when appropriate – maps</li> <li>Talk about the lives of the people around them and their roles in society</li> <li>Understand some important processes and changes in the natural world around them, including the seasons and changing states of matter</li> <li>Explore the natural world around them, making observations and drawing pictures of animals and plants</li> </ul> | <b>Making Relationships</b> <ul style="list-style-type: none"> <li>Work and play cooperatively with others and take turns.</li> <li>Forms positive attachments with adults and friendships with peers.</li> <li>Shows sensitivity to own and others needs.</li> </ul> <b>Managing Feelings and Behaviour</b> <ul style="list-style-type: none"> <li>Explain the reasons for rules, know right from wrong and try to behave accordingly</li> <li>Show an understanding of their own feelings and those of others, and begin to regulate their behaviour accordingly</li> <li>Set and work towards simple goals, being able to wait for what they want and control their immediate impulses when appropriate</li> <li>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.</li> <li>Express their ideas and feelings about their experiences using full sentences.</li> </ul> <b>People and Communities</b> <ul style="list-style-type: none"> <li>Enjoys joining in with family customs and routines.</li> <li>Talks about past and present events in their own lives and in the lives of family members.</li> <li>Knows that other children do not always enjoy the same things and are sensitive to this.</li> <li>Know about similarities and differences between themselves and others, and among families, communities and traditions.</li> </ul> | <b>Self Confidence and Self Awareness</b> <ul style="list-style-type: none"> <li>Be confident to try new activities and show independence, resilience and perseverance in the face of challenge.</li> </ul> <b>Health and Self-care</b> <ul style="list-style-type: none"> <li>Manage their own basic hygiene and personal needs, including dressing, going to the toilet and understanding the importance of healthy food choices.</li> </ul> <b>Self Confidence and Self Awareness</b> <ul style="list-style-type: none"> <li>Confident to speak to others about own needs, wants, interests and opinions.</li> <li>Can describe self in positive terms and talk about abilities.</li> <li>Is confident to try new activities.</li> <li>Can say why they like some activities more than others.</li> <li>Is confident to speak in a familiar group.</li> <li>Will talk about their ideas.</li> <li>Will choose the resources they need for their chosen activities.</li> <li>Says when they do or don't need help.</li> </ul> <b>Health and Self-care</b> <ul style="list-style-type: none"> <li>Eats a healthy range of foodstuffs and understands need for variety in food.</li> <li>Is usually dry and clean during the day.</li> <li>Shows some understanding that good practices with regard to exercise, eating, sleeping and hygiene can contribute to good health.</li> <li>Shows understanding of the need for safety when tackling new challenges and considers and manages some risks.</li> </ul> | <b>Scientific / Health Vocabulary:</b><br>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, boy, girl, baby, child, teenager, adult, life cycle, change, grow,<br><br><b>Relationships Vocabulary:</b><br>feelings, love, care, PANTS rule (See NSPCC) | N/A                               |



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|  |  |  | <ul style="list-style-type: none"> <li>• Shows understanding of how to transport and store equipment safely.</li> <li>• Practices some appropriate safety measures without direct supervision.</li> <li>• Knows the importance for good health of physical exercise, and a healthy diet and talk about ways to keep healthy and safe.</li> <li>• Manages their own basic hygiene and person needs successfully, including dressing and going to the toilet independently.</li> </ul> |  |  |
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|           | <b>National Curriculum – Statutory Content</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <b>Additional Content</b>         |
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|           | <b>Science</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Relationships Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>Health Education</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | <b>Vocabulary</b><br>Using and understanding the correct words to name and explain                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Sex Education</b>              |
| <b>Y1</b> | <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Identify, name, draw and label the basic parts of the human body and say which part of the body is associated with each sense.</li> <li>Describe how the body changes as we grow.</li> <li>I can describe the needs of animals and that these may have a cost attached to them.</li> <li>I can identify some needs humans have.</li> </ul> <p><i>NB. Pupils should have plenty of opportunities to learn the names of the main body parts through games, actions, songs and rhymes.</i></p> | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>Understand how to be a good friend.</li> <li>Be able to recognise kind and thoughtful behaviours.</li> <li>Understand the importance of caring about other people's feelings.</li> <li>Be able to see a situation from another person's point of view.</li> </ul> <p><b>Feelings &amp; Emotions</b></p> <ul style="list-style-type: none"> <li>Be able to recognise and name emotions and their physical effects.</li> <li>Know the difference between pleasant and unpleasant emotions.</li> <li>Learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>Understand that feelings can be communicated with and without words.</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Understand the needs of a baby.</li> <li>Be able to recognise what you can do for yourself now you are older.</li> <li>Be able to describe the common features of family life.</li> <li>Be able to recognise the ways in which your family is special and unique.</li> </ul> | <p><b>Keeping/Staying Safe</b></p> <ul style="list-style-type: none"> <li>Understand why it is important to stay safe when crossing the road</li> <li>Be able to recognise a range of safe places to cross the road</li> <li>Understand the differences between safe and risky choices</li> <li>Know different ways to help us stay safe</li> </ul> <p><b>Keeping/Staying Healthy</b></p> <ul style="list-style-type: none"> <li>Understand why we need to wash our hands.</li> <li>Know how germs are spread and how they can affect our health.</li> <li>Be able to practise washing your hands.</li> <li>Know the differences between healthy and unhealthy choices.</li> </ul> <p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>Know how you can help people around you.</li> <li>Understand the types of things you are responsible for.</li> <li>Know how and understand the importance of preventing accidents.</li> <li>Be able to recognise the differences between being responsible and being irresponsible.</li> </ul> <p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>Understand how your online actions can affect others.</li> <li>Be able to identify the positives and negatives of using technology.</li> <li>Know who and how to ask for help.</li> <li>Be able to recognise kind and unkind comments.</li> </ul> <p><b>Fire Safety</b></p> | <p><b>Scientific / Health Vocabulary:</b><br/>head, neck, arms, elbows, legs, knees, face, ears, eyes, hair, mouth, teeth, boy, girl, gender, baby, child, teenager, elderly, life cycle, change, grow.<br/>community, discuss, choice, pedestrian, crossing, avoid, situation, risk, safe, imaginary.<br/>healthy, unhealthy, germs.<br/>responsibility, responsible, accident, honesty, dishonest.<br/>online, positive, negative.<br/>burgled, collapsed, flammable, distraction, emergency, hoax, declaration.</p> <p><b>Relationships Vocabulary:</b><br/>feelings, love, care, comfortable feeling, uncomfortable feeling, special, person, people, friend, family, caring, help, thanks.<br/>planet, world, environment, humans, reproduce, protect, unique, common</p> | N/A                               |

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|  |  |  | <ul style="list-style-type: none"><li>• Understand the importance of being responsible and how our actions/ choices can affect others.</li><li>• Know what a 'hoax call' is and why it can be risky.</li><li>• Understand why our emergency services are an important part of our community.</li><li>• Be able to show my knowledge of fire safety to others.</li></ul> |  |  |
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**Policy for Relationships, Health and Sex Education**

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| Y2 | <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>• Notice that animals, including humans, have offspring that grow into adults.</li> <li>• Find out about and describe the basic needs of animals, including humans, for survival (water, food, air).</li> <li>• Describe the importance for humans of exercise, eating the right amounts of different types of food, and hygiene.</li> </ul> <p><i>NB. Pupils should be introduced to the basic needs of animals for survival, as well as the importance of exercise and nutrition for humans. They should also be introduced to the processes of reproduction and growth in animals. The focus at this stage should be on questions that help pupils to recognise growth; they should not be expected to understand how reproduction occurs.</i></p> | <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• Be able to name a range of feelings.</li> <li>• Understand why we should care about other people's feelings.</li> <li>• Be able to see and understand bullying behaviours.</li> <li>• Know how to cope with these bullying behaviours.</li> <li>• Be able to recognise and name a range of feelings.</li> <li>• Understand that feelings can be shown without words.</li> <li>• Be able to see a situation from another person's point of view.</li> <li>• Understand why it is important to care about other people's feelings.</li> </ul> <p><b>Feelings &amp; Emotions</b></p> <ul style="list-style-type: none"> <li>• Be able to recognise and name emotions and their physical effects.</li> <li>• Know the difference between pleasant and unpleasant emotions.</li> <li>• Learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>• Understand that feelings can be communicated with and without words.</li> <li>• Be able to recognise and name emotions and their physical effects.</li> <li>• Know the difference between pleasant and unpleasant emotions.</li> <li>• Learn a range of skills for coping with unpleasant/uncomfortable emotions.</li> <li>• Understand that feelings can be communicated with and without words.</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>• We should look after living things.</li> <li>• Be able to identify how we can look after living things both inside and outside of the home.</li> <li>• Recognise why it is important to keep our communities and countryside clean.</li> <li>• Be able to encourage others to help keep their communities and countryside clean.</li> </ul> | <p><b>Keeping/Staying Safe</b></p> <ul style="list-style-type: none"> <li>• Know the reasons to make sure your laces are tied</li> <li>• Learn how to tie up laces properly</li> <li>• Know rules to keep yourself and others safe <ul style="list-style-type: none"> <li>• Understand the differences between safe and risky choices</li> </ul> </li> </ul> <p><b>Keeping/Staying Healthy</b></p> <ul style="list-style-type: none"> <li>• Know that food is needed for our bodies to be healthy and to grow.</li> <li>• Understand that some foods are better for good health than others.</li> <li>• Be able to list different types of healthy food.</li> <li>• Understand how to keep yourself and others healthy.</li> <li>• Know the differences between healthy and unhealthy choices.</li> <li>• Understand why we need to brush our teeth.</li> <li>• Be able to practise brushing your teeth.</li> <li>• Know the differences between healthy and unhealthy choices.</li> <li>• Be able to develop strategies to help you remember to brush your teeth when you forget, are tired, or busy.</li> </ul> <p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>• Be able to name ways you can improve in an activity or sport.</li> <li>• Understand the importance of trying hard and not giving up.</li> <li>• Be able to see the benefits of practising an activity or sport.</li> <li>• Be able to learn ways to set goals and work to reach them.</li> <li>• Know how you can help other people.</li> <li>• Be able to recognise kind and thoughtful behaviours and actions.</li> <li>• Understand the risks of talking to people you don't know very well in the community.</li> <li>• Be able to identify the differences between being responsible and being irresponsible.</li> </ul> <p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>• Understand how your online activity can affect others.</li> <li>• Be able to identify the positives and negatives of using technology.</li> <li>• Know who and how to ask for help.</li> <li>• Understand how your online activity can affect others.</li> </ul> | <p><b>Scientific / Health Vocabulary:</b></p> <p>same, different, male, female, boy, girl, body, born, private parts, sex parts, gender, clean, dirty, hygiene, washing, infection, disease, germ, spread, catch, illness, stop, cover, nurse, doctor, pharmacist, first aid, emotional health, feelings, fruit, vegetables and food groups. PCSO, appliances, dangerous, chemicals, warning sign, pressured, permission. ingredients, energy, repair, vitamins, natural, saturated fat, decay. abilities, thoughtful, qualities. Manners, courteous, appropriately, self-respect, improve. permission, opinion, rules, declaration. credit, debit, spend, receive, save, burgled, collapsed, flammable, distraction, emergency, hoax, declaration.</p> <p><b>Relationships Vocabulary:</b></p> <p>bullying, mean, describe, teasing, threatening, advice, imagine, anti-bullying. fidgety, annoyed, worry, anger, manage, control, trust, influence. wildlife, community,</p> | N/A |
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| Y3 | <p><b>Plants:</b></p> <ul style="list-style-type: none"> <li>• Explore the part that flowers play in the life cycle of flowering plants, including pollination, seed formation and seed dispersal</li> </ul> <p><i>NB. Pupils might work scientifically by: discovering how seeds are formed by observing the different stages of plant life cycles over a period of time; looking for patterns in the structure of fruits that relate to how the seeds are dispersed.</i></p> <p><b>Animals, including humans:</b></p> <ul style="list-style-type: none"> <li>• Identify that animals, including humans, need the right types and amount of nutrition, and that they cannot make their own food; they get nutrition from what they eat.</li> </ul> | <p><b>Being Responsible</b></p> <ul style="list-style-type: none"> <li>• understand the differences between borrowing and stealing</li> <li>• be able to describe how you might feel if something of yours is borrowed and not returned</li> <li>• know why it is wrong to steal</li> <li>• be able to understand the differences between being responsible and irresponsible</li> </ul> <p><b>Relationships</b></p> <ul style="list-style-type: none"> <li>• understand the difference between appropriate and inappropriate touch</li> <li>• know why it is important to care about other people's feelings</li> <li>• understand personal boundaries</li> <li>• know who and how to ask for help</li> <li>• be able to name human body parts</li> </ul> <p><b>Feelings and Emotions</b></p> <ul style="list-style-type: none"> <li>• be able to recognise and name emotions and their physical effects</li> <li>• know the difference between pleasant and unpleasant emotions</li> <li>• learn a range of skills for coping with</li> </ul> | <p><b>Keeping/Staying Healthy</b></p> <ul style="list-style-type: none"> <li>• know, understand, and be able to practise simple safety rules about medicine</li> <li>• understand when it is safe to take medicine</li> <li>• know who we can accept medicine from</li> <li>• understand the differences between healthy and unhealthy choices</li> </ul> <p><b>Keeping/Staying Safe</b></p> <ul style="list-style-type: none"> <li>• know ways to keep yourself and others safe</li> <li>• be able to recognise risky situations</li> <li>• be able to identify trusted adults around you</li> <li>• understand the differences between safe and risky choices</li> <li>• be able to recognise a range of warning signs</li> <li>• be able to spot the dangers we may find at home</li> <li>• know the importance of listening to our trusted adults</li> <li>• be able to understand ways we can keep ourselves and others safe at home</li> <li>• know the differences between safe and risky choices</li> </ul> <p><b>Hazard Watch</b></p> <ul style="list-style-type: none"> <li>• There are associated risks with legal and illegal harmful substances</li> <li>• If you need to seek help or advice, it is important that</li> </ul> | <p><b>Scientific / Health Vocabulary:</b></p> <p>Pollination, pollen, male, ovule, female, seed, Penis, testicles, breasts, vulva, vagina, womb</p> <p>a range of vocabulary to describe different feelings, emotion, health, body, mind, good, not so good, action, behaviour, situation, variety, benefit, tooth decay.</p> <p>Medicine, allergies, vaccination, antibodies, research, immune system, doctor</p> <p>PCSO, appliances, dangerous, chemicals, warning sign, pressured, permission</p> <p>Reduce, re-use, recycle, environment, carbon footprint, carbon dioxide, global warming</p> <p>Potential, sibling, community, hazard, danger</p> | N/A |

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|  |  | <p>unpleasant/uncomfortable emotions</p> <ul style="list-style-type: none"> <li>• understand that feelings can be communicated with and without words</li> </ul> <p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>• be able to identify possible dangers and consequences of talking to strangers online</li> <li>• know how to keep safe in online chatrooms</li> <li>• be able to name the positives and negatives of using technology</li> <li>• understand the difference between safe and risky choices online</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>• be able to explain the meaning of reduce, reuse, and recycle</li> <li>• recognise how we can help look after our planet</li> <li>• be able to identify how to reduce the amount of water and electricity we use <ul style="list-style-type: none"> <li>• understand how we can reduce our carbon footprint</li> </ul> </li> </ul> | <p>you ask for it and keep trying until you are heard</p> <ul style="list-style-type: none"> <li>• Families are important for children growing up because they can give love, security and stability</li> <li>• It is important to recognise and report feelings of being unsafe</li> </ul> <p><b>Fire Safety (Special Module)</b></p> <ul style="list-style-type: none"> <li>• In school and in wider society, you can expect to be treated with respect by others, and in turn, you should show due respect to others, including those in positions of authority</li> <li>• It is important to recognise and talk about your emotions</li> <li>• It is important to recognise and report feelings of being unsafe or feeling bad about any adult <ul style="list-style-type: none"> <li>• • There may be occasions where you need to make a clear and efficient call to emergency services</li> </ul> </li> </ul> | <p>Burgled, collapsed, flammable, distraction, emergency, hoax, declaration</p> <p><b>Relationships Vocabulary:</b></p> <p>Safe, unsafe, risk, identify, help, rules, crossing, medicines, drugs, safety, keeping safe, decisions, pressure, influence, influence, assertive, persuade</p> <p>Communicate, situation, penis, testicles, vagina, vulva, anus, private parts, appropriate</p> <p>Borrowing, stealing, consequence, irresponsible, responsible</p> <p>Grief, confusion, memory box</p> <p>Chatroom, report, reply, respond, childline</p> |  |
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**Policy for Relationships, Health and Sex Education**

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|    | <ul style="list-style-type: none"> <li>Identify that humans and some other animals have skeletons and muscles for support, protection, and movement.</li> </ul> <p><i>NB. Pupils should continue to learn about the importance of nutrition and should be introduced to the main body parts associated with the skeleton and muscles, finding out how different parts of the body have special functions. They might research different food groups and how they keep us healthy.</i></p>                                                              |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |     |
| Y4 | <p><b>Animal, including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the simple functions of the basic parts of the digestive system in humans</li> <li>Identify the different types of teeth in humans and their simple functions</li> </ul> <p><i>NB. Pupils should be introduced to the main body parts associated with the digestive system and explore questions that help them to understand their special functions. Pupils might work scientifically by: finding out what damages teeth and how to look after them.</i></p> | <p><b>Growing and changing (relationships)</b></p> <ul style="list-style-type: none"> <li>Identify the different types of relationships we can have and describe how these can change as we grow.</li> <li>Explain how our families support us and how we can support our families.</li> <li>Identify how relationships can be healthy or unhealthy.</li> <li>Explain how to ask for help and identify who can help us if a relationship makes us feel uncomfortable.</li> </ul> <p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Recognise our thoughts, feelings, and emotions, and identify the differences between those that feel good and those that feel not so good.</li> <li>Describe how we can support others who feel lonely, jealous, or upset.</li> <li>Recognise that we can choose how we act on our emotions and understand that our choices and actions can affect ourselves and other people.</li> <li>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as loneliness and jealousy.</li> </ul> <p><b>Our World</b></p> <ul style="list-style-type: none"> <li>Identify ways in which we can help those who look after us.</li> <li>Explain the positive impact of our actions.</li> <li>Describe the ways in which we can contribute to our home, school, and community.</li> <li>Identify the skills we may need in our future job roles.</li> </ul> | <p><b>Keeping/staying safe</b></p> <ul style="list-style-type: none"> <li>Identify ways we can use to keep ourselves and others safe.</li> <li>Recognise the impact and possible consequences of an accident or incident.</li> <li>Identify what is a risky choice.</li> <li>Create a set of rules for and identify ways of keeping safe.</li> </ul> <p><b>Keeping/staying healthy</b></p> <ul style="list-style-type: none"> <li>Explain what is meant by a balanced diet and plan a balanced meal.</li> <li>Recognise how too much sugar, salt, and saturated fat in our food and drink can affect us now and when we are older.</li> <li>Understand nutritional information on packaged food and explain what it means.</li> <li>Describe different ways to maintain a healthy lifestyle.</li> </ul> <p><b>Being responsible</b></p> <ul style="list-style-type: none"> <li>Recognise the importance of behaving in a responsible manner in a range of situations.</li> <li>Describe a range of situations where being on time is important.</li> <li>Explain the importance of having rules in the home.</li> <li>Describe ways that behaviour can be seen to be sensible and responsible.</li> </ul> <p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>Recognise the key values that are important in positive</li> </ul> | <p><b>Scientific / Health Vocabulary:</b></p> <p>digestion, mouth, tongue, oesophagus, stomach, small intestine, large intestine, saliva, liver, pancreas, faeces, anus, puberty, change, grow, mature, child, teenage, adult, private parts, genitals, vulva, vagina, penis, testicles, breasts, pubic hair, Adam's apple, drug, danger, risk, drugs, tobacco, alcohol, smoke, negative, positive, lungs, cancer, irritate, smoke free, benefits, habit, life cycle, grow, change, develop and mature, puberty, inevitable, grow, bigger, taller, heavier, stronger, danger, hazard, risk, rule, law, breaking, safe, online, passwords, personal information, CEOP button</p> <p>statement, opinion, fact, strategies, junction, cycle safety, lifestyle, balanced diet, blood pressure, saturated fat, vital organs, mind map, food chart, carbohydrates, protein, calorie, punctual, responsible, irresponsible, appointment, online relationship, online bullying, offensive, insulting, rude, device, posting, false content,</p> | N/A |

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|  |  | <p><b>A World without judgement</b></p> <ul style="list-style-type: none"> <li>• Recognise positive attributes in others.</li> <li>• Explain why being different is okay.</li> <li>• Recognise your own strengths and goals, and understand that these may be different from those around you. <ul style="list-style-type: none"> <li>• Identify some of the ways we can overcome barriers and promote equality.</li> </ul> </li> </ul> | <p>online relationships.</p> <ul style="list-style-type: none"> <li>• Identify the feelings and emotions that may arise from online bullying.</li> <li>• Develop coping strategies to use if we or someone we know is being bullied online.</li> <li>• Identify how and who to ask for help.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>• Identify and name situations that may require first aid.</li> <li>• List reasons why someone may struggle to breathe.</li> <li>• Identify the signs of an asthma attack or choking.</li> <li>• Identify the signs of an allergic reaction and anaphylactic shock.</li> <li>• Understand the correct steps for seeking immediate emergency help.</li> <li>• Provide first aid treatment to someone who is struggling to breathe.</li> </ul> | <p>opinion, rumours, income tax, VAT, contribution, HM revenue and customs, society, chore, independence, self-motivation, apprenticeship, volunteer, stereotype, treatment, emergency, severe, clinical advisor, life threatening, conscious, asthma, anaphylaxis, allergic, prescribed, obstruction</p> <hr/> <p><b>Relationships Vocabulary:</b><br/>Nervous, scared, inappropriate, connection, civil partnership, marriage, feelings, emotions, physical health, mental health, strategies, judgement, equality, diversity, cohesion, barrier, attributes, similarities, differences, disability, polite, courteous, respectful</p> |  |
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**Policy for Relationships, Health and Sex Education**

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| Y5 | <p><b>Living Things and their Habitats:</b></p> <ul style="list-style-type: none"> <li>Describe the differences in the life cycles of a mammal, an amphibian, an insect and a bird</li> <li>Describe the life process of reproduction in some plants and animals.</li> </ul> <p><i>NB. Pupils should observe life-cycle changes in a variety of living things. Pupils should find out about different types of reproduction, including sexual and asexual reproduction in plants, and sexual reproduction in animals. Pupils might work scientifically by: observing and comparing the life cycles of plants and animals in their local environment with other plants and animals around the world (in the rainforest, in the oceans, in desert areas and in prehistoric times), asking pertinent questions and suggesting reasons for similarities and differences. They might observe changes in an animal over a period of time comparing how different animals reproduce and grow.</i></p> <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Describe the changes as humans develop to old age</li> </ul> <p><i>NB. Pupils should draw a timeline to indicate stages in the growth and development of humans. They should learn about the changes experienced in puberty. Pupils could work scientifically by researching the gestation periods of other animals and comparing them with humans; by finding out and recording the length and mass of a baby as it grows</i></p> | <p><b>Growing and changing (relationships)</b></p> <ul style="list-style-type: none"> <li>Explain what puberty means</li> <li>Describe the changes that boys and girls may go through during puberty</li> <li>Identify why our bodies go through puberty</li> <li>Develop coping strategies to help with the different stages of puberty</li> <li>Identify who and what can help us during puberty</li> </ul> <p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Recognise that everyone experiences emotions and that these can have physical effects on our body, both pleasant and unpleasant</li> <li>Explain how feelings can be communicated with or without words</li> <li>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> <li>Demonstrate a range of strategies to help control and manage unpleasant/uncomfortable emotions, such as anger</li> </ul> <p><b>The Working World</b></p> <ul style="list-style-type: none"> <li>Understand and explain why people might want to save money</li> <li>Identify ways in which you can help out at home</li> <li>Budget for items you would like to buy</li> <li>Recognise ways to make money and the early stages of enterprise</li> </ul> <p><b>A World without judgement</b></p> <ul style="list-style-type: none"> <li>Identify some of the ways in which we are different and unique</li> <li>Explain some of the elements which help us to have a diverse community</li> <li>Describe strategies to overcome barriers and promote diversity and inclusion</li> </ul> | <p><b>Keeping/staying safe</b></p> <ul style="list-style-type: none"> <li>Identify strategies we can use to keep ourselves and others safe.</li> <li>Recognise ways to manage peer pressure</li> <li>Explain possible consequences/outcomes when we take risks.</li> <li>Recognise the impact and possible consequences of an accident or incident</li> </ul> <p><b>Keeping/staying healthy</b></p> <ul style="list-style-type: none"> <li>Explain some of the risks associated with smoking (physical, social, and legal) and name the addictive ingredient found in cigarettes, e-cigs, etc.</li> <li>Describe how smoking can affect your immediate and future health and wellbeing</li> <li>Give reasons why someone might start and continue to smoke</li> <li>Identify and use skills and strategies to resist any pressure to smoke.</li> </ul> <p><b>Being responsible</b></p> <ul style="list-style-type: none"> <li>Recognise why we should take action when someone is being unkind</li> <li>Describe caring and considerate behaviour, including the importance of looking out for others</li> <li>Demonstrate why it is important to behave in an appropriate and responsible way</li> <li>Identify how making some choices can impact others' lives in a negative way</li> </ul> <p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>List reasons for sharing images online</li> <li>Identify rules to follow when sharing images online</li> <li>Describe the positive and negative consequences of sharing images online</li> <li>Recognise possible influences and pressures to share images online</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Complete a primary survey for first aid</li> <li>Demonstrate the recovery position for an unresponsive breathing casualty</li> <li>Know when to deliver CPR</li> <li>Demonstrate how to do CPR</li> <li>Know when to call for emergency help</li> </ul> | <p><b>Scientific / Health Vocabulary:</b></p> <p>internal, inside, reproductive organs, uterus, fallopian tubes, ovary/ovaries, cervix, vulva, vagina, clitoris, labia, menstruation, menstrual cycle, period, blood, sanitary pads, tampons, re-useable, Adam's apple, penis, testicles, scrotum, sperm, semen, erection, ejaculation, wet dream, pubic hair, hygiene, clean, cleanliness, self-esteem, self-confidence, sweat, body odour, spots, overcome, positive, risk taking, safe, unsafe, a range of feelings, behave, appropriate, choice, responsibility, peer pressure, resist, refuse, aggressive, passive, assertive, body language</p> <p><b>Relationships vocabulary:</b></p> <p>stereotype, gender, individuals, expectations, discrimination, relationships, love, feelings, partner, marry, marriage, commitment, legal, lifelong, secret, risk, responsibility, unhappy, unsafe, help, family, love, care, difference, respect</p> | N/A |
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**Policy for Relationships, Health and Sex Education**

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| <p><b>Y6</b></p> | <p><b>Animals including humans:</b></p> <ul style="list-style-type: none"> <li>Identify and name the main parts of the human circulatory system, and describe the functions of the heart, blood vessels and blood</li> <li>Recognise the impact of diet, exercise, drugs and lifestyle on the way their bodies function</li> <li>Describe the ways in which nutrients and water are transported within animals, including humans</li> </ul> <p><i>NB. Pupils should build on their learning from Y3 &amp; Y4 about the main body parts and internal organs to explore and answer questions that help them to understand how the circulatory system enables the body to function. Pupils should learn how to keep their bodies healthy and how their bodies might be damaged – including how some drugs and other substances can be harmful to the human body. Pupils might work scientifically by: exploring the work of scientists and scientific research about the relationship between diet, exercise, drugs, lifestyle and health.</i></p> | <p><b>Growing and changing (relationships)</b></p> <ul style="list-style-type: none"> <li>Explain the terms ‘conception’ and ‘reproduction’</li> <li>Describe the function of the female and male reproductive systems</li> <li>Identify the various ways adults can have a child</li> <li>Explain various different stages of pregnancy</li> <li>Identify the laws around consent</li> </ul> <p><b>Feelings and emotions</b></p> <ul style="list-style-type: none"> <li>Recognise our thoughts, feelings, and emotions</li> <li>Identify how we can reduce our feeling of worry</li> <li>Explain how we can support others who feel worried</li> <li>Recognise that we can choose how we act on our emotions and that our choices and actions can affect ourselves and other people</li> </ul> <p><b>The Working World</b></p> <ul style="list-style-type: none"> <li>Know and understand various money-related terms</li> <li>Recognise some of the ways in which we can spend money via technology</li> <li>Describe the potential impact of spending money without permission</li> <li>Identify strategies to save money</li> </ul> <p><b>A World without judgement</b></p> <ul style="list-style-type: none"> <li>Understand that there are a wide range of religions and beliefs in the UK</li> <li>Explain each of the British values</li> <li>Create a range of values for your educational setting</li> <li>Explain how all religions can live in cohesion</li> </ul> | <p><b>Keeping/staying safe</b></p> <ul style="list-style-type: none"> <li>Identify a range of danger signs</li> <li>Develop and name strategies that can help keep ourselves and others safe</li> <li>Recognise the impact and possible consequences of an accident or incident</li> </ul> <p><b>Keeping/staying healthy</b></p> <ul style="list-style-type: none"> <li>Identify what is a risky choice</li> <li>Identify the risks associated with alcohol (+ drugs - extension)</li> <li>Describe how alcohol can affect your immediate and future health</li> <li>Develop and recognise skills and strategies to keep safe.</li> </ul> <p><b>Being responsible</b></p> <ul style="list-style-type: none"> <li>Explain what consent means.</li> <li>Recognise the importance of being honest and not stealing.</li> <li>Explain why it is important to have a trusting relationship between friends and family.</li> <li>Identify how making some choices can impact others’ lives in a negative ways.</li> </ul> <p><b>Computer Safety</b></p> <ul style="list-style-type: none"> <li>List the key applications that we may use now and in the future.</li> <li>Know and understand why some applications have age restrictions.</li> <li>Identify ways to keep yourself and others safe in a range of situations online and offline.</li> <li>Recognise that people may not always be who they say they are online.</li> </ul> <p><b>First Aid</b></p> <ul style="list-style-type: none"> <li>Identify a range of situations that may require first aid.</li> <li>Understand how to support someone with a minor or serious head injury.</li> <li>Understand how to support someone who is having a seizure.</li> <li>Understand how to support someone with a severe bleed.</li> <li>Know when to call for medical help.</li> </ul> | <p><b>Scientific / Health Vocabulary:</b></p> <p>puberty, emotional, physical, social, compromise, negotiate, vagina, bladder, penis, menstruation, periods, Reproductive organs, puberty, periods, breasts, ovaries, uterus, physical health, mental health, change, balance, choice, teenager, adult, changing, growing, physical, emotions, feelings, bodies, now, future, Love, respect, consent, commitment, female, male, human, circulatory system, blood vessel, heart, pump, vein, capillary, artery, lungs, oxygen, carbon dioxide, gaseous exchange, respiration, exercise, pulse rate, heart chambers, heart valves, stethoscope, blood group, muscle, skeleton, smoking, drugs, illegal, prescription, recreational drugs, law, illegal, legal, effect, risk, health, community, society, choice, consequence, advice, first aid, help, emergency, support, affirmation, transition</p> <p><b>Relationships Vocabulary:</b></p> <p>strong feelings, human rights, romantic relationships, intimate relationships, marriage, civil partnership, transgender, consent, - change, life cycle, baby, toddler, child, adolescent, teenager, adult, middle-age, older person, growing up, feelings, emotions, independence, relationship, friendship, couple, love, positive, qualities, values, expectations, responsibility, responsibilities</p> | <p><b>Conception and Contraception:</b></p> <ul style="list-style-type: none"> <li>Identify the links between love, committed relationships / marriage, and conception.</li> <li>Explain what sexual intercourse is and explain that this may be one part of an intimate relationship between consenting adults.</li> <li>Explain what pregnancy means, how long it lasts, and where it occurs, i.e. that a baby is made when a sperm (male) meets an egg /ovum (female) and then the fertilised egg settles into the lining of the uterus (or womb) (female).</li> </ul> <p><b>Vocabulary:</b></p> <p>reproductive organs, menstruation, uterus, fallopian tubes, ovary/ovaries, cervix, vagina, labia, clitoris, vulva, penis, testicles, scrotum, sperm, semen, erection, ejaculation, egg, conception, embryo, pregnant, birth, sexual intercourse, contraception, condom</p> |
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Mid-Trent  
Multi Academy Trust

## Policy for Relationships, Health and Sex Education

### Appendix B: Parental Request to Withdraw Pupil from Sex Education

*As Sex Education is not mandatory, parents have a right to request that their child be excused from lessons which are designated as Sex Education, that is, those which go beyond that which is covered within the statutory Science, Relationships or Health subject content. The agreed curriculum content document clearly shows which aspects of the curriculum are designated as Sex Education according to the subject content.*

|                                                              |       |
|--------------------------------------------------------------|-------|
| <b>To be completed by the Parent/Carer:</b>                  |       |
| Name of Pupil:                                               |       |
| Name of Parent(s):                                           |       |
| Reason for Request to Withdraw Pupil from Sex Education:     |       |
| Any other information you would like the school to consider: |       |
| Signed:                                                      | Date: |
| <b>To be completed by the Headteacher:</b>                   |       |
| Notes from discussion with parent(s):                        |       |
| Agreed alternative provision during Sex Education lessons:   |       |
| Signed:                                                      | Date: |